GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Clarke County School District

Legal Mailing Address: 240 Mitchell Bridge Road

City: Athens County: Clarke State: GA Zip: 30606

Federal Employer I.D. #: 586010495 DUNS #: 611399783

Congressional District #: 10

Executive Officer Name: Dr. Philip D. Lanoue Title:Superintendent

Street Address: 240 Mitchell Bridge Road City: Athens State: GA Zip: 30606

Telephone: 706-546-7721 FAX: 706-208-9124 Email: lanouep@clarke.k12.ga.us

SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: Dr. Noris Price Title: Associate Superintendent of Instructional Services and School Performance

Street Address: 240 Mitchell Bridge Road

City: Athens State: GA Zip: 30606

Telephone: 706-546-7721 FAX: 706-549-0555 Email: pricen@clarke.k12.ga.us

SECTION 3: FISCAL CONTACT

Contact Name: Tom Guthrie Title: Director of Business Services

Street Address: 240 Mitchell Bridge Road

City: Athens State: GA Zip: 30606

Telephone: 706-546-7721 FAX: 706-357-5398 Email: guthriet@clarke.k12.ga.us

SECTION 4: PROJECT INFORMATION

Project Name: Teach to Learn Partnership

Partner Names: University of Georgia College of Education

Priorit(ies) Addressed: 2

Grant Amount Requested: **$869,895**

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: 5,400

Approximate number of students served: 5,400

Population of focus (i.e. age, gender, race): 4 middle schools and 2 high schools--science and math teachers

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: Clarke County

List other counties to be served (if any): NA

Congressional District(s) to be served: 10

SECTION 7: PROGRAM ACTIVITIES:

Implement a two-year teacher-induction program for 12 Teacher-Coaches (effective, experienced teachers); 12 Teacher-Residents (promising new graduates of the University of Georgia's College of Education who are continuing their education in the master's program); and 24 New Teachers (recent graduates hired by the Clarke County School District. The new induction program will involve cohort groups (professional-learning communities) for discussion, examining student data and student work, teaching strategies and high-impact practices, classroom management, book study, and other topics of interest to each group. As a fourth cohort, the school leaders of the six target schools will meet to discuss relevant topics such as mentoring and evaluation of teachers, data collection and evaluation, professional learning support, and other topics. Teacher-Residents will co-teach with Teacher-Coaches, and will take over the Teacher-Coaches' classes while the Teacher-Coaches mentor New Teachers in their classrooms. These embedded professional-learning experiences—provided to early career teachers during their first two years of teaching—are expected to positively impact recruitment, induction, and retention of science and math teachers whose turnover rate is significantly greater than CCSD teachers as a whole. The College of Education and the Northeast Georgia RESA will apply to the Professional Standards Commission for approval to offer a new Teacher-Leader Endorsement program, in which 25-50 CCSD teachers will enroll. Teacher support through intensive mentoring, peer groups, embedded professional learning, and opportunities for developing leadership skills are expected to result in increased student achievement in the areas of science and math.

SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO☒ YES☐ If yes, attach a detailed explanation.

4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and $25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO☒ YES☐ If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

_____, Superintendent October 28, 2011

Signature and Title Date

Table of Contents

Sections	Page
EXECUTIVE SUMMARY	1
1. Entities That Make up the Partnership	1
2. Statement of Need	1
3. Geographic Location	1
4. Specific Target Population to Be Served	1
5. Implementation, Numbers of Individuals to Be Served, Programs, Activities, & Services	
SECTION 1: PARTNERSHIP OVERVIEW	2
1. Partnership, Respective Missions, Expertise, Experience	2
2. Partnership's Collective Mission and Vision	2
3. Past Performance in Implementing Large, Complex, and Rapidly Growing Projects	3
4. Experience Developing/Implementing Education Programs that Led to Positive Student Outcomes	3
5. Lead Partner's Experience Managing Partnerships of Similar Size and Scope	4
SECTION 2: NEED FOR THE PROJECT	4
1. Specific Target Population and Geographic Locations to Be Served	4
2. Community Demographics	5
3. Educational Needs of the Targeted Population	6
SECTION 3: QUALITY OF PROJECT DESIGN	8
1. Number of People (Students and/or Teachers or Leaders) the Partnership Expects to Serve	8
2. Number of LEAs, Schools, 6-12 Students Teach to Learn Will Affect	8
3. Extent to Which Project Represents an Exceptional Approach to the Priorities Using a Comprehensive and Innovative Program	8
4. Evidence-Based Findings; Statistically Significant, Substantial, and Important Effect on Improving Student Outcomes	10
5. How Proposal Will Advance the State's RT3 Strategy to Improve Student Performance	13
6. Completed Scope of Work	14
SECTION 4: QUALITY OF PROJECT EVALUATION	14
1. High-Quality Implementation Data/Performance Feedback, Periodic Assessment of Progress toward Achieving Intended Outcomes	14
2. Evaluation Provides Sufficient Information about Key Elements/Approach/Facilitating Replication	19
3. Sufficient Resources to Carry out the Project Evaluation Effectively	20
4. Completed Project Evaluation	20
SECTION 5: QUALITY OF PROJECT MANAGEMENT PLAN	20
1. Partnership's Capacity to Achieve Objectives on Time and within Budget	20
2. Qualifications, Relevant Training, Experience of Project Director & Key Project Personnel in Managing Large, Complex, Rapidly Growing Projects	20
3. Leadership Structure, Clearly Defined Responsibilities for Meeting Timelines and Milestones	23
SECTION 6: QUALITY OF SUSTAINABILITY PLAN	24
1. Sustainability Plan	24
2. Demonstrated Commitment from Stakeholders to Advance the Project	25

TEACH TO LEARN PARTNERSHIP

EXECUTIVE SUMMARY

1. Entities That Make up the Partnership: The Clarke County School District (CCSD) and the University of Georgia's College of Education (COE) are Partners for the proposed **Teach to Learn Partnership**—an Enterprise grant project under Priority 2. CCSD is the **lead partner**.

2. Statement of Need: Approximately 450 University of Georgia (UGA) student-teachers (Interns) are placed in Clarke County schools each year, and about 30% of new hires each year are UGA graduates. Currently, teacher preparation, teacher induction, and efforts to retain teachers are separate, disconnected processes. In partnership with the COE, the CCSD proposes to ultimately improve student-academic achievement by implementing the Teach to Learn Partnership project. Teach to Learn will systematically streamline and strengthen the process of supporting teachers during their crucial first two years of teaching, and, for experienced teachers, will provide a pathway to school leadership. Project activities will take place at all four district middle schools and two of the high schools and will initially focus on teachers of science and mathematics. The proposed project is designed to provide a continuum of teacher-support services and activities that will include supervised, hands-on classroom experiences; peer cohorts of teacher-learners; mentoring/coaching by experienced, high-impact Teacher-Coaches; intensive professional learning; and a teacher-leader endorsement program. The CCSD and COE are uniquely positioned to design and carry out this project due to an existing partnership between the institutions.

3. Geographic Location: The proposed grant project will take place in the following Clarke County schools: Burney-Harris-Lyons Middle School, Clarke Middle School, Coile Middle School, Hilsman Middle School, Cedar Shoals High School, and Clarke Central High School.

4. Specific Target Population to Be Served: Over the course of two years, Teach to Learn will serve teachers and school leaders, and, ultimately, students in six Clarke County secondary schools.

5. Implementation, Numbers of Individuals to Be Served, Programs, Activities, & Services: The proposed Teach to Learn grant project will impact a minimum of 73 Clarke County teachers—24 New Teachers (in their first, second, or third year of teaching), 12 UGA Teacher-Residents (COE graduate students), 12 Teacher-Coaches (effective, experienced teachers whose students experienced a minimum of one year of academic growth over the course of a school year), and 25-50 Teacher-Leader Endorsement participants. The six target schools serve a total of 5,423 students in grades 6-12, most of whom will be positively impacted by the proposed project over the course of the three-year project (January 9, 2012-September 30, 2014). Services include teacher-coach training, clinical teacher training

for Teacher-Residents, new-teacher induction/coaching, professional-learning workshops for teachers and new leaders, and teacher-leader endorsements.

SECTION 1: PARTNERSHIP OVERVIEW

1. Partnership, Respective Missions, Expertise, Experience*:** UGA and CCSD have developed a strong, enduring partnership built on their mutual interest in teacher preparation, recruitment, induction, and retention. A Professional Development School (PDS) Partnership between CCSD and the COE was formed in 2008 as plans to open a new elementary school—J.J. Harris Elementary—were underway. After a year of intensive PDS planning, Harris opened in August 2009 as a PDS. In spring 2011, the PDS Partnership evolved into a Professional Development School *District* (PDSD), with 21 schools currently at various stages of transformation into PDS schools. During many conversations over the past three years, it became clear that a significant gap existed in the preparation and induction of Clarke County teachers—a gap that will be filled by the Teach to Learn grant project. The Partners' ***mission statements are as follows: CCSD: "In partnership with families and the community, our mission is to inspire students to achieve at high academic levels through challenging and innovative learning opportunities that support the development of students' individual talents." COE: "The mission of the College of Education at The University of Georgia is to enhance education, workforce development, health, and policy for the wellbeing of society through (a) the creation, communication and application of new knowledge; (b) preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and (c) outreach initiatives engaged with matters related to the local community, state, nation, and world." For expertise and experience, see Sections 3 and 4 below.

2. Partnership's Collective Mission and Vision*:** The proposed Teach to Learn Partnership is an extension of the PDSD Partnership formed in April 2011. This Partnership shares the following ***vision: *Future and new teachers need a significant level of support from the UGA teacher-preparation faculty as well as from high-impact CCSD teachers through a structured, individualized, multilevel, collaborative training and induction program.* The PDSD Partnership has the following ***four goals***: (a) improving and enhancing student learning, (b) improving and enhancing the preparation of new teachers and other school-based personnel, (c) providing significant opportunities for professional learning for faculty within CCSD and UGA, and (d) promoting collaborative programs of inquiry directed at the improvement of practice. The ***mission*** of the PDSD is to "create a unique relationship between the leadership of CCSD and UGA; to foster and support the academic, social, emotional, and physical development of CCSD and UGA students; and to promote the advancement of the educational process at all levels." These goals and general purposes will be achieved through the grant activities presented in this grant proposal. A PDSD ***Memorandum of Agreement***, signed by Superintendent Philip D. Lanoue and Michael Adams, president

of the University of Georgia, took effect on April 1, 2011, and will expire or be renewed by March 31, 2014, a period that coincides with the proposed Teach to Learn grant project. (For Memorandum of Agreement, see Attachment B.)

***3. Past Performance in Implementing Large, Complex, and Rapidly Growing Projects*:** Partnerships between CCSD and the COE go back many years. Most recently, the partners planned, developed, and implemented the PDS model at J.J. Harris Elementary Charter School, the school district's newest elementary school. In support of the PDS schools, UGA faculty members provide ongoing professional-learning activities for teachers. Several UGA courses are taught onsite, and as part of the Early Childhood and Science methods courses, UGA students conduct inquiry-based science centers for small groups of Harris students. Each classroom typically has three or four adults present to assist students as they learn. The PDSD will be expanded systematically over the next several years until all 21 Clarke County schools have successfully implemented UGA/CCSD's PDSD model. In 2008, CCSD, UGA, Athens Technical College, and a business- and community-based antipoverty group applied for and received a $2.9 million state grant to construct and implement the Athens Community Career Center, which opened in August 2011. The Career Academy, a charter program that serves both target high schools, will play a role in the Teach to Learn project as students discover real-world applications of science and mathematics concepts and operations.

***4. Experience Developing/Implementing Education Programs that Led to Positive Student Outcomes*:** Before Dr. Noris Price, CCSD's Associate Superintendent for Instructional Services and School Improvement and a Co-Project Director for the Teach to Learn project, came to the Clarke County School District in July 2007, she converted Fulton County School System's Woodland Elementary into Georgia's first charter elementary school and served as principal for another 10 years. At Woodland Elementary, the percentage of students who met or exceeded standards increased from 60% to 90%. At Clarke County, Dr. Price successfully led the effort to convert a new elementary school into the district's first charter school. In the two years that J.J. Harris has been operating, the number of underrepresented students identified as gifted increased from four to 24. Dr. Price also led a communitywide effort to plan, develop, construct[1], and open (August 2011) the Athens Community Career Academy, a career-focused charter program serving three[2] Clarke County high schools. Price has been actively engaged in the PDS Partnership since its inception in 2008. When Dr. Dresden was a CCSD teacher, she co-chaired the Curriculum, Instruction, and Assessment Committee and currently chairs the Math Curriculum, Instruction, and Assessment Committee for the CCSD/UGA partnership project discussed in Section 5 below.

[1] Construction was funded by a Technical College System of Georgia grant for $2.9 million.
[2] Classic City High School/Performance Learning Center serves approximately 125 students in a small, alternative high school setting.

5. Lead Partner's Experience Managing Partnerships of Similar Size and Scope*:** CCSD is the ***lead Partner and fiscal agent for the Teach to Learn project. From 2001 through 2006, CCSD and UGA's COE formed a partnership involving Clarke County's two highest-need elementary schools at the time—Chase Street Elementary and Gaines Elementary. COE faculty provided extended-learning opportunities for students, such as academic summer programs and academic intercession programs. Two COE professors worked with district and school administrators and teachers to collaboratively improve the quality of classroom teaching and learning through professional-learning communities as well as other forms of professional learning for teachers. During this time, COE professors taught university courses at one of the schools that led to several teachers earning reading endorsements. The current PDSD Partnership and the proposed Teach to Learn Partnership owes much of its success to the groundwork that was laid during that period of time as relationships were formed, trust was built, and a common vision guided the partners' work.

SECTION 2: NEED FOR THE PROJECT

***1. Specific Target Population and Geographic Locations to Be Served*:** The long-term goal of the proposed Teach to Learn project is to increase the academic achievement of CCSD students enrolled in four middle schools and two high schools. In order to attain this goal, CCSD has identified a need to design and implement a comprehensive teacher induction and teacher retention program based upon the Georgia Department of Education's seven domains of high-quality teacher induction programs (see Section 3.3 below, p. 8, for list of domains). CCSD has 1,150 teachers, and typically hires about 100 teachers every year. The current turnover rate for Clarke County teachers is 9.47% with 109 teachers resigning by the end of the 2010-2011 school year. Last summer, CCSD had 99 positions posted for certified classroom teachers. Each year, the school district fills about 30% of its open teacher positions from the pool of new UGA COE graduates. Table 1 depicts the turnover rate for secondary math and science teachers over the past three years:

Table 1: Turnover Rate for Secondary Science and Math Teachers Over the Past Three Years

	# of Math Teachers	Math teacher turnover in past 3 years		# of Science Teachers	Science teacher turnover in past 3 years	
		#	%		#	%
Middle Schools	36	13	36	26	10	38
High Schools	35	25	71	20	11	55

As the district works in partnership with the COE to implement the activities and services described herein, evaluation measures will be in place to determine the benefits and challenges to improving teacher retention and reducing teacher turnover in these content areas.

As this proposed project is conducted over the next two years, over 73 CCSD teachers and administrators and at least 5,400 secondary students will be impacted. Overall student demographics for this population are as follows: approximately 78% are economically disadvantaged, 13% have disabilities, 9.5% are English-language learners, 27% of the middle school students are enrolled in the district's Remedial Education Program (REP), and 7.3% of high school students are enrolled in REP.[3] Table 2 lists the six target schools, student populations, percentages of economically disadvantaged students, and racial breakdowns for the 2010-2011 school year:

Table 2: Descriptions of Target Schools – FY11

School	# K-12 Students	% F/R	Title I	Racial/Ethnic
Burney-Harris-Lyons Middle	591	76.14	SW	Black = 55.17%; Hispanic = 32.75%; White = 9.11%; Asian = 0.88%; Multiracial = 2.28%
Clarke Middle	581	67.47	SW	Black = 61.28%; Hispanic = 12.23%; White = 27.51%; Asian = 2.91%; Multiracial 4.37%
Coile Middle	550	93.82	SW	Black = 59.61%; Hispanic = 31.39%; White = 5.82%; Asian = 0.71%; Multiracial = 3.17%
Hilsman Middle	700	75.71	SW	Black = 66.45%; Hispanic = 6.97%; White = 23.87%; Asian = 4.26%; Multiracial 5.03%
Clarke Central HS	1,447	71.32	SW	Black = 59.66%; Hispanic = 17.44%; White = 18.35%; Asian = 1.31%; Multiracial 3.30%
Cedar Shoals HS	1,554	81.02	SW	Black = 60.36%; Hispanic = 17.33%; White = 16.18%; Asian = 1.96%; Multiracial = 4.09%

2. Community Demographics: With a 31% poverty rate (double the state's rate of 15%).[4] Clarke County has the third highest poverty rate in the nation among communities with populations of between 65,000 and 359,999 people. In Clarke County, 17% of households live below *50%* of the poverty level, as compared to the 13% nationwide who live below the *100%* poverty level. Almost half (49%) of Clarke County students live in single-parent homes. CCSD is an urban school district with over 12,000 students in 14 elementary schools, 4 middle schools, 2 traditional high schools, 1 small non-traditional high school, 3 alternative-educational sites for middle and high school students, a charter Career Academy, and an Early Learning Center for young children. In 2009, the Clarke County Board of Education established attendance zones around all 21 Clarke County schools. The shift away from a modified-choice attendance policy was based entirely on the increasing costs of student transportation. Clarke County schools are now neighborhood schools that draw students from the immediate, geographical attendance zones.

Other Community Efforts. Clarke Middle School and Clarke Central High School are located within a ***Promise Neighborhood Zone.*** Athens Family Connection/Communities In Schools (a frequent partner for student-focused CCSD initiatives) was awarded a federal *Promise Neighborhood* planning

[3] Georgia Report Card, 2009-2010.
[4] U.S. Census Bureau's "American Community Survey, 2006.

grant[5] that ended September 30, 2011. Drs. Price and Dresden, Co-Project Directors for the Teach to Learn Partnership, also Co-Chair the Whatever It Takes (WIT) K-12 Committee. If this community collaborative is awarded a Promise Neighborhood *implementation* grant, the identified WIT attendance zone surrounding a specific Clarke County elementary school, will be the first target area, but by the end of the five-year implementation period, the entire county will be focused on *every* student graduating from high school and entering an institution of higher education or vocational training, the military, or the workforce. This focus directly addresses the overall goals of Race to the Top.

3. Educational Needs of the Targeted Population. Among Clarke County's middle and high schools, the greatest areas of academic weakness, for both teachers and students, are science and mathematics, as demonstrated by CRCTs and End-of-Course Tests. At every grade level (K-12), the weakest domains are physical science, numbers and operations, and geometry. Table 3 reveals aggregate state assessment results on the Criterion-Referenced Competency Tests in science and mathematics for Clarke County middle schools students over the past three years as compared to state averages:

Table 3: Percentage of Middle School Students Who Did NOT Meet Standards on CRCTs in Science and Math

	2009	2010	2011
Science			
6th grade	38	37	41
7th grade	46	29	35
8th grade	55	52	38
Georgia	24	20	Not available
Mathematics			
6th grade	37	37	40
7th grade	32	21	18
8th grade	43	44	31
Georgia	30	26	Not available

As the table indicates, from one-fifth to one-half of Clarke County middle school students have not mastered the state's science and math standards. When these struggling students enter ninth grade unprepared for high school science and/or math, their graduation is in jeopardy. Table 4 provides a racial breakdown of ninth-grade End-of-Course Test results, which identifies groups of students who struggle the most in science and math courses, especially in Biology, Physics, Math I and Math II.

[5] The Clarke County Promise Neighborhood grant project, called *Whatever It Takes* (WIT), is one of only 21 planning grants awarded across the nation in 2010. This grant effort is based on Clarke County's high poverty rate and community-wide commitment to effective collaboration and action. CCSD, UGA, and 70 other community organizations are partners for this initiative. For the planning year, CCSD provided in-kind services valued at $87,311.

Table 4: Percentage of Ninth-Grade Students Who Did NOT Pass Science and Math End-of-Course Tests by the Spring of 2011				
	Biology	Physics	Math I	Math II
Cedar Shoals HS				
Black Students	58.20	47.10	70.00	75.40
Hispanic Students	45.00	57.10	57.10	69.10
White Students	11.80	21.70	34.30	28.90
Asian Students	20.00	0.00	14.30	15.40
Clarke Central HS				
Black Students	63.80	40.50	68.00	49.80
Hispanic Students	35.00	27.00	48.20	37.50
White Students	13.20	3.70	22.40	16.90
Asian Students	20.00	25.00	0.00	28.60

According to the results of the 2011 End-of-Course Tests, as many as 75% of Clarke County's Black and Hispanic ninth-grade students are not well-prepared for the rigorous high school curriculum in science and math, thereby indicating the need for an intervention to better prepare teachers, such as the Teach to Learn Partnership project. During the three-year grant period and beyond, CCSD will track improvements in student achievement gaps.

Because the academic needs of students tend to correspond to the content and pedagogical weaknesses of teachers, CCSD's Race to the Top grant project will focus on science and mathematics, thus when identifying and recruiting Teacher-Residents and Teacher-Coaches, the Teach to Learn Partners will pair early career teachers with experienced teachers certified in science or math. These strategic alliances are intended to provide immediate, job-embedded interventions and support related to academic content and pedagogical skills needed by high-impact teachers of secondary science and math classes.

To raise student-academic achievement, teachers need to perpetually increase their content knowledge so they can move students to higher levels of learning. Technology competency, crucial for today's teachers, students, and school leaders, continues to be a central focus, especially in the middle schools because the Georgia DOE now requires all eighth graders to pass a *technology literacy assessment* demonstrating their working knowledge of operations and concepts related to information technology.[6] During the current 2011-2012 school year, CCSD will begin to implement the International Society for Technology in Education's (ISTE) NETS Standards for students. Progress will be measured through the Technology Standards Self-Assessment. Professional-learning opportunities will be provided to teachers and administrators that emphasize the need for school-wide proficiency with information technology provided by the school district and/or individual teachers (e.g., Smart Boards, laptops, wire-

[6] CCSD will adhere to a definition of *technology literacy* provided by the State Educational Technology Directors Association: "Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century."

less access, educational software, email, texting, iObservation for principal and Teacher-Coach walk-throughs, YouTube, podcasts, handheld computing devices (e.g., iPads for principals and iPod Touches for two Advanced Placement classes), Googlelive.edu, online collaboration through cloud technology). The Partners request funds to purchase iPads for 12 Teacher-Coaches so they may conduct electronic walkthroughs in 24 New Teachers' classrooms using CCSD-developed forms via iObservation, an Internet-based database program. iObservation facilitates communication between mentors and their mentees, and is linked to a bank of Robert Marzano's research articles that teachers may discuss in mentor/mentee meetings, cohort meetings, and professional-learning sessions.

SECTION 3: QUALITY OF PROJECT DESIGN

1. Number of People (Students and/or Teachers or Leaders) the Partnership Expects to Serve: The Teach to Learn Partnership could easily impact over 5,400 students in grades 6-12 each year and 73 to 98 CCSD teachers during the three-year grant period—24 New Teachers, 12 Teacher-Coaches, plus 12 UGA Teacher-Residents; in addition, from 25 to 50 of Clarke County's experienced teachers will be invited to enroll in a new Teacher-Leader Endorsement Program offered by the COE or the Northeast Georgia RESA.[7]

2. Number of LEAs, Schools, 6-12 Students Teach to Learn Will Affect: The Teach to Learn Partners will implement the innovative induction model by targeting four middle schools and two high schools. The approximate number of students who will benefit from this project is 5,400. As the program is implemented and evaluated, the plans are to refine the project so that it could be scaled up to include the remaining Clarke County schools.

3. Extent to Which Project Represents an Exceptional Approach to the Priorities Using a Comprehensive and Innovative Program. In the Clarke County School District, there is currently little continuity between teacher preparation and teacher induction with relatively little structured support in place to guide new teachers through their crucial first two years of teaching. The Teach to Learn project addresses ***Priority 2*** of the State's Race to the Top Innovation Fund grant program, which focuses on implementing a comprehensive, highly effective teacher-induction program and building school leaders. The Teach to Learn Partnership project is structured according to the Georgia Department of Education's "Teacher Induction Draft Guidelines," which lists seven domains of high-quality teacher induction programs: (1) Roles and Responsibilities; (2) Leadership and Organizational Structures; (3) Orientation; (4) Mentoring; (5) Ongoing Assessment; (6) Professional Learning; and (7) Program Evaluation. The CCSD and COE Partners have designed an innovative model that builds in the resources necessary for a comprehensive teacher-induction/leadership-development program.

[7] A Teacher-Leader Endorsement Program is currently being negotiated by the COE and the NEGA RESA.

Project Participants. Three primary participant groups will take part in the Teach to Learn:

Teacher-Residents: Twelve COE graduate students enrolled in math or science programs will be hired as Teacher-Residents at a UGA Graduate Teaching Assistant's rate of pay to spend 20 hours a week in one of six target schools, two per school, to continue their teacher training. Recruitment will begin upon funding notification.

Teacher Coaches: Twelve CCSD teachers will be selected and trained to provide in-depth two-pronged mentoring and coaching to *Teacher Residents* and *New Teachers*. The CCSD will use the criteria currently being developed by the Georgia Department of Education for recruitment and selection of mentors to choose *Teacher-Coaches*.

New Teachers: Twenty-four first- second- or third-year teachers in the areas of science or math will take part in in-depth coaching and mentoring as well as other facets of the project.

Project Components. The Teach to Learn model contains five primary components that, together, directly address or embed each of the seven domains from the "Draft Georgia Teacher Induction Guidelines":

Professional-Learning Opportunities: During the first four weeks of Fall semester 2012, *Teacher-Coaches* will co-teach with the *12 Teacher-Residents* for 20 hours per week to provide intensive preparation on examining student work; focusing on essential questions, Georgia performance standards, CCSD's instructional framework; planning and delivering lessons; and ongoing feedback. *Teacher-Residents* will then assume responsibility for the *Teacher-Coaches'* classes for approximately 10 hours a week while *Teacher-Coaches* mentor *New Teachers* (2 per *Teacher-Coach*). However, *Teacher-Coaches* will continue to co-teach with *Teacher-Residents* for 8-10 hours each week to provide ongoing training and coaching and to increase student achievement in those classrooms. In addition to in-class professional learning provided to Teacher-Residents and New Teachers by Teacher-Coaches, Dr. Sally Zepeda, a Professor in UGA's Department of Lifelong Education, Administration, and Policy, will provide a series of workshops for Teacher-Coaches, Teacher-Residents, New Teachers, and other teachers interested in leadership, and new school administrators on topics including: content knowledge, collaboration, instructional leadership, and reflection on professional practices. Attachment G contains an outline of Dr. Zepeda's professional-learning workshops. Another opportunity for professional learning is being introduced, as well; Teacher-Coaches and eligible[8] teachers and other certified professionals across the district will be encouraged to enroll in the Teacher-Leader Endorsement Program when it becomes available.

In-Depth, in-Class Mentoring Program: Teacher-Coaches will work directly with their assigned New Teachers for 10 hours every week for the remainder of the project period to provide mentoring and coaching. Active guidance will be provided on co-teaching, planning and delivering lessons; classroom

[8] Three or more years of teaching experience, demonstrated interest in leadership, principal recommendations, etc.

management; classroom modeling; examination of student data and work; intensive, ongoing peer cohort/processional-learning communities; and tools and techniques to foster school-leadership skills, tools, and techniques.[9]

Common planning time and collaboration: Support networks of professional-learning cohorts will be formed for *New Teachers*, *Teacher-Residents*, *Teacher-Coaches*, and *endorsement participants* to explore research-based practices that positively impact student learning. For cohort members, principals will coordinate planning times as much as feasible. In order to be sufficiently impactful, mentoring programs must provide participants with *time* to meet, study, discover, reflect, and grow together. The Teach to Learn Partnership project is designed around this key requirement by releasing each veteran teacher for 10 hours each week to actively mentor two New Teachers in the New Teachers' classrooms.

Teacher-Leader Endorsement Program: CCSD will offer 25-50 experienced teachers the opportunity to earn Teacher-Leader Endorsements available through the Northeast Georgia RESA or UGA's College of Education.[10] Experienced teachers who complete the Teacher-Leader Endorsement Program may serve as Teacher-Coaches during Year 2 of the grant period and beyond.

Goal-setting and monitoring: Teacher participants will take part in gauging their personal progress towards meeting their professional goals, appropriate personnel will work with teacher participants to assess this progress, and on a larger scale project components will be evaluated using multiple sources (see evaluation section) to measure project progress.

Founded on high expectations for all participants, the anticipated ***outcomes*** of the innovative, high-impact Teach to Learn grant project are: (1) increased student-academic achievement resulting from excellent classroom teaching; (2) highly effective classroom teachers have deep content knowledge and know how to motivate students to achieve at high levels; (3) reduction in teacher attrition in the areas of science and math; and (4) experienced teachers undertake leadership roles in their schools.

***4. Evidence-Based Findings; Statistically Significant, Substantial, and Important Effect on Improving Student Outcomes*:** Many researchers have noted that 40-50% of new teachers leave the profession within their first five years of teaching (e.g., Grissmer & Kirby, 1987, 1992, 1997; Ingersoll, 2003). According to a report released by the Alliance for Excellent Education in October 2011, 20 years ago the most common experience level for teachers was 15 years, but now the typical teacher is in his or her *first* year of teaching. The report goes on to say, "School systems must provide greater support and

[9] In addition, two of the target schools (Clarke Middle and Hilsman Middle) have, as part of their Professional Development Schools Partnership with the COE, Professors-in-Residence (UGA professors assigned to these schools to coordinate student interns, research projects, and research projects). The PDSD Partnership also supports a district-based Professor-in-Residence, Dr. Sally Zepeda, to assess the district's new Teacher Evaluation System, among other responsibilities.

[10] Both organizations are currently undergoing the Professional Standards Commission approval process for developing teacher-leader endorsement programs.

sustained mentoring for teachers, especially those new to the profession, in order for students to graduate ready for college and a career" (p.18). Researchers have also found that teachers' experiences during the first years on the job provide a strong predictor of effectiveness throughout their careers (Rowan, Correntti & Miller, 2002). In an effort to retain good teachers, during Spring 2008 CCSD surveyed first- and second-year teachers to assess the needs of *new teachers*. The most frequent and meaningful need identified by new teachers was their need for "personable, content-competent, and dedicated" colleague-mentors to whom they may go for moral support and encouragement and to have questions answered. As a result of that survey, CCSD developed an informal induction and mentoring program for new teachers and teachers new to the school district; about 100 new teachers participate in the district's one-year mentoring program each year. Teacher-Mentors assist new teachers to improve classroom-management skills and instructional planning and to understand district and school protocols and procedures, but finding the time to talk about these issues has proven difficult during teachers' busy days.

The proposed Teach to Learn teacher induction program will provide secondary science and math teachers with a scaled-up, comprehensive two-year induction process that puts veteran teachers in new teachers' classrooms for job-embedded professional learning, which is exactly what researchers advocate for student success, teacher satisfaction, and teacher retention (Rowan, Correntti & Miller, 2002; Ingersoll, 2003). A comparison of the current and proposed teacher induction programs is shown below:

Table 5: Comparison of the Current Teacher Mentoring-Induction Program with the Teach to Learn Mentoring/Coaching-Induction Program

Current Program	Proposed Teach to Learn Program
One-year duration in all schools.	Two-year duration in four middle and two high schools.
2 hours of training for mentors.	100 hours per year of training for Teacher-Coach cohort, Teacher-Resident cohort, and New Teacher cohort
Informal schedule, for example, lunch time or after school. Most mentor-mentee pairs do not share a common planning time.	Each Teacher-Coach will have 10-12 hours per week ***release time*** to spend in two New Teachers' classrooms for observing, co-teaching, and modeling of lessons. Coaching/mentoring/will also take place during shared planning periods.
Mentor observes new teacher's classroom 4 times; new teacher observes mentor's classroom 4 times.	Teacher-Coaches will spend 10 hours per week in their New Teachers' classrooms (plus go-teaching with Teacher-Residents, resulting in a minimum of 510 hours of co-teaching, modeling of lessons, and classroom observations per year, per Teacher Coach.
New teachers meet as a group once a month. Topics include district policies, expectations, resources, etc.	The New Teacher Cohort will meet once a week to discuss specific topics related to research-based instructional strategies, classroom management, content knowledge, how students learn, how to use instructional technology effectively, and other topics of interest to these support networks.
Mentors are paid $300 per year for mentoring 1 new teacher and completing 4 walkthroughs and 3 classroom-management checklists.	Each Teacher-Coach will be paid $2,000 per year to mentor one Teacher-Residents and two New Teachers and to keep records and collect data for the Teach to Learn project.

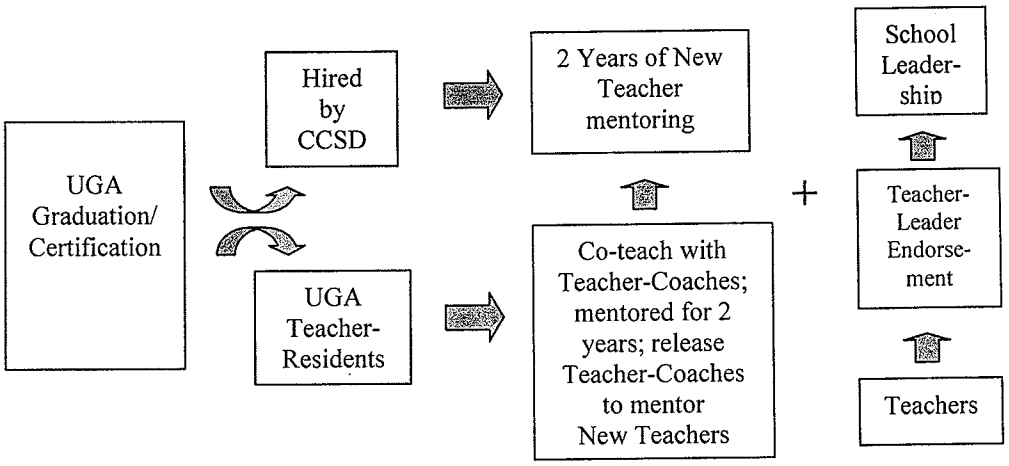
In "Transforming Teacher Education through Clinical Practice" (Nov. 2010; *Report of the Blue Ribbon Panel on Clinical Preparation AND Partnerships FOR Improved Student Learning*), the authors state:

> The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. (p. ii)

In a seminal 2011 *Review of Educational Research* article entitled, "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research," Richard Ingersoll and Michael Strong critically analyze 15 empirical studies that support the claim that mentoring assistance provided to beginning teachers results in three positive outcomes: increased student achievement, improved teacher classroom instructional practices, and increased teacher commitment and retention. Teach to Learn is poised to provide the support for teachers that will lead to all three of the preceding outcomes. One of the main factors behind teacher attrition is a lack of adequate support from the school administration, such as coaching, mentoring, and job-embedded professional learning. There is an emerging consensus in the educational-reform literature that teacher quality is *the* most critical factor impacting the success of today's schools (Ball & Forzani, 2009; Cochran-Smith, 2006; Feiman-Nemser, 2001; Bransford, Darling-Hammond & LePage, 2005). The Georgia Professional Standards Commission's Educator Preparation Rule 505-3-.58 requires all Educational Leadership programs that prepare school and school system leaders to be performance-based programs that include an extended residency or fellowship. The Teach to Learn project is based on research studies that support the efficacy of structured but flexible, clinically based mentoring relationships that pair experienced, effective teachers with new teachers during their first two years in the profession. As a cohort of mentors, Teacher-Coaches will study effective mentoring strategies and practices, while members of the New Teacher cohort and Teacher-Resident cohort will learn from their Teacher-Coaches and from one another through discussions, class observations, co-teaching, and job-embedded coaching activities.

Over the past two or three years, CCSD's state assessment scores, graduation rate, AYP, and other indicators have improved. In recognition of significant progress, in 2010 the Georgia DOE named the Clarke County School District **Georgia's #1 Large Title I Distinguished School District for Closing the Achievement Gap**. According to *How Leadership Influences Student Learning* (2004), "One of the hallmarks of districts that have succeeded in moving from low to high performing is an intense long-term investment in developing instructional leadership capacity at the school and district levels" (p. 43). To improve student performance more dramatically, the Teach to Learn Partnership will establish a *continuum of services* for early career teachers in training and potential teacher leaders in the schools. Currently, there are two disparate processes that future teachers go through on their way to becoming classroom teachers: the COE's teacher-preparation program, and, when they graduate, CCSD's hiring and

induction processes. Clarke County teachers hired straight out of a teacher-preparation program (UGA or elsewhere) enter their classrooms at the beginning of the school year and learn from experience and, over the past two years, from experienced teachers who informally mentor them. For the Teach to Learn Partners, the proposed project will, for the first time, build a ***comprehensive support bridge*** between teacher preparation and teacher induction. The Teach to Learn grant project will provide new science and math teachers in six target schools with a comprehensive, CCSD-designed induction program for their first two years of teaching, while building leadership capacity within these schools. The graphic below shows the proposed continuum from the COE's undergraduate experience through the proposed three-year Teach to Learn induction program to effective teachers and teacher-leaders:



5. How Proposal Will Advance the State's RT3 Strategy to Improve Student Performance: The proposed project will help advance Georgia's RT3 strategy to improve student performance by directly supporting all five of the state's Race to the Top goals in the following ways:

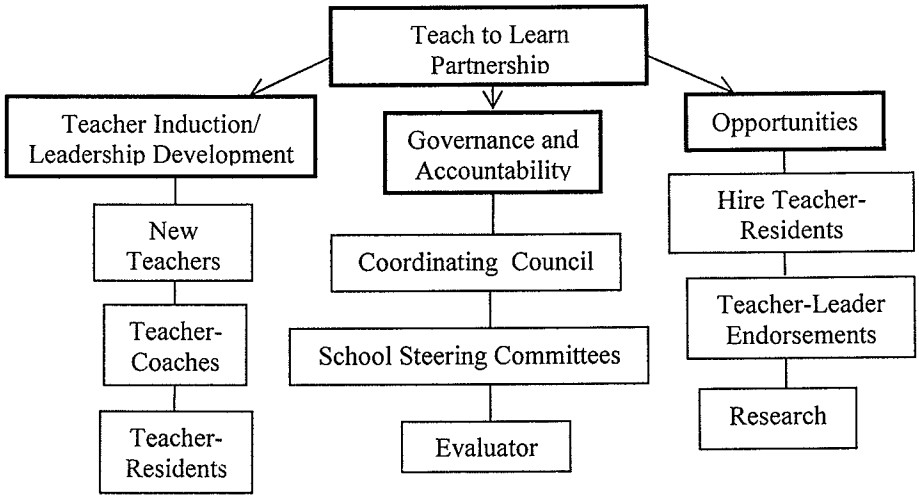
Table 6: Georgia's RT3 Goals and CCSD's Strategies for Supporting Them

Georgia's RT3 Goals	CCSD's Support for Georgia's RT3 Goals
Goal 1: Increase the high school graduation rate, decrease the high school dropout rate, and increase postsecondary enrollment and success.	Many CCSD high school students struggle with science and math and have trouble passing end-of-course tests, barriers that often prevent them from graduating from high school. From 2007 to 2011, CCSD's graduation rate increased from 58.4% to 70.8%. By concentrating Race to the Top grant resources on improving science and math instruction delivered by new middle and high school science and math teachers (and for other reasons), the Partners expect the graduation rate to reach 73% by the end of the second year of the Teach to Learn project.
Goal 2: Strengthen teacher quality, recruitment, and retention.	Over the past three years, the turnover rate among science and math secondary teachers is 46.5% for science and 53.5% for math. A two-year Teach to Learn induction program for secondary teachers will encourage teachers to experiment with new ways of teaching based on current research and proven high-impact practices. This guided, research-based experimentation should positively impact teacher satisfaction, effectiveness, recruitment, and retention, while building collegial school and district cultures. Additionally, offering teachers pathways to leadership is likely to attract talented individuals who might not otherwise stay in the teaching profession.

Goal 3: Improve work-force readiness skills.	For high school students, the district's new Career Academy will provide workforce preparation in 11 career pathways.[11]
Goal 4: Develop strong education leaders, especially at the building level.	Teacher-Coaches will be recruited (with stipends) to mentor Teacher-Residents and New Teachers, which will help them develop their leadership skills. Teacher-Coaches and teachers who enroll in a Teacher-Leader Endorsement Program will develop and practice strong leadership skills in their schools.
Goal 5: Improve the SAT, ACT, and achievement scores of Georgia students.	National and state gateway assessments predict how well high school students will perform in college. Students who understand underlying concepts and principles in core content areas, especially science and math, will be better prepared to score well on the SAT, ACT, and end-of-course tests. As teachers improve their practice, student academic performance will improve.

The Teach to Learn project is also aligned with the State's education goals: (1) Improve student achievement, (2) enhance quality of education workforce, and (3) improve workforce readiness skills. The proposed project has been designed by the Partners as a continuum of support from teacher preparation at UGA's College of Education and New Teachers through the first two years of employment.

***6. Completed Scope of Work*:** For a detailed Scope of Work Plan and how all grant activities are aligned with project goals and outcomes, see pages 15 and 16. The graphic below represents the *scope* of the Teach to Learn Partnership:



The Teach to Learn Partnership grant project is intended to improve teacher recruitment, induction of new teachers, retention of effective teachers, and leadership. The project's key components are:

- *Teacher Recruitment*: With a Teacher-Resident option, along with a New Teacher induction program, higher qualified early career teachers are likely to apply for another two years of teacher preparation/mentoring while they earn their graduate degrees.

[11] Architectural Drawing and Design, Computing, Computer Systems and Support, Financial Management-Accounting, Financial Management-Services, Small Business Development, Marketing, Law and Justice, Medical Services, Nursing, Broadcast Video & Music Production

RACE TO THE TOP INNOVATION FUND SCOPE OF WORK

RACE TO THE TOP INNOVATION FUND - SCOPE OF WORK				
NAME OF PARTNERSHIP: TEACH TO LEARN PARTNERSHIP				
GOAL 1: IMPROVE THE RECRUITMENT AND RETENTION OF WELL-TRAINED, EFFECTIVE TEACHERS THROUGH A STRUCTURED INDUCTION PROGRAM COORDINATED BY PARTNERS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Recruit 12 Teacher-Coaches – half science and half math	Identify potential veteran science and math teachers; explain the advantages of mentoring Teacher-Residents and New Teachers (school leadership; share teaching philosophy and expertise, etc.).	1/9/12-7/30/12	Partners	NA
Recruit 12 exceptional new COE graduates[12] in secondary science or math education to become Teacher-Residents.	Explain the Teach to Learn Partnership Program; explain the advantages of continuing teacher training through COE's master's program and on-the-job training as Teacher-Residents in the Clarke County School District (seeking excellence, professional mentoring, earning advanced degree, pursuing leadership, etc.).	1/9/12-7/30/12	Partners	NA
Identify 24 new COE graduates (i.e., New Teachers) in secondary science or math education to teach in CCSD middle schools or high schools.	Explain the Teach to Learn Partnership Program; explain the advantages on an intensive induction program for new teachers (professional mentoring, cohorts of teacher-learners, pathways to leadership, job satisfaction, etc.); align CCSD's new Teacher Evaluation System with the Teach to Learn Partnership Program.	1/9/12-7/30/12	Partners	NA
Provide New Teachers with a 2-year mentoring/induction program that provides ongoing, structured support, encouragement, and problem solving by building leaders, Teacher-Coaches, and peer cohorts.	Inform New Teachers about where to turn for answers; discuss expectations, responsibilities, and challenges involved in teaching science or math classes; provide New Teachers with peer cohorts/professional-learning communities that constructively explore relevant topics of interest to early career teachers; pair New Teachers with supportive Teacher-Coaches who provide professional guidance during the crucial first two years of teaching.	7/1/12-9/30/14	Partners	RTT grant
GOAL 2: CREATE AN EFFECTIVE, RIGOROUS INDUCTION PROGRAM FOR NEW TEACHERS AND TEACHER-RESIDENTS TO IMPROVE THE QUALITY OF SCIENCE AND MATHEMATICS INSTRUCTION IN CLARKE COUNTY MIDDLE AND HIGH SCHOOL CLASSROOMS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Develop criteria for teacher selection and all assessments that will be used to evaluate selected teachers.	Develop criteria for teacher selection; develop or adopt teacher assessments to determine progress that are aligned with CCSD's new Teacher Evaluation Process.	1/9/12-7/1/12	Partners, Zepeda	RTT grant
Coordinate and implement a two-year Teach to Learn teacher-induction program for early career secondary teachers of science and math.	Form districtwide professional-learning cohorts of 12 Teacher-Coaches, 12 Teacher-Residents, and 24 New Teachers grouped by science and math. Cohort groups will explore content knowledge and effective, evidence-based teaching strategies related to science and math.	7/1/12-9/30/14	Partners	RTT grant

[12] Recent graduates of other colleges of education will be selected if UGA graduates are not available.

Teacher-Coaches prepare Teacher-Residents through co-teaching, intensive lesson planning, explor-instructional technology to deliver science or math lessons effectively.	Teacher-Coaches and Teacher-Residents work together to open the school year, set expectations, and assess students' needs; Teacher-Coaches and Teacher-Residents create mentor-mentoree, co-teaching relationships with students' best interests in mind, relying, to a large extent, on the veteran teachers' experience and expertise.	7/1/12-9/30/14	Teacher-Coaches; principals will monitor	RTT will fund Teacher-Residents & Teacher-Coach stipends
Teacher-Residents are assessed and deemed ready to teach students alone.	Teacher Residents will take over the Teacher-Coaches' class for approximately 10 hours (out of 20) each week so the Teacher-Coach may work with New Teachers in their classrooms.	August – Sept.	Teacher-Coaches & School Leaders	RTT grant
Teacher-Coaches begin working with New Teachers in their classrooms.	Teacher-Coaches observe New Teachers' classrooms looking for pedagogical strengths and weaknesses; level of content knowledge; instructional strategies and methods; knowledge of GPS language and elements; CCSD's instructional framework; and communication style/interactions with students.	9//1/12-9/15/12	Teacher-Coaches & School administrators	RTT grant
Teacher-Coaches & New Teachers work closely together during a two-year induction period.	Teacher-Coaches and New Teachers create mentor-mentoree relationships that focus on New Teachers becoming effective teachers of science or math, relying, to a large extent, on the veteran Teacher-Coaches' experience and expertise. New Teachers will demonstrate higher levels of content knowledge and highly effective instructional skills to move students into higher levels of academic performance in the areas of science and math.	9/15/12-9/30/14	Teacher-Coaches & New Teachers	RTT will fund Teacher-Coach stipend.
GOAL 3: PROVIDE EXTENSIVE PROFESSIONAL LEARNING AND LEADERSHIP OPPORTUNITIES FOR TEACHERS.				
ACTIVITY	**IMPLEMENTATION STEPS**	**TIMELINE**	**RESPONS-IBILITY**	**FUNDING SOURCE**
Provide Teacher-Coaches with high-quality professional learning related to coaching/mentoring early career teachers.	Identify 12 highly effective teachers who qualify to become Teacher-Coaches according to GDOE's criteria; provide orientation to the Teach to Learn grant participants; provide high-quality professional learning focused on best practices for the coaching/ mentoring role establish expectations; provide ongoing feedback.	7/1/12-9/30/14	Partners; Dr. Sally Zepeda	RRT grant and Partners
Provide Teacher-Coaches, Teacher-Residents, and New Teachers with professional learning on research-based best practices and strategies related to teaching middle and high school science and math.	Provide professional learning on the following topics, among other: requirements of the RTT grant; school climate, research-based high-impact teaching practices; effective lesson planning; CCSD's instructional framework; GPS language and elements; essential questions, higher-order thinking, mentoring relationships; professional-learning cohorts; class management; and school leadership.	7/1/12-9/30/14	Partners	RTT grant & Partners
Provide 25-50 experienced teach-ers with an opportunity to earn Teacher-Leader Endorsements through PSC-approved course.	UGA's COE seeks PSC-approval for a Teacher-Leader Endorsement Program; 25-50 teachers with 3 or more years of teaching experience will complete the course.	7/1/12-9/30/14	Partners	RTT grant

- *Teacher Induction*: The Teach to Learn teacher-induction process is designed for science and math teachers in their first two years in the classroom. Teacher-Residents (2 per school) will release Teacher-Coaches to mentor New Teachers in the New Teachers' classrooms.
- *Teacher Retention*: By providing new teachers with intensive coaching/mentoring during their first two years of teaching and by providing experienced teachers with a structured pathway to leadership, current research suggests that teacher satisfaction will increase and fewer teachers will leave the profession during the first five years of teaching.
- *Leadership*: Experienced teachers may serve as Teacher-Coaches and/or enroll in a Teacher-Leader Endorsement Program.

To support all grant activities, the following Professional-Learning Plan will be implemented beginning July 2012:

Table 7: Professional-Learning Plan for the Teach to Learn Grant Project

Presenters	Audience	Topics	Purpose	Hrs. - Yrs. 2 & 3[13]
Dr. Noris Price/Dr. Janna Dresden	Instructional Councils (MS & HS)	Teach to Learn grant	Provide school leadership with summary of the grant project	1 per school
Partners	Faculty meetings – middle & high schools	Teach to Learn grant	Provide all secondary teachers with a grant project overview.	1 1/2 (15 min. x 6 schools)
Price & Dresden	Grant Team	Orientation to grant project, regulations, reporting requirements	Keep everyone on track to implement the grant project, collect data, submit reports, and evaluate the grant project	1
Partners & teachers	Cohorts: Teacher-Coaches Teacher-Residents; New Teachers	Cohort expectations and responsibilities	Coordinate cohort schedules; training on Google docs and other collaboration tools	3
Dr. Sally Zepeda	Middle and high school teachers of science and math	Effective professional-learning communities; high-impact teaching strategies;	Summer Workshop: Build collaboration skills; explore student data and resources	30
Zepeda	Building leaders	Effective mentoring strategies; teacher training and evaluation	Summer Workshop: Build cohort; preparing experienced teachers to mentor new teachers	30
Zepeda	Teacher-Coaches Cohort	Exploration of mentoring, school leadership, research-based teaching strategies; book study	Professional-Learning Community	20
Zepeda	Teacher-Residents Cohort	Effective co-teaching strategies, GPS, class management, instructional framework, leadership; book study	Professional-Learning Community; support Teacher-Residents before and after they take over Teacher-Coaches' classes for 10 hrs. per wk.	380 hrs. (20 hrs. x 4 wks. = 80 hrs. + 10 hrs./ wk. x 30 wks. = 300

[13] Number of hours is approximate and will be adjusted based on actual needs of Teach to Learn participants.

				hrs.)
Zepeda	New Teachers Cohort	Effective teaching strategies, class management, GPS language and elements; school/district protocols; leadership; book study	Professional-Learning Community	150 (5 hrs. per New Teacher x 30 wks.)
Co-Project Directors	Teacher-Coaches, Teacher-Residents, New Teachers	Monitoring of participant goals; Teacher Effectiveness Measures	Measure progress of project & teachers' professional goals; plan corrective action as necessary.	2 x yr.
Teacher-Leader Endorsement instructors	25-50 experienced CCSD teachers	School leadership	"Grow our own" leaders; develop leadership skills through mentoring and school leadership	150

All project participants will be given Eric Jensen's *Teaching with Poverty in Mind*—and other books (topics to be determined).

SECTION 4: QUALITY OF PROJECT EVALUATION

***1. High-Quality Implementation Data/Performance Feedback, Periodic Assessment of Progress toward Achieving Intended Outcomes*:** UGA's College of Education's Program Evaluation Group (PEG), a consortium of three evaluators led by Dr. Karen M. DeMeester, will evaluate the Teach to Learn grant project. The evaluators will provide implementation data and performance feedback needed to answer the following questions and to periodically assess progress towards achieving intended outcomes:

Are activities described in the proposal occurring according to the intended timeline? Evaluators will assess the partnership's activities on the following key components of the program:

- Teacher-Coaches experienced in math or science are recruited based on Georgia Department of Education criteria, trained, and assigned to New Teachers and Teacher-Residents
- Teacher-Residents complete intensive preparation before taking over Teacher-Coaches classes for 10-12 hours per week
- Teacher-Coaches/New Teacher mentorship activities take place as scheduled inside and outside of the classrooms
- Professional-learning teams meet and workshops for teachers take place as scheduled
- Professional-learning teams discuss practices that impact student achievement in their meetings
- Eligible teachers enroll in the Teacher-Leader Endorsement course.

To collect implementation data, the evaluators will interview program leaders overseeing these activities; review artifacts, such as attendance roles, course rosters, and meeting minutes, notes, and/or reports; observe interactions between Teacher-Coaches, Teacher-Residents, New Teachers, and

professional learning teams both in and out of the classroom. In April and December of each year, the evaluators will provide feedback to project leadership related to progress so that they can make informed and timely decisions on future actions.

Is the Teacher-Coach training successfully preparing mentors of New Teachers and Teacher Residents? Teacher-mentoring is a key element of the proposed intervention, so Teacher-Coaches will be asked to complete a professional-learning evaluation form at the end of each training session. On the evaluation, Teacher-Coaches will be asked how well they believe the training prepared them for their role as mentors and if they have any additional questions or concerns. This data will be provided to program leaders so that needed improvements can be made to the training. Teacher-Coaches will be surveyed twice a year about their ongoing training and mentoring experiences. On this survey, they will be asked to identify key components of successful mentoring experiences as well as key challenges. New Teachers and Teacher-Residents will also be surveyed about their mentoring experiences, and Teacher-Residents will be asked how well they feel their mentor prepared them to take over a portion of classroom instruction. This data will also be used for program improvement.

Are cohorts/professional-learning communities actively exploring research-based practices that impact student achievement and result in changes to teachers' instructional practices? The goal of the professional-learning communities (cohorts of Teacher-Coaches, Teacher-Residents, and New Teachers) is not only to support new teachers but also to explore research-based instructional strategies they can implement in their classroom to support student learning. The members of these communities will be surveyed, interviewed, or convened in focus groups, depending on available time and resources, twice a year to collect information about the activities of the teams and how they contribute to improved teacher quality and instruction, student learning, and new teacher induction and retention. Evaluators will also observe learning team meetings twice a year.

Student Outcome Data. PEG will analyze student CRCT and end-of-course results in order to compare the impact of Teach to Learn New Teachers to that of non-project new teachers. As part of the quantitative analysis of student pass rates they will include covariate analysis, such as teacher observations, surveys, and other process data, to identify factors that influence academic outcomes. When possible, data will be triangulated so that data from multiple sources will be crosschecked to ensure the validity and reliability of the research.

***2. Evaluation Provides Sufficient Information about Key Elements/Approach/Facilitating Replication*:** As part of the implementation evaluation, evaluators will collect information on key elements and approaches of the program to facilitate replication and fidelity of implementation. To replicate the program in similar environments (access to teacher-preparation programs across the state), the critical components, strategies, and practices essential to the program's success will be identified and

described in such a way that other districts and educational environments could implement the program with fidelity, and program effectiveness could be further tested. As part of the evaluation, the evaluators will create a logic model that will serve as a visual map of how the components of the program connect or support each other to achieve the intended outcomes. Participants and project leadership will be surveyed and or interviewed to collect feedback on what makes some aspects of the program more successful than others and which strategies used to implement program components—such as the mentorship and co-teaching relationships, professional-learning communities, and teacher-leadership training—are essential to successful implementation.

*3. **Sufficient Resources to Carry out the Project Evaluation Effectively**:* The University of Georgia's PEG group has over 15 years of experience conducting program and policy evaluations and research for educational institutions and agencies at district, state, and federal levels. PEG's services include conducting needs assessments, creating logic models, designing and implementing evaluation plans and data-collection instruments, collecting and analyzing quantitative and qualitative data using the most evidence-based methods, providing formative and summative findings and recommendations, and preparing reports and presentations for diverse stakeholders and policymakers. PEG's evaluation of the Teach to Learn project will include both quantitative and qualitative methods, including (a) participant surveys, interviews, and/or focus groups; (b) document analysis; (c) analysis of student academic growths; and (d) observations. When possible, data from multiple sources will be crosschecked to ensure the validity and reliability of the research. The Teach to Learn Partners and evaluators will fully comply with all Race to the Top Innovation Fund data-collection and reporting requirements and will fully cooperate with federal and state evaluations of the proposed grant project

*4. **Completed Project Evaluation Table***: See Evaluation Plan on pages 21 and 22.

SECTION 5: QUALITY OF PROJECT MANAGEMENT PLAN

*1. **Partnership's Capacity to Achieve Objectives on Time and within Budget**:* A ***Teach to Learn Coordinating Council***, composed of educators from CCSD and the COE (see Attachment E for list of members), will meet once a month. In addition, principals from the six participating schools will form a ***Teach to Learn Steering Committee*** at his or her school. This overall project governance structure will ensure that the Partnership achieves project goals on time and within budget. The budget includes only expenses deemed necessary and reasonable to carry out the activities of the Teach to Learn project. See Attachment B for the Memorandum of Understanding that establishes the Teach to Learning Partnership and an MOA that elucidates Dr. Zepeda's responsibilities.

*2. **Qualifications, Relevant Training, Experience of Project Director & Key Project Personnel in Managing Large, Complex, Rapidly Growing Projects**:* Dr. Noris Price (CCSD) and Dr. Janna

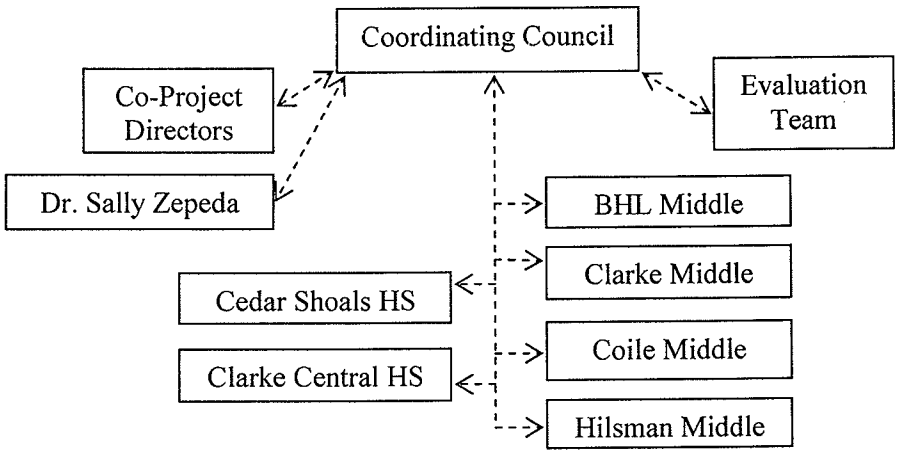
APPROACH TO PROJECT EVALUATION FOR ENTERPRISE GRANT APPLICANTS

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative.	Commitments from Partners and others; funds obligated	Funds will be documented quarterly.
Amount of time CCSD and COE personnel are engaged in Teach to Learn Partnership activities.	Sign-in sheets at all meetings, including Coordinating Council, Executive Committee, and Steering Committee meetings	Records will be examined quarterly.
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Number of teachers served each year by the Teach to Learn Partnership project: 12 Teacher-Residents, 12 Teacher-Coaches, and 24 New Teachers; and number of students served: over 5,400.	CCSD and COE records; 2012-2013 and 2013-2014 GDOE Report Cards	Numbers will be documented quarterly.
Teacher-Residents provide approximately 10 hours of release time per week for Teacher-Coaches to work with New Teachers in their classrooms (job-embedded professional learning) on a weekly basis (beginning 9/15/12).	Hourly schedules of Teacher-Residents and Teacher-Coaches; record of common planning times; Teacher-Coaches' notes, observation forms; teacher reflections	Schedules, mentoring notes, observation feedback forms, and teacher journals will be documented monthly.
New Teachers and Teacher-Residents will display growth in their ability to teach content material effectively, manage the classroom, and assess students' performance in ways that guide instruction.	Observations by principals and Teacher-Coaches; walkthrough notes; Teacher-Coaches' notes; teacher reflections	Evidence will be collected monthly.
New Teachers and Residents will report high job satisfaction and intention to stay in the profession.	Pre- and post-surveys will be administered when teachers enter the Teach to Learn grant project and again at the end of each year.	Results will be explored twice a year and will inform program corrections, as needed.
New Teachers will have a lower turnover rate than non-participating new teachers.	Turnover rate for New Teachers will be calculated and compared to turnover rates of teachers at selected comparison schools.	Turnover rates will be recorded at the end of each grant year.

Number of teachers who enroll in a Teacher-Leader Endorsement Program; number of teachers who complete the Endorsement Program.	Teachers will be surveyed upon enrollment about current leadership activities, and they will be surveyed again when they earn their endorsements.	Endorsement course rosters and endorsements on teaching certificates; PSC records
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
85% of Teacher-Coaches, Teacher-Residents, and New Teachers will earn scores of "Proficient" or higher on the TEM, as defined by GDOE guidelines.	Teacher-Coaches, Teacher-Residents, and New Teachers will take pre- and post-TEM assessments	Two times per year
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	*DATA COLLECTION METHOD(S)*	*FREQUENCY OF DATA COLLECTION/REVIEW*
Number and percentage of students who demonstrate increased student growth in science and math will be 3% greater than the previous year (2012 & 2013). "Effective" teachers' students will grow one year within one year; "highly effective" teachers' students will grow one and a half years within one year.	Normal curve equivalents (NCE) will be determined each fall through the administration of the Performance Series for Grades 6-8; other instruments will be identified for other grade levels.	Each fall for grades 6-8; two times per year for grades 9-12.
Students in specific subgroups (Black students, Hispanic students, and students with disabilities) will demonstrate a 3% *decrease* in the achievement gap per year as compared to the previous year (2012 & 2013).	State assessments	Each spring
Students will demonstrate a 3% decrease in number of students dropping out of school as compared to the previous year (2012 & 2013).	District records; Georgia Report Card	Official records at the end of each year
Students will demonstrate a 3% increase in the number of students who graduate from high school as compared to the previous year (2012 & 2013).	District graduation records.	Official records at the end of each year

Dresden (COE) will serve as Co-Directors for the Teach to Learn grant project. As Co-Directors, they will coordinate the activities of the project as it is implemented over the next two years. Price and Dresden have been the driving forces behind the PDS Partnership initiative over the past three years—the foundation for the Teach to Learn Partnership—organizing the original steering committee and partnership meetings and coordinating site visits for numerous CCSD and COE administrators to explore similar models in five states. Dr. Dresden has been the director of the COE's Office of School Engagement and a faculty member in the Department of Elementary and Social Studies Education since 2007. For the past four years, she has participated in the development of the Professional Development School initiative. She has been instrumental in developing the vision, strategies, and practical activities for integrating the COE's teacher preparation programs with the needs of the school district. Prior to her appointment, she served as a teacher for 10 years in the Clarke County School District. The ***Teach to Learn Grant Team***, composed of CCSD and COE personnel, will be directly involved with the Teach to Learn Partnership grant program (see Appendix E.). The skills and experience available to the Teach to Learn grant project through the members of the grant Team ensure the success of the grant project and the expansion of the Teach to Learn Partnership until all 21 Clarke County schools join this innovative reform initiative over the next five to seven years. See Attachment F for résumés of Co-Directors and Dr. Zepeda.

***3. Leadership Structure, Clearly Defined Responsibilities for Meeting Timelines and Milestones*:** The Teach to Learn Grant Team will have 18 members and will meet every month to oversee the project's implementation, budget, and evaluation. The Teach to Learn Steering Committees, organized and led by the principal will be composed of principals, assistant principals, instructional coaches, Teacher-Coaches, Teacher-Residents, school-based instructional coaches in science and math, and UGA supervisors of student Interns. The leadership structure of the proposed project is shown below, indicating open communication channels among all project participants:



The first year of the Teach to Learn grant project, January 9, 2012, through June 30, 2012, will be spent planning and preparing for the implementation phase, which will run from July 1, 2012, to September 30, 2014. Table 9 below presents a timeline of key activities, persons responsible, and milestones over the three-year grant period:

Table 9: Timeline, Responsible Persons, and Milestones

Key Grant Project Activities (Persons Responsible)	Yr. 1 Qtrs.		Yr. 2 Qtrs.				Yr. 3 Qtrs.			
Develop criteria for Teacher-Coaches, Teacher-Residents, & New Teachers. (TLT)	**X**									
Develop or adopt assessments to measure teacher growth. (TLT)	**X**									
Order instructional supplies. (CD)			x				x			
Coordinating Council meets to oversee grant activities. (CC)	x		**X**	x	x	x	x	x	x	x
School Steering Committees meet at target schools. (SC)	x		**X**		x	x	x			
Develop criteria for teacher selection and assessment. (TLT)	x									
Recruit 12 Teacher-Coaches. (P, CD)	x	x			x					
Recruit 12 Teacher-Residents. (COE, CD)	x	x			x					
Identify 24 New Teachers. (P, CD)		x	**X**		x					
Implement Teach to Learn grant project in 6 secondary schools. (TLT)			**X**	x	x	x	x	x	x	x
Provide Summer Workshop for School Leaders. (Z)		x				x				x
Provide Summer Workshop for project teachers. (Z)		x				x				x
Provide intensive professional learning for Teach to Learn teachers and others. (COE and CCSD)			**X**	x	x	x	x	x	x	x
Offer Teacher-Leader Endorsement Course for Teacher-Coaches and other qualified teachers. (COE and CCSD)			x	x	x	x	x	**X**	x	x
Teachers, Residents, and others engage in book study. (CD)			x	x	x	x	x	x	x	x
Collect data and make recommendations for program improvements. (TLT; Z, E)		x	x	**X**	x	x	x	**X**	x	
Write and submit reports. (CD, E)		**X**		**X**						**X**

Note: Milestones are shown in uppercase bold. TLT = Teach to Learn Team; CC = Coordinating Council; SC = Steering Committees; CD = Co-Directors; TC = Teacher-Coaches; TR = Teacher-Residents; NT = New Teachers; (P = Principals); CCSD = Clarke County School District; COE = College of Education; E = Evaluator; Z = Sally Zepeda\

SECTION 6: QUALITY OF SUSTAINABILITY PLAN

*1. **Sustainability Plan.*** Current CCSD and COE initiatives will help sustain the Teach to Learn project. All of the Clarke County secondary schools are at various stages of transitioning into International Baccalaureate (IB) schools, and in support of this initiative, which will take place over the next five years, the Clarke County Board of Education is committed to providing a significant amount of professional learning for the district's secondary teachers that will be coordinated with Teach to Learn training sessions. Veteran teachers seeking leadership experience will continue to mentor new teachers as IB practices are implemented. ; Professors in Residence will help coordinate the Teach to Learn new-teacher induction program as well as high-quality professional learning opportunities for cohorts of teachers. During the 2011-2012 school year, CCSD is implementing a new Clarke County Teacher Evaluation System that includes evaluation tiers for beginning, experienced, and master teachers. In

preparation, during the summer of 2011, CCSD contracted with Dr. Sally Zepeda to audit the district's current policies and practices related to the supervision, evaluation, and coaching of teachers. During the 2011-2012 school year, CCSD is also contracting with Dr. Zepeda to refine the district's new teacher-evaluation process and to determine the usefulness and rigor of the new system as compared to the GTEP. The IB transition, PDS activities, and the new teacher-evaluation system will, over the next five years, provide ample opportunities for Partner collaboration in ways that support the Teach to Learn program that will be implemented with Race to the Top grant funds. These initiatives will also enable groundbreaking research on the innovative science-, math, and technology-focused reform model designed by the Partners.

2. Demonstrated Commitment from Stakeholders to Advance the Project: The K-12 Committee of a federal Promise Neighborhood grant project, co-chaired by Dr. Noris Price (CCSD) and Dr. Janna Dresden (COE), is committed to expanding UGA programs and resources into schools through the PDS Partnership, including Professors-in-Residence; student-support systems; summer programs; access to technology in the homes; and financial literacy in schools. During both years of the grant period and beyond, CCSD will pursue additional sources of funding (i.e., federal, state, and private and corporate foundations) to add value to the Teach to Learn project. Strong community support is represented by the letters of support (see Attachment H) from Tim Johnson, Executive Director of Family Connection/ Communities In Schools/Whatever It Takes (Promise Neighborhoods); Dr. Arthur Horne, Dean, UGA's College of Education; Nancy Denson, Athens-Clarke County Mayor; Doc Eldridge, President, Athens-Clarke County Chamber of Commerce; and all of the principals of the six Clarke County secondary schools targeted for the Teach to Learn Partnership project. District and school leaders have met with College of Education administrators and faculty dozens of times over the past three years as the details of the PDSD Partnership have taken shape. Expanding the PDS at J.J. Harris to several additional schools was the next logical step. All of the principals at the six additional Teach to Learn schools have actively participated in the PDS Partnership over the past year. At the beginning of each school year, information will be shared with each school's stakeholders—students, teachers, parents/ guardians, business partners, and community members—to reinforce everyone's commitment to the expanding PDS Partnership and the new Teach to Learning Partnership. Because the overarching purpose of the Teach to Learn Partnership is to improve student academic achievement through better prepared and trained teachers, stakeholders' responses to the proposed Teach to Learn Partnership have all been positive to date.

GOVERNOR'S OFFICE OF PLANNING AND BUDGET
RACE TO THE TOP INNOVATION FUND BUDGET FORM

Project Name: Teach to Learn Partnership	Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
INNOVATION FUND COSTS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	0	0	0	0
2. Fringe Benefits	0	0	0	0
3. Travel	0	500	500	1,000
4. Equipment	0	0	0	0
5. Supplies	0	27,915	20,715	48,630
6. Contractual	0	303,147	310,010	613,157
7. Construction	0	0	0	0
8. Other	0	24000	24000	48,000
9. Total Direct Costs (lines 1-8)	0	355,560	355,225	710,785
10. Indirect Costs*	0	35,556	35,522	71,078
11. Training Stipends	0	48,000	48,000	96,000
12. Total Costs (lines 9-11)	0	439,118	438,747	877,865

SECTION B - BUDGET SUMMARY
NON-INNOVATION FUND COSTS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	0	50,631	50,631	101,262
2. Fringe Benefits	0	0	0	0
3. Travel	0	0	0	0
4. Equipment	0	0	0	0
5. Supplies	0	0	0	0
6. Contractual	0	0	0	0
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	0	0	0	0
10. Indirect Costs*	0	0	0	0
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	0	0	0	0

SECTION C – BUDGET NARRATIVE (see instructions)

Race to the Top
Budget Justification

Budget Categories	Year 1 (1/9/12-6/30/12)	Year 2 (7/1/12-6/30/13)	Year 3 (7/1/13-9/30/14)
1. Personnel			
None requested.	0	0	0
2. Fringe Benefits			
None requested.	0	0	0
3. Travel			
Travel to Atlanta or regional meetings	0	500	500
4. Equipment			
None requested.	0	0	0
5. Instructional Supplies			
Coordinating Council meetings	0	750	750
Teach to Learn Induction	0	3,500	3,500
Books for workshop participants	0	4,450	4,450
Books for teacher book study	0	12,015	12,015
iPads	0	7,200	0
6. Contractual			
Dr. Sally Zepeda - consulting	0	29,545	30,432
Zepeda's Graduate Assistant	0	12,091	12,454
12 Teacher-Residents	0	221,603	229,714
CCSD's Teacher-Leader Endorsement Program	0	15,000	15,000
Evaluation	0	24,908	22,410
7. Construction			
NA	0	0	0
8. Other			
Stipends for Teacher-Coaches	0	24,000	24,000
9. Total Direct Charges (1-8)			
	0	355,562	355,225
10. Indirect Charges			
@ 10%	0	35,556	35,522
11. Training Stipends			
Stipends for 48 teachers for off-contract work	0	36,000	36,000
Stipends for 16 school leaders for off-contract work	0	12,000	12,000
12. Totals (9 & 10)			
	0	**439,118**	**438,747**
	Total		**877,865**

1. Personnel: None requested.

2. Benefits: None requested.

3. Travel: To Atlanta or regional meetings for 6 people per year.

4. Equipment: None requested.

5. Instructional Supplies

   - For Coordinating Council meetings (paper, printing, binders, etc.) = $750 per year

- For Teach to Learn Induction Program (paper, binders, markers, poster paper, printing, etc.) for 2 years = $3,500/yr. x 2 years

- Books for professional-learning workshops @ $50 per book x 89 participants (73 teachers + 16 school leaders) = $4,450/yr. x 2 years.

- Books for teacher book study on topics such as: the impact of living in poverty, research-based high-impact teaching practices, teacher coaching/mentoring, school leadership, etc. @ $45 per book x 3 books per teacher per year x 89 people (73 teachers + 16 school leaders) = $12,015/yr. x 2 years.

- iPads @ $600/ea. x 12 Teacher-Coaches to conduct walkthroughs for 24 New Teachers using iObservation, CCSD's electronic online form = $7,200 for Year 2 only.

6. Contractual:

- Dr. Sally Zepeda will conduct professional-learning activities (see Scope of Work) = $29,545/ Yr. 2 and $23,962/Yr. 3.

- A Graduate Assistant will work with Dr. Zepeda during Years 2 and 3 = $12,091 for Yr. 2 and $12,454 Yr. 3.

- 12 Teacher-Residents will work from July 1, 2012, through June 2013 (Year 2) and July 1, 2012, through September 30, 2014.

Year 2	Year 3
$213,080 salary	$217,342 salary
$8,523 benefits	$10,143 benefits

- CCSD's Teacher-Leader Endorsement Program during Yrs. 2 & 3: 4-5 courses @ $15,000 per endorsement cohort of 25-30 teachers (up to 50 teachers over 2 years)

- Evaluation - $24,908/Yr. 2; $22,410/Yr. 3

7. Construction: NA

8. Other:

- 12 Teacher-Coaches will be paid $2,000/Yrs. 2 & 3 to coach/mentor 1 Teacher-Resident and 2 New Teachers.

9. Total Direct Costs: **$710,787**

10. Indirect Costs: **$71,078**

11. Training Stipends:

- Summer stipends for 5 days @ $150/day for 48 middle and high school teachers of science and math =$36,000/yr. for 2 summers

- Stipends for 5 days @ $150/day for 16 middle and high school leaders = $12,000/yr. for years 2 & 3

12. Total Grant Request: **$869,895**

All of the expenses are necessary and reasonable, including funds for off-contract professional-learning time for teachers. During both years, Dr. Sally Zepeda will provide off-contract teacher-evaluation consulting as well as professional learning for teachers on Saturdays and/or during evening hours. Once a local Teacher-Leader Endorsement Course is approved by the PSC, Dr. Zepeda or another COE faculty member will teach one or two endorsement cohorts, depending on teacher interest. She will hire a Graduate Assistant to assist with consulting activities.

Partners' Contributions: $50,632

Both Partners will contribute many hours to ensure the success of the proposed grant project, including CCSD's Superintendent, Associate Superintendent for Instructional Services, Director of Teaching and Learning, 16 school administrators, and others, as well as the COE's Associate Dean of Academics, Associate Dean for Outreach & Engagement, Director of the Office of School Engagement, and others.

Funding Source	Professional Learning for Teachers	Amount
UGA COE	Dr. Janna Dresden will serve as PI at UGA and direct UGA's portion of the partnership. She will supervise the Teacher-Residents and coordinate work between the Teachers-Residents and Professors-in-Residence and devote 10% of her time to the partnership each year.	14,912
UGA COE	Professors-in-Residence for Clarke Middle School and Hilsman Middle School will devote up to 10% of their time to the partnership during each year.	35,719
	Total Estimated Value	**$50,631**

ATTACHMENT A:
Works Cited

WORKS CITED

Ball, D. L., & Forzani, F.M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60 (5), 497-511.

Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In L. Darling-Hammond and J. Bransford (Eds.), Preparing teachers for a changing world. (pp. 1-39). San Francisco: Jossey Bass.

Burns, Jeanne M. and Gentry, Vickie S. Louisiana's Value-Added Assessment: Linking achievement and teacher preparation programs. *Quality Teaching*. Newsletter of the National Council for Accreditation of Teacher Education, Spring 2011, Vol. 20, Issue 1, 4-8.

Cibulka, James G. Educator effectiveness: We're poised for a quantum leap. *Quality Teaching*. Newsletter of the National Council for Accreditation of Teacher Education, Spring 2011, Vol. 20, Issue 1, pp.1-3.

Cochran-Smith, M. (2006). *Policy, Practice and Politics in Teacher Education*. Thousand Oaks, CA: Corwin Press.

Donaldson, Rory. What makes a master teacher? At http://www.brainsarefun.com/ master.html, May 23, 2011.

Feiman-Nemster, S. (2001). From Preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103 (6), 1013-1055.

Ingersoll, Richard M. and Strong, Michael. The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, June 2011, Vol. 81, No. 2, pp. 201-233.

Leithwood, Kenneth, Louis, Karen Seashore, Anderson, Stephen, and Wahlstrom, Kyla. *Review of Research: How Leadership Influences Student Learning*, The Wallace Foundation, 2004.

Levine, Arthur. The new normal of teacher education. *The Chronicle of Higher Education*, May 8, 2011.

National Council for Accreditation of Teacher Education. Transforming teacher education through clinical practice: A national strategy to prepare effective teachers Clinical Preparation and Partnerships for Improved Student Learning, November 2010: Report of the Blue Ribbon Panel

Rowen, R., Correntti, R., and Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the prospects study of elementary schools (No. RR-051). Philadelphia: University of Pennsylvania Graduate School of Education.

Teacher Leadership Exploratory Consortium. Model standards advance the profession. *Teacher Leadership*, June 2011, Vol. 32, No. 3, 16-24.

ATTACHMENT B:
Memorandum of Agreement

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and the Teach to Learn Partnership (Clarke County School District and the University of Georgia's College of Education) (Partnership). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects.

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

1) Implement the plan as identified in Exhibit I of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the U.S. Department of Education;
3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

1) Timely distribute the Partnership's grant during the course of the project period;
2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) OPB and the Partnership will each appoint a key contact person for the Innovation Fund grant.
2) These key contacts from OPB and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could

include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Agrees to implement the work indicated in Exhibit I, if funded;
3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74,75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

10/26/11
Signature/Date

Philip D. Lanoue, Ph.D., Superintendent
Print Name/Title

Partnership Member

Partnership Member – required:

10/31/11
Signature/Date

Jacob Maas
Senior Grants Officer

Jake Maas, University of Georgia Senior Grants Officer
Print Name/Title

Partnership Member – required:

10/26/11
Signature/Date

Philip D. Lanoue, Ph.D., Superintendent
Print Name/Title

Governor's Office of Planning and Budget – required:

_____

Signature/Date

_____

Print Name/Title

ATTACHMENT C:
Assurances and Certifications

ASSURANCES

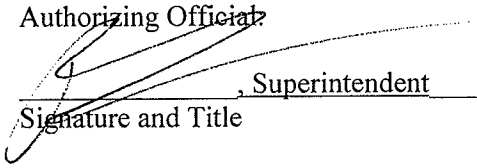
The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.
Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for $500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply will all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:



_____, Superintendent _____ October 28, 2011__

Signature and Title Date

NON-SUPPLANTING CERTIFICATION

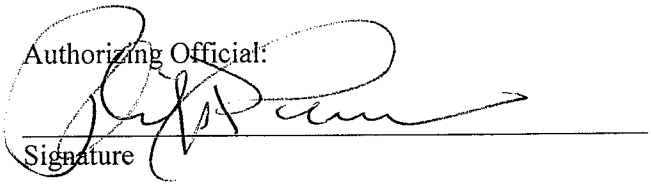
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:



Signature

Superintendent October 28, 2011

Title Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at https://www.vis-dhs.com/EmployerRegistration and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at https://www.visdhs.com/EmployerRegistration to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at https://www.visdhs.com/EmployerRegistration to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

_____, Superintendent _____October 28, 2011_

Signature and Title Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

Authorizing Official:

_____, Superintendent _____October 28, 2011___

Signature and Title Date

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

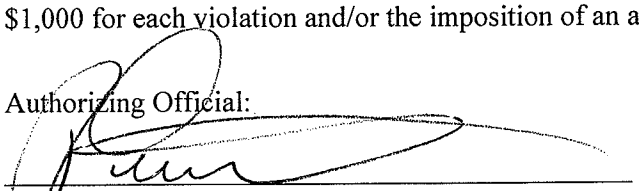
1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.

2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.

3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.

4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to $1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

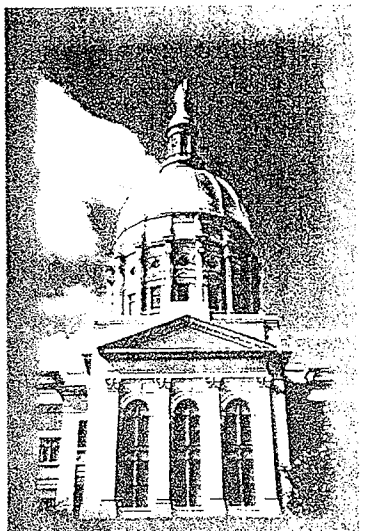


Signature

Superintendent October 28, 2011

Title Date

ATTACHMENT D:
Clarke County School District's Financial Statement and Audit



CLARKE COUNTY BOARD OF EDUCATION
ATHENS, GEORGIA

ANNUAL FINANCIAL REPORT
FOR THE FISCAL YEAR ENDED
JUNE 30, 2010
(Including Independent Auditor's Reports)

DEPARTMENT OF AUDITS AND ACCOUNTS

270 Washington Street, S.W., Suite 1-156
Atlanta, Georgia 30334-8400

Russell W. Hinton
STATE AUDITOR
(404) 656-2174

April 26, 2011

Honorable Nathan Deal, Governor
Members of the General Assembly
Members of the State Board of Education
and
Superintendent and Members of the
Clarke County Board of Education

INDEPENDENT AUDITOR'S COMBINED REPORT ON BASIC FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION - SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Ladies and Gentlemen:

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information (Exhibits A through H) of the Clarke County Board of Education, as of and for the year ended June 30, 2010, which collectively comprise the Board's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Clarke County Board of Education's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to previously present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Clarke County Board of Education, as of June 30, 2010, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated April 26, 2011, on our consideration of the Clarke County Board of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and

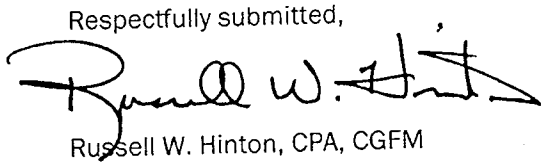
not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the Schedule of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual, as presented on pages i through x and page 27 respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures, to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during the audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Clarke County Board of Education's financial statements as a whole. The accompanying supplementary information consists of Schedules 2 through 5, which includes the Schedule of Expenditures of Federal Awards as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

A copy of this report has been filed as a permanent record in the office of the State Auditor and made available to the press of the State, as provided for by Official Code of Georgia Annotated section 50-6-24.

Respectfully submitted,



Russell W. Hinton, CPA, CGFM
State Auditor

RWH:as
2010ARL-11

CLARKE COUNTY BOARD OF EDUCATION
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2010

INTRODUCTION

The School District's financial statements for the fiscal year ended June 30, 2010, includes a series of basic financial statements that report financial information for the School District as a whole, its funds, and its fiduciary responsibilities. The Statement of Net Assets and the Statement of Activities provide financial information about all of the School District's activities and present both a short-term and long-term view of the School District's finances on a global basis. The fund financial statements provide information about all of the School District's funds. Information about these funds, such as the School District's General Fund, is important in its own right, but will also give insight into the School District's overall soundness as reported in the Statement of Net Assets and the Statement of Activities.

FINANCIAL HIGHLIGHTS

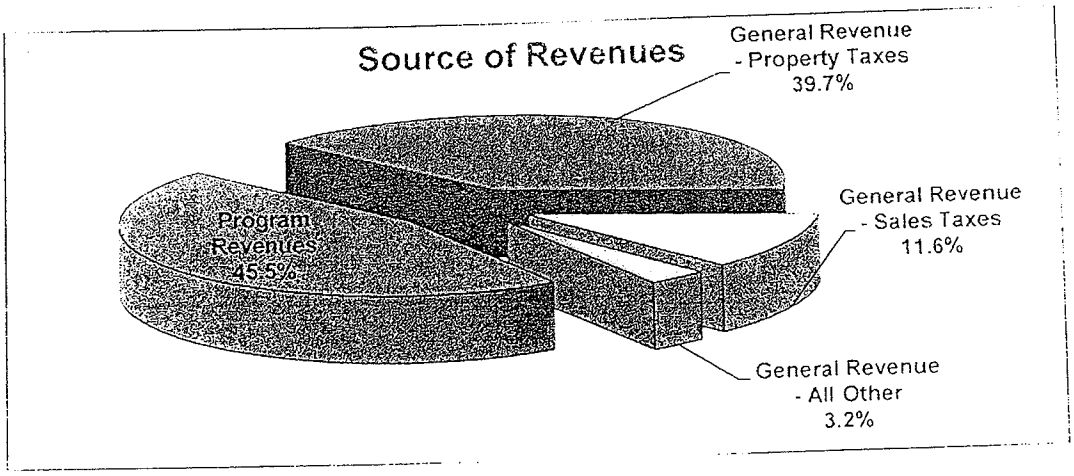
Key financial highlights for fiscal year 2010 are as follows:

On the District-wide financial statements:

- District-wide net assets at June 30, 2010, were $243.4 million. Net assets reflect the difference between all assets of the School District (including capital assets, net of depreciation) and all liabilities, both short-term and long-term. The net assets at June 30, 2010, of $243.4 million represented an increase of $18.5 million in net assets when compared to the prior year as restated.

- The School District had $158.7 million in expenses relating to governmental activities; only $80.7 million of these expenses were offset by program specific charges for services, grants and contributions. However, general revenues (primarily property and sales taxes) of $96.5 million were adequate to provide for these programs.

- As stated above, general revenues accounted for $96.5 million or about 54.5% of all revenues totaling almost $177.2 million. Program specific revenues in the form of charges for services, grants, and contributions accounted for the balance of these revenues.



When analyzing District-wide financial statements, it is important to remember these statements are prepared using an economic resources measurement focus (accrual accounting) and involve the following steps to format the Statement of Net Assets:

- Capitalize current outlays for capital assets
- Depreciate capital assets
- Report long-term debt as a liability
- Calculate revenue and expense using the economic resources measurement focus and the accrual basis of accounting
- Allocate net assets as follows:
    - *Net Assets invested in capital assets, net of related debt*
    - *Restricted net assets* are those with constraints placed on the use by external sources such as creditors, grantors, contributors or laws and regulations.
    - *Unrestricted net assets* are net assets that do not meet any of the above restrictions.

Fund Financial Statements

The School District uses many funds or sub-funds to account for a multitude of financial transactions during the fiscal year. The fund financial statements presented in this report provide detail information about the School District's significant or major funds. As discussed previously, the School District has no nonmajor funds as defined by generally accepted accounting principles.

The School District has two kinds of funds as discussed below:

Governmental Funds - Most of the School District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in future periods. These funds are reported using the **modified accrual method of accounting** which measures cash and all other financial assets that can be readily be converted to cash. The governmental fund statements provide a detailed short-term view of the School District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance educational programs. The differences between government activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds are reconciled in the financial statements.

Fiduciary Funds - The School District is the trustee, or fiduciary, for assets that belong to clubs, organizations and others within the principals' accounts. The School District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. The School District excludes these activities from the District-wide financial statements because it cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE SCHOOL DISTRICT AS A WHOLE

Net assets, which is the difference between total assets and total liabilities, is one indicator of the financial condition of the School District. When revenues exceed expenses, the result is an increase in net assets. When expenses exceed revenues, the result is a decrease in net assets. The relationship between revenues and expenses can be thought of as the School District's operating results. The School District's net assets, as measured in the Statement of Net Assets, can be one way to measure the School District's financial health, or financial position. Over time, increases or decreases in the School District's net assets as measured in the Statement of Activities are one

indicator of whether its financial health is improving or deteriorating. However, the School District's goal and mission is to provide success for each child's education, not to generate profits as private corporations do. For this reason, many other nonfinancial factors should be considered in assessing the overall health of the School District.

In the case of the Clarke County School District, assets exceeded liabilities by $243.4 million at June 30, 2010. To better understand the School District's actual financial position and ability to deliver services in future periods, it is necessary to review the various components of the net asset category. For example, of the $243.4 million of net assets, about $51.6 million was restricted for continuation of Federal programs, debt service and ongoing capital projects. Accordingly, these funds were not available to meet the School District's ongoing obligations to citizens and creditors.

In addition, the School District had $176.9 million (net of related debt) invested in capital assets (e.g., land, buildings, and equipment). The School District uses these capital assets to provide educational services to students within geographic boundaries served by the School District. Because of the very nature and on-going use of the assets being reported in this component of net assets, it must be recognized that this portion of the net assets is *not* available for future spending.

The remaining balance of *unrestricted net assets* of almost $14.9 million may be used to meet the School District's ongoing obligations to citizens and creditors.

Table 1 provides a summary of the School District's net assets for this fiscal year as compared to the prior fiscal year.

Table 1
Net Assets

	Governmental Activities	
	Fiscal Year 2010	Fiscal Year 2009
Assets		
Current and Other Assets	$ 96,520,609	$ 110,324,778
Capital Assets, Net	202,320,273	179,007,142
Total Assets	$ 298,840,882	$ 289,331,920
Liabilities		
Current and Other Liabilities	$ 21,828,295	$ 22,294,287
Long-Term Liabilities	33,608,092	43,586,197
Total Liabilities	$ 55,436,387	$ 65,880,484
Net Assets		
Invested in Capital Assets, Net of Related Debt	$ 176,909,258	$ 157,241,128
Restricted	51,641,721	53,835,717
Unrestricted	14,853,516	12,374,591
Total Net Assets	$ 243,404,495	$ 223,451,436

Total net assets increased almost $20.0 million in fiscal year 2010 from the prior year net assets as shown above. This increase includes a $1.5 million restatement of Net Assets at July 1, 2009 for various accounting matters related to deferred bond issuance costs and construction costs of the Rutland Psychoeducational Center. The remaining change in net assets of $18.5 million is further summarized in Table 2 as presented below.

Table 2
Change in Net Assets

	Governmental Activities	
	FY 2010	FY 2009
Revenues		
Program Revenues:		
Charges for Services and Sales	$ 2,411,008	$ 2,398,470
Operating Grants and Contributions	78,250,882	70,547,985
Capital Grants and Contributions		216,330
Total Program Revenues	$ 80,661,890	$ 73,162,785
General Revenues:		
Property Taxes	$ 70,274,724	$ 68,804,097
Sales Taxes	20,550,899	20,609,975
Investment Earnings	808,709	1,127,832
Miscellaneous	4,875,821	3,096,424
(Loss) on Disposal of Capital Assets		-822,231
Total General Revenues	$ 96,510,153	$ 92,816,097
Total Revenues	$ 177,172,043	$ 165,978,882
Program Expenses		
Instruction	$ 99,976,086	$ 97,466,580
Support Services		
Pupil Services	5,000,016	4,062,649
Improvement of Instructional Services	7,131,048	5,883,053
Educational Media Services	2,181,493	2,162,100
General Administration	2,279,058	2,591,448
School Administration	7,478,446	7,536,803
Business Administration	918,278	972,915
Maintenance and Operation of Plant	11,538,800	11,334,416
Student Transportation Services	9,330,221	9,828,822
Central Support Services	2,114,456	2,729,532
Other Support Services	1,026,323	772,363
Operations of Non-Instructional Services		
Enterprise Operations	69,452	436,901
Community Services	588,143	785,914
Food Services	7,415,552	7,349,961
Interest on Short-Term and Long-Term Debt	1,656,569	2,556,889
Total Expenses	$ 158,703,941	$ 156,470,346
Increase in Net Assets	$ 18,468,102	$ 9,508,536

The total increase in net assets for fiscal year 2010 of $18.5 million, as restated, was significantly greater than the increase in net assets that occurred in fiscal year 2009. The School District believes this fact is due a combination of controlling costs and significantly increased Federal funding in fiscal year 2010.

Cost of Providing Services

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting these services. Table 3 shows, for governmental activities, the total cost of services and the net cost of services. Net cost of services can be defined as the total cost less fees generated by the activities and intergovernmental revenue provided for specific programs. The net cost reflects the financial burden on the School District's taxpayers by each activity as compared to the prior fiscal year.

Table 3
Cost of Services

	Total Cost of Services		Net Cost of Services	
	FY 2010	FY 2009	FY 2010	FY 20009
Instruction	$ 99,976,086	$ 97,466,580	$ 48,786,217	$ 49,713,251
Support Services				
Pupil Services	5,000,016	4,062,649	2,052,008	2,331,265
Improvement of Instructional Services	7,131,048	5,883,053	3,098,011	3,447,302
Educational Media Services	2,181,493	2,162,100	655,469	697,608
General Administration	2,279,058	2,591,448	-526,208	159,283
School Administration	7,478,446	7,536,803	4,118,408	4,359,054
Business Administration	918,278	972,915	845,288	925,133
Maintenance and Operation of Plant	11,538,800	11,334,416	7,861,588	7,611,198
Student Transportation Services	9,330,221	9,828,822	7,469,005	7,725,875
Central Support Services	2,114,456	2,729,532	2,078,218	2,629,425
Other Support Services	1,026,323	772,363	216,442	570,259
Operations of Non-Instructional Services				
Enterprise Operations	69,452	436,901	69,452	225,062
Community Services	588,143	785,914	-25,139	103,618
Food Services	7,415,552	7,349,961	-313,276	252,340
Interest on Short-Term and Long-Term Debt	1,656,569	2,556,889	1,656,569	2,556,889
Total Expenses	$ 158,703,941	$ 156,470,346	$ 78,042,052	$ 83,307,562

Expenses for fiscal year 2010 increased about 1.5% from prior year expenses, while the net cost of services decreased a little over 6.3%. Even though total expenses increased in fiscal year 2010, the School District was able to achieve a decrease in its net costs of services because Federal revenues increased from the prior fiscal year by $12.4 million or about 65%. The School District does not expect to sustain this level of Federal revenues in the future.

FINANCIAL ANALYSIS OF THE SCHOOL DISTRICT'S FUNDS

Information about the School District's governmental funds is presented starting on Exhibit "C" of this report. Governmental funds are accounted for using the modified accrual basis of accounting. The governmental funds had total revenues of $177.4 million and total expenditures of $192.1 million in fiscal year 2010. Total governmental fund balances of $74.0 million at June 30, 2010, decreased $14.6 million from the prior year. This decrease in fund balance resulted primarily from the School District making capital outlay expenditures in fiscal year 2010 from reserves that had been accumulated in prior fiscal years.

ATTACHMENT E:
Teach to Learn Team

APPENDIX E: TEACH TO LEARN TEAM

Key Personnel and Roles and Responsibilities	
Partnership Personnel	**Roles and Responsibilities**
CCSD	
Dr. Philip D. Lanoue, Superintendent	Serve on the Coordinating Council
Dr. Noris Price, Associate Superintendent of Instructional Services and School Improvement	***Co-Project Director***; facilitate and serve on Coordinating Council
Dr. Mark Tavernier, Director of Teaching and Learning (including Professional Learning)	Serve on Coordinating Council
Dr. Robbie Hooker, Principal of Clarke Central High School	Serve on the Coordinating Council; organize and participate on the school's Steering Committee
Dr. Tony Price, Principal of Cedar Shoals High School	
Dr. Selena Blankenship, Principal of Hilsman Middle School	Serve on the Coordinating Council; organize and participate on the school's Steering Committee
Tad Macmillan, Principal of Clarke Middle School	Serve on the Coordinating Council; organize and participate on the school's Steering Committee
Dwight Manzy, Principal of Coile Middle School	Serve on the Coordinating Council; organize and participate on the school's Steering Committee
Melanie Sigler, Principal of Burney-Harris-Lyons Middle School	Serve on the Coordinating Council; organize and participate on the school's Steering Committee
Science and math Department Heads in participating schools	Serve on the Coordinating Council and on the school's Steering Committee
College of Education	
Dr. Janna Dresden, Director, Office of School Engagement, and faculty member, Early Childhood Program in the Department of Elementary and Social Studies Education	***Co-Project Director***; facilitate and serve on the Coordinating Council
Dr. Sally Zepeda, Professor, Department of Lifelong Education, Administration, and Policy	Professor-in-Residence at the Clarke County School District; provide professional learning for teachers and school leaders
Dr. Ron Cervero, Associate Dean for Outreach & Engagement	Serve on the Coordinating Council
Dr. Jim Marshall, Associate Dean for Academic Programs	Serve on the Coordinating Council
Dr. Karen DeMeester, Director of UGA's Program Evaluation Group	Direct the evaluation of the Teach to Learn grant project
Dr. Dorothy White, Associate Professor, Department of Mathematics and Science Education	Professor-in-Residence at Clarke Middle School; serve on the school's Steering Committee.
Dr. Gayle Andrews & Dr. Kathy Thompson: Dr. Andrews, Associate Professor, Department of Elementary and Social Studies; Dr. Thompson, Public Service Associate, League of Professional Schools	Professors-in-Residence at Hilsman Middle School; serve on the school's Steering Committee.
Dr. Peg Graham, Associate Professor, Language and Literacy Education	Professor-in-Residence at Clarke Central High School; serve on the school's Steering Committee.

ATTACHMENT F:
Résumés

Noris F. Price

160 Cypress Manor Lane
Athens, Georgia 30606
Phone: 706-850-5785
Fax: 706-549-0555
E-Mail: norise@aol.com or Pricen@clarke.k12.ga.us

Objective: **To lead a team of professionals that will meet the educational needs of children and their families in a system that is responsive to the expanding opportunities for excellence found within public education.**

Experience:

Associate Superintendent,
Instructional Services and School Performance
2007-Present

Clarke County School District **Athens, GA**

- Assist the superintendent in the task of providing leadership in the development and implementation of educational programs and services which enable students to be successful learners and productive citizens.
- Determine district instructional needs and make recommendations based on these needs.
- Leverage central office, regional, and state resources to better meet the needs of students and families.
- Establish expectations for the development of new curriculum and refinement of the existing curriculum (alignment of curriculum to state frameworks, creation of formative assessments, rubrics and checklists, alignment rubrics of curriculum to report cards)
- Develop comprehensive LEA plan for the use of Title I, Title II, Title III, and Title VIB funds based on the goals of the district
- Set direction and establish clear objectives and performance measures that support student achievement and respond to stakeholder expectations.
- Prepare budgets, fiscal plans, and expenditure reports in areas of responsibility
  Select, manage, and use data to support the district's strategic plan.
- Work with principals, teachers, staff, and community to develop strategies to improve student achievement.
- Use information about student performance, including various student assessment results, to continuously improve curriculum and instruction initiatives and efforts in the school district.

Principal **Woodland Elementary Charter School** **Fulton County Public Schools** **Atlanta, GA**
1997-2007

- Provided leadership to a diverse student population of over 800 students in grades Pre-K through 5, which includes a special education center.
- Set the general tone of the school; prepared budgets for the general school account; approved and supervise all expenditures within the school; responsible for the financial solvency of the school.
- Interviewed, recommended employment, supervised and evaluated all school personnel; assessed the strengths of the school, identified its weaknesses and took supportive or corrective action as the situation demands; made five-year projections for periodic evaluations, defined goals and redefined objectives commensurate with changes in the school population.
- Used data to drive the school's strategic plan and development of school programs to improve student achievement.
- Provided instructional support, administrative leadership, and financial management to the school.
- Worked collaboratively with colleagues, parents and community to strive for academic excellence, which resulted in converting to a charter school, improved student achievement, receiving the Georgia School of Excellence Award 2003, and obtaining Georgia's highest award for Outstanding PTA and the National PTA Parent Involvement School of Excellence.
- Developed, created, and facilitated the first public school to convert to a charter school in the Fulton County School System with a focus on implementing talented and gifted strategies in all classrooms with all students. Received unanimous approval for Charter Renewal from the Fulton County Board of Education for an additional five years.
- Recognized as a Distinguished Title I School for meeting AYP for three or more consecutive years. Achieved AYP for the past several years with 90% or more of the students meeting or exceeded standard.
  Initiated a Saturday School Program for students needing additional academic support.
- Recipient of numerous grants: Charter School Implementation Grant ($380,000); Charter school Dissemination Grant ($100,000); US West/Media One Grant ($25,000); Fulton County Arts Council Grants ($40,000); Reading First Grant ($75,000); Intel School of Distinction Grant ($10,000)

- Participated in numerous system-wide committees including: The Report Card Committee; Budget; Grading and Retention Committee; Summer School Committee; Character Education Committee; Parent Involvement Committee; New Principals' Mentoring Program Committee; Leadership Academy Committee; Extended Day Committee; Testing Committee; Calendar Committee; ESOL Textbook Adoption Committee; Formula Revision Committee for Psychologist and Instructional Support Teacher; Math and Language Arts Placement Committee, and Discipline Committee.
- Planned and coordinated authentic assessment and differentiated instruction professional development training for cluster schools.
- Served on several Interviewing Committees for central office personnel.
- Featured in a national training video for principals produced by the Video Journal of Education (2003) for excellent educational leadership techniques.
- Participated in numerous staff development activities and workshops.
- Provided technical support to four schools seeking charter school status.
- Trained two new assistant principals.

Principal **Franconia Elementary School** **Fairfax County Public Schools** **Fairfax, VA**
1992-1997

- Provided instructional support, administrative leadership, and financial management to an elementary school consisting of grades Pre-K through 6.
- Demonstrated and initiated shared-decision making among faculty, staff, parents, and students.
- Utilized central office personnel, businesses and local community groups to support and enhance the overall instructional program.
- Monitored and supported various systems of technology and its integration in the instructional program.
- Oversaw the Franconia Special Education Center that serviced students with emotional disabilities.
- Developed Saturday School for students with below average reading and math standardized test scores.
- Used data to drive school plan and development of school programs to improve student achievement.
- Trained and supervised one assistant principal.
- Participated in numerous staff development activities and workshops.

Assistant Principal **North Springfield Elementary School** **Fairfax County Public Schools** **Fairfax, VA**
1990-1992

- Assisted with the planning, organization, and management of the total elementary school program.
- Worked collaboratively with colleagues, parents, and community to support student achievement.
- Assisted principal in the evaluation of all faculty and staff and oversaw all required administrative tasks appropriate to the school's operations.
- Participated in numerous staff development activities and workshops.

Teacher **Fairview Elementary School** **Fairfax County Public Schools** **Fairfax, VA**
1987-1990

- Taught fifth and sixth grade students in a self-contained classroom all subject areas and actively involved parents and guardians in the educational process.
- Received the Human Relations Award.
- Worked cooperatively with teachers, parents and administration.
- Participated in numerous staff development workshops and courses.

Teacher **Public School 98M** **New York City Public Schools** **New York, NY**
1984-1987

- Taught all subject areas to fourth grade students in a large urban elementary school with a very diverse population, ethnically and economically.
- Maintained contact with parents and guardians.
- Worked with social agencies to help students who were particularly at-risk.

Teacher **Good Shepherd School** **Archdiocese of New York** **New York, NY**
1981-1984

- Taught all subject areas to third through fifth grade students in an economically and ethically diverse parochial school.

- Worked closely with parent and guardians to enhance student achievement.
- Supervised and participated in many after school activities for the student body.

.ducation:

Nova Southeastern University, Florida, Doctorate in Educational Leadership, 2006
George Mason University, Virginia, Educational Leadership Certification Program, 1989-1990
Lehman College of the City University of New York, New York, M.S. Ed., Elementary Education, 1984-1987
Wilmington College, Ohio, B.S., Elementary Education, 1977-1981
Fluent in Spanish

Certification:

Georgia State Professional Leadership Certificate (P-12), L-6
New York State Permanent Teaching Certification (P-8)

Honors and Awards:

Co-chair of the Whatever It Takes Promise Neighborhood Initiative (2010-2011)
Selected by the Mayor of Athens-Clarke County to serve on the Census Committee (2009-2010)
Georgia State University Advisory Board for the Georgia State Principals' Center (2002-2005; 2007-present)
Georgia Charter Schools Association Board of Directors (2005-2010)
Presenter at Metro RESA Working with Parents Conference
GAESP Georgia Distinguished Principal (2007)
Intel School of Distinction (2007)
Georgia Distinguished Title I School (2004, 2005, 2006, 2007, 2008)
GAESP School Bell Award (2005)
GAESP Educational Patron Award (2005)
National PTA Parent Involvement School of Excellence (2004)
Fulton County Prestigious Business Partnership Awards (2004)
Anti-Defamation League Certificate of Recognition (2004)
Charter School Dissemination Grant (2004)
Fulton County ten-Year Golden Apple Award for Volunteer Hours (2003)
Outstanding Principal Award from the Georgia PTA (2003)
District 10 Outstanding PTA (2003)
Georgia School of Excellence Award (2003)
President of the Nova Graduate Student Council (2003-2004)
Outstanding Service Award from the North Perimeter Optimist Luncheon Club (2002)
The National Academy of Arts and Sciences GRAMMY Award for Outstanding Music Program (2002)
Fulton County School of Excellence (1999 and 2002)
Charter School Implementation Grant (2001)
Georgia State New Principals' Academy Mentor (2001-Present)
Fulton County School System Principal Mentor (2000-Present)
Lifetime Membership to the National PTA awarded by the Woodland Elementary PTA (2000)
Board of Directors for the North Perimeter Optimist Luncheon Club
Board of Directors for the Sandy Springs Kiwanis Club
School Bell Award from the Virginia Association of Elementary School Principals
Fairfax County Public Schools Outstanding Principal of the Year Finalist
Selected for the Education Policy Fellowship Leadership Program
Presenter at local, state and National Conferences: Fulton County Public Schools Leadership Conference, Fulton County Parent University, Teachers of English Speakers of Other Languages, Title I, Georgia Charter schools, Georgia State Principals Academy, PTA District Conference, Sandy Springs Cluster Parent Conference, and the National Association of Elementary School Principals

JANNA DRESDEN
College of Education
Aderhold Hall 427C
The University of Georgia
Athens, Georgia 30602
706-542-8491
jdresden@uga.edu

EDUCATION

Ph.D., 1993, The University of Georgia
- Major Field: Educational Psychology
- Dissertation Title: Gender, Temperament, and Mathematics Achievement
- Major Professor: Roy P. Martin

A.M., 1982, The University of Chicago
- Major Field: Education
- Thesis Title: Maternal Child Rearing Attitudes and Satisfaction with Child Care
- Major Professor: Alison Clarke-Stewart

B.A., 1973, The University of Michigan
- Majors: Psychology and Education

PROFESSIONAL EXPERIENCE

2007 – present	Director, Office of School Engagement College of Education Academic Professional Associate Department of Elementary and Social Studies Education The University of Georgia
2005 – 2007	Assistant Professor Early Childhood Program Department of Curriculum and Teaching Auburn University Auburn, Alabama
1995 - 2005	Kindergarten and First Grade Teacher Clarke County School District Athens, Georgia
1994 - 1995	Consultant Critical Thinking Skills Teacher Training Evaluation Project University of Georgia and Georgia State University
1993 - 1994	Director, After-School Program, Alps Road School Clarke County School District Athens, Georgia
1987 - 1992	Research and Teaching Assistant Department of Educational Psychology University of Georgia
1985 - 1986	Research Assistant

	Department of Learning, Development, and Special Education Northern Illinois University
1982 - 1985	Instructor Department of Human and Family Resources Northern Illinois University
1982 – 1983	Education and Staff Development Coordinator The Growing Place Child Care Programs DeKalb, Illinois
1981 - 1982	Teacher Pearl Goodman Schoen Preschool Skokie, Illinois
1979 - 1980	Education and Staff Development Coordinator Hull House Association Chicago, Illinois
1979	Research Assistant "The Subject Matters" Project The University of Chicago
1978	Acting Director Loyola University Child Development Center Chicago, Illinois
1977 - 1978	Research Assistant Chicago Child Care and Development Project The University of Chicago
1974 - 1977	Teacher Unitarian Preschool Center Chicago, Illinois

PUBLICATIONS AND PRESENTATIONS

Referred Journal Articles

Dresden, J., & Lee, K. (2007). The effects of project work in a first grade classroom: A little goes a long way. *Early Childhood Research and Practice, 9*(1).

Dresden, J., & Shetterly, K. R. (1997). Family child care and school-age programs: Today's friendly neighborhoods. *Dimensions of Early Childhood, 25*(1), 16-21.

Huberty, C. J., Dresden, J., & Bak, B. (1993). Relations among dimensions of statistical knowledge. *Educational and Psychological Measurement, 53*, 523-532.

Pellegrini, A. D., Galda, L., Dresden, J., & Cox, S. (1991). A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *Research in the Teaching of English, 25*(2), 219-235.

Dresden, J., & Myers, B. K. (1989). Early childhood professionals: Toward self-definition. *Young Children,*

44(2), 62-66.

Book Chapters

Kamphaus, R. W., Dresden, J., & Kaufman, A. A. (1993). Clinical and psychometric considerations in the cognitive assessment of preschool children. In D. J. Willis & J. L. Culbertson (Eds.), *Testing young children* (pp. 55-72). Austin, TX: PRO-ED.

Pellegrini, A. D., & Dresden, J. (1992). Play in school? Yes, we're serious. In V. D. Dimidjian (Ed.), *Play's place in public education for young children* (pp. 19-25). Washington, D.C.: National Education Association of the United States.

Pellegrini, A. D., & Dresden, J. (1991). The concept of development in the early childhood curriculum. In B. Spodek & O. N. Saracho (Eds.), *Issues in early childhood curriculum* (pp. 46-63). New York: Teachers College Press.

Other Publications

Dresden, J. (2009). The impact of assessment policy on everyday practice in elementary school classrooms. In E. DeBray-Pelot (Ed.) *Critical perspectives on federally driven assessment policy* (pp. 36-62). Athens, GA: University of Georgia Education Policy and Evaluation Center. Website: http://www.coe.uga.edu/EPEC/

Dresden, J. & Flanders, T. (2009). *Testing young children in elementary schools: Fiscal and instructional implications* (Number PB09-4). Athens, GA: University of Georgia Education Policy and Evaluation Center.

Dresden, J. (2005). Case commentary on "Working with a disruptive child and his family." In P. F. Goldblatt & D. Smith (Eds.), *Cases for teacher development: Preparing for the classroom.* Thousand Oaks, CA: Sage.

Waldrip, P. T., & Dresden, J. (2000). [A review of *The literacy map: Guiding children to where they need to be (K-3)]. Georgia Journal of Reading, 24*(2), 41-43.

Pellegrini, A. D., Dresden, J., & Glickman, C. D. (1988). A not so new look at the assessment of kindergarten children. *Georgia Journal of Reading, 14*(1), 17-20.

Refereed Presentations

Allen, L., Dresden, J., Price, N., & Thomas, X. (2011, March). *From great ideas to a great partnership.* Paper presented at the annual meeting of the National Association of Professional Development Schools, New Orleans, Louisiana.

Dresden, J., Kittleson, J., Wenner, J., & Graham, M. (2011, March). *"Scaffolded" learning for pre-service teachers: How on-site methods courses facilitate the integration of theory and practice in teacher education.* Paper presented at the annual meeting of the National Association of Professional Development Schools, New Orleans, Louisiana.

Dresden, J. (2009, April). *Leaving the classroom, finding my voice.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Dresden, J. (2008, March). *Beacon in the storm: A developmentally appropriate kindergarten school.* Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

CURRICULUM VITA
Sally J. Zepeda

ACADEMIC HISTORY

Name: Sally J. Zepeda
Department of Lifelong Education, Administration, and Policy
850 College Station Road
River's Crossing, 312
Athens, GA 30602-4811
Telephone: 706-542-0408
Fax: 706-542-4714
E-mail: szepeda@uga.edu

Present Rank: Professor

Tenure Status: Tenured (August 15, 2001)

Administrative Title: None

Proportion Time Assignments:

12 month appointment:

.50 Instruction
.25 Research

Graduate Faculty Status:

Graduate Faculty, The University of Georgia (Reappointed April 1, 2007)

Highest degree:

Ph. D., Loyola University, Chicago, January 1993

Academic Positions:

Graduate Coordinator, September 1, 2000 to August 15, 2008, Department of Lifelong Education, Administration, and Policy; Department of Educational Leadership; Department of Educational Administration and Policy. College of Education, The University of Georgia, Athens, Georgia.

Professor, 2007 to present, Department of Lifelong Education, Administration, and Policy. College of Education, The University of Georgia, Athens, Georgia.

Associate Professor, 2002 to 2007, Department of Lifelong Education, Administration, and Policy. College of Education, The University of Georgia, Athens, Georgia.

Assistant Professor, August 1999 to 2002, Department of Educational Leadership, College of Education, The University of Georgia, Athens, Georgia.

Program Area Coordinator, March 1997 through April 1999, Educational Administration, Curriculum and Supervision, Department of Educational Leadership and Policy Studies, College of Education, The University of Oklahoma, Norman, Oklahoma.

Graduate Liaison, September 1995 through May 1997, Department of Educational Leadership and Policy Studies, College of Education, The University of Oklahoma, Norman, Oklahoma.

Assistant Professor, August 1994 through May 1999, Department of Educational Leadership and Policy Studies, College of Education, The University of Oklahoma, Norman, Oklahoma.

Other Professional Employment:

Associate Principal, July 1993 through July 1994, Alan B. Shepard High School, Palos Heights, Illinois.

English Department Chair and Curriculum Coordinator, July 1991through June 1993, Waubonsie Valley High School, Aurora, Illinois.

Principal, July 1989 through June 1991, Gregory Middle School, Naperville, Illinois.

Principal, Summers 1989 through 1991, District 204 Summer School Program—K-12, Naperville, Illinois.

Assistant Principal, July 1988 through June 1989, Gregory Middle School, Naperville, Illinois.

Director of Special Programs, September 1983 through May 1988. St. Rita High School, Chicago, Illinois.

English/Speech Teacher, August 1979 through July 1983, St. Rita High School, Chicago, Illinois.

Post-Graduate Awards: None

SCHOLARLY ACTIVITIES

Publications: An asterisk indicates publications that have undergone stringent editorial review; a double asterisk indicates publications which were invited and which carry prestige and recognition.

Books authored or co-authored:

* Zepeda, S.J. (2009). *The instructional leader's guide to informal classroom observations* (2nd ed.). Larchmont, NY: Eye on Education. 182 pp.

* Zepeda, S.J. (2008). *Study guide—tales from a teacher's heart*. Larchmont, NY: Eye on Education. 112 pp.

* Zepeda, S.J. (2008). *Professional development: What works.* Larchmont, NY: Eye on Education and Oxford, OH: National Staff Development Council. 334 pp. (Fifth Printing: December, 2009).

* Zepeda, S.J. (2007). *The principal as instructional leader: A handbook for supervisors* (2nd Ed.). Larchmont, NY: Eye on Education. 203 pp.

*Zepeda, S.J. (2007). *Instructional supervision: Applying tools and concepts* (2nd Ed.). Larchmont, NY: Eye on Education. 366 pp.

* Zepeda, S.J. (2005). *The Instructional leaders guide to informal classroom observations.* Larchmont, NY: Eye on Education. 122 pp. (Third Printing: February, 2006).

*Zepeda, S.J. (2004). *Instructional leadership for school improvement.* Larchmont, NY: Eye on Education. 168 pp.

*Zepeda, S.J., & Mayers, R.S. (2004). *Supervision across the content areas.* Larchmont, NY: Eye on Education. 246 pp. (Proportion of contributions: 80 %, 20% in order of authors).

*Zepeda, S.J. (2003). *Instructional supervision: Applying tools and concepts.* Larchmont, NY: Eye on Education. 246 pp. (Third Printing: January, 2004).

Zepeda, S.J. (2003). Instructional supervision: *Applying tools and concepts.* Instructor's manual and CD. Larchmont, NY: Eye on Education. 107 pp. (Third Printing: January 2004).

*Zepeda. S.J. (2003). *The principal as instructional leader: A handbook for supervisors.* Larchmont, NY: Eye on Education. 186 pp. (Fourth Printing: December 2004).

Zepeda. S.J. (2003). *The principal as instructional leader: A handbook for supervisors.* Compact Disk. Larchmont, NY: Eye on Education. 90 pp. (Fourth Printing: December 2004).

*Zepeda. S.J., Mayers, R. ., & Benson, B.N. (2003). *The call to teacher leadership.* Larchmont, NY: Eye on Education. 142 pp. (Proportion of contributions: 75 %, 15%, 10% in order of authors) (Third Printing: July 2004).

*Zepeda, S.J., & Mayers, R.S. (2000). *Supervision and staff development in the block schedule*. Larchmont, NY: Eye on Education. 275 pp. (Proportion of contributions: 75 %, 25% in order of authors).

*Zepeda, S.J. (1999). *Staff development: Practices that promote leadership in learning communities*. Larchmont, NY: Eye on Education. 165 pp. (Eighth Printing: January, 2006).

*Zepeda, S.J., & Langenbach, M. (1999) *Special programs in regular schools: Historical foundations, national standards, and contemporary issues.* New York: Allyn & Bacon. 244 pp. (Proportion of contributions: 70%, 30% in order of authors).

*Calabrese, R., & Zepeda, S.J. (1997). *The reflective supervisor: A practical guide for educators.* Larchmont, NY: Eye on Education. 288 pp. (Proportion of contributions: 50%, 50% in order of authors).

*Calabrese, R., Short, G., & Zepeda, S.J. (1996). *Hands-on leadership tools for principals.* Larchmont, NY: Eye on Education. 239 pp. (Proportion of contributions: 33%, 33%, 33% in order of authors).

Books edited and co-edited

* Zepeda, S.J. (Ed.). (2008). *Real world supervision: Adapting theory to Practice.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Chapters in books:

* Zepeda, S.J. (In-press, 2010) Instructional supervision, coherence, and job-embedded learning. In T. Townsend & J. MacBeath (Ed.s). *International Handbook on Leadership for Learning*. New York, NY: Springer Publishing Company.

* Zepeda, S.J. (2010). The most important decision—Choosing the major professor. In R. Calabrese & P. Smith (Eds.). *The faculty mentor's wisdom: Conceptualizing, writing and defending the dissertation.* Lanham, MD: Rowman and Littlefield Publishers.

* Smith, T. D., & Zepeda, S.J. (2009). Adella Hunt Logan (1863-1915): Educator, woman's suffrage leader, and confidant of Booker T. Washington. In L. E. Rivers & C. Brown, Jr. (Eds.) *The varieties of women's experiences: Portraits of Southern women in the Post-civil War century* (pp. 151-170). Tampa, FL: University Press of Florida.

* Recesso, A.M., & Zepeda, S.J. (2009). Evidential reasoning and decision support in assessment of teacher practice. In T.J. Kowalski & T.J. Lasley (Eds.) *Handbook on data-based decision making in education* (pp. 363-381). New York, NY: Lawrence-Erlbaum (Proportion of contributions: 50%-50%.).

* Zepeda, S.J. (2008). Arrange time into blocks. In V. von Frank (Ed.) *Finding time for professional learning* (pp. 163-167). Oxford, OH: National Staff Development Council. (Originally published as a journal article).

* Zepeda, S.J. (2008). Adapting Theory to Practice. In S.J. Zepeda (Ed) *Real world supervision: Adapting theory to practice* (pp. 1-6). Norwood, MA: Christopher-Gordon Publishers, Inc.

* Zepeda. S.J. (2008). Hearing the voices from the field: Lessons learned along the way. In S.J. Zepeda (Ed). *Real world supervision: Adapting theory to practice* (pp. 249-262). Norwood, MA: Christopher-Gordon Publishers, Inc.

* Zepeda. S.J., Bengtson, E., Arnau, L., & Mohammed, M.B. (2008). Building learning communities in urban schools through professional learning and supportive leadership. In S.J. Zepeda (Ed). *Real world supervision: Adapting theory to practice* (pp. 237-248). Norwood, MA: Christopher-Gordon Publishers, Inc.

* Zepeda, S.J. (2006). Classroom-based assessments of teaching and learning. In J.H. Stronge (Ed). *Evaluating teaching: A guide to current thinking and best practice* (Second Edition) (pp. 101-124). Thousand Oaks, CA: Corwin Press.

** Zepeda, S.J. (2005). Standards of collegiality and collaboration. In S.P. Gordon (Ed) *Standards for instructional supervision: Enhancing teaching and learning* (pp. 63-75). Larchmont, NY: Eye on Education

* Zepeda, S.J. (2000). Supervisory practices: Building a constructivist learning community for adults. In J. Glanz & L. Horenstein (Eds.), *Paradigm debates in curriculum and supervision: Modern and postmodern perspectives* (pp. 93-107). New York: Greenwood.

* Ponticell, J.A., & Zepeda, S.J. (1996). Making sense of teaching and learning: A case study of mentor and beginning teacher problem solving. In D. J. McIntyre & D. M. Byrd (Eds.), *Teacher Education Yearbook IV* (pp. 115-130). Thousand Oaks, CA: Corwin Press, Inc. (Proportion of contributions: 50%-50%).

ATTACHMENT G:
Dr. Sally Zepeda's Professional-Learning Workshops

Teacher Leadership Series—Clarke County School District

Given the unique opportunity to work with the Clarke County Public Schools, the teacher leadership workshops will be adapted to the calendar year following a format that supports the master teacher program within the system. The foundational components of the program include an emphasis on instructional supervision and coaching, building learning communities, increasing reflective practice and inquiry—and the work necessary to support the development of master teachers within the Clarke County Public Schools that work with UGA teacher education students and teachers within the first three years of their careers. Through such efforts, UGA and Clarke County can work to increase capacity—that of Clarke County and UGA to promote a stronger and better prepared teaching pool.

The goals of this program are to prepare teacher leaders who will:

1. Lead other teachers in their schools;
2. Effectively collaborate with the school leadership;
3. Support student teachers by preparing master teachers to work with student teachers and teachers in the first three years of employment;
4. Have strong academic knowledge in supervision of instruction and coaching; organizational structures in schools; and learning communities and professional development
5. Be willing to share their knowledge and expertise with other teachers in their schools;
6. Have strong communication skills to deal with teachers, administrators, and parents;
7. Encourage teachers' reflection on their professional practices; and,
8. Promote teachers' continuous professional learning.

To achieve these goals, three distinct and interrelated workshops will be offered to the master teachers in the Clarke County School District. These workshops will span the calendar year, and they will include follow-up sessions with the master teachers throughout the year. Skill development, implementation, and assessment of skills learned in the workshops will be assessed on an ongoing basis to promote learning that is job-embedded. The three workshops include:

Classroom Observations and Coaching
The fundamentals of formal and informal classroom observations along with pre and postobservation conferencing are covered. Attention is paid to the tools of data collection in standards-based classrooms. Differentiated and developmental approaches related to teachers at the beginning of their careers (preservice and inservice) are explored.

Professional Learning Communities
Building learning communities within and across the schools serves as the glue to classroom observations and coaching. Learning communities as professional development and learning serve as the basis of this workshop and the precepts will further reinforce teaching and learning as a means to engage teachers in the work of educating children. Action research as well as inquiry and reflection are pivotal to the learning community.

Issues in Teacher Leadership—Getting to Teaching and Learning
How does one emerge as a teacher leader and what are the special challenges and opportunities involved in being a teacher leader are two questions that are explored alongside the central mission of providing teaching and learning for results. The organizational structures of schools and the system will be explored so that teachers and other school personnel can fully benefit from the work of teacher leaders.

Sally J. Zepeda
June 7, 2011

ATTACHMENT H:
Letters of Support

CLARKE COUNTY SCHOOL DISTRICT
ATHENS, GEORGIA

Philip D. Lanoue, Ph.D.
SUPERINTENDENT

October 18, 2011

Philip D. Lanoue, Ph.D., Superintendent
Clarke County School District
240 Mitchell Bridge Road
Athens, Georgia 30606

Dear Dr. Lanoue:

We six Clarke County principals are submitting this jointly signed letter to express our commitment to Clarke County's Race to the Top grant application. The proposed Teach to Learn grant program will give our best teachers an opportunity to mentor new teachers through an innovative partnership with the University of Georgia's College of Education. Combining local resources with grant resources will provide experienced teachers with time during the week to work with new teachers in ways that will lead to better teaching—resulting in higher levels of student achievement. The focus on science and math teachers is especially important because of our high attrition rate in those areas.

The Teach to Learn grant project will help our school district "grow our own leaders," as we build a support network around classroom teachers new to the profession. The timing of this project could not be better because this year we are implementing the district's new Teacher Evaluation System for new and experienced teachers. The new system promotes two important goals that are aligned with the Teach to Learn project: (1) Teachers will take responsibility for their own professional learning, and (2) teachers will become leaders in their schools by contributing time, energy, and focus on curriculum, assessment, and data-driven instruction.

We pledge that our schools will fully participate in the Teach to Learn program once Clarke County's project is funded, and we look forward to the challenge, knowing that strengthening classroom teaching will result in increased student-academic achievement.

Sincerely,

Melanie Sigler, Principal
Burney-Harris-Lyons
Middle School

Tad MacMillian, Principal
Clarke Middle School

Dwight Manzy, Principal
Coile Middle School

Dr. Selena Blankenship,
Principal
Hilsman Middle School

Dr. Tony Price, Principal
Cedar Shoals High School

Dr. Robbie Hooker, Principal
Clarke Central High School

The University of Georgia
1785

College of Education
Office of the Dean

RECEIVED
OCT 20 2011
By

October 22, 2011

Philip D. Lanoue, Ph.D., Superintendent
Clarke County School District
240 Mitchell Bridge Road
Athens, GA 30606

Dear Phil,

I'm extremely pleased that the Clarke County School District and the University of Georgia's College of Education will apply for Round 2 of Georgia's Race to the Top Innovation Fund grant program. The proposed *Teach to Learn* grant project has been designed by a partnership team in response to the documented needs of COE students and Clarke County teachers, particularly new teachers.

For new teachers, the *Teach to Learn* grant project is designed to address a continuum of teacher-induction needs once UGA graduates are hired by the Clarke County School District to teach K-12 students. As we all know, 50 percent of teachers drop out of the teaching profession within their first five years of teaching, primarily because they do not feel supported in their work. Research has demonstrated that early career teachers need to be supported by caring, experienced teachers during their crucial first few years in the profession, especially with job-embedded professional learning related to lesson planning, using data to adjust instruction, differentiating instruction according to student needs, classroom management, etc. Further training in these areas will be accomplished through mentoring relationships, where the experienced teacher will provide classroom observations, conferencing, classroom modeling, and a variety of effective instructional strategies. The *Teach to Learn* project is right on target by providing experienced teachers with time away from their classrooms to mentor new teachers. The College of Education will provide a number of Teaching Fellows, promising new certified teachers to work directly with teachers who mentor new teachers. In this way, mentoring teachers will be able to devote significant blocks of time several times a week to new teachers, while the Teaching Fellows teach their classes under their supervision.

The proposed Teach to Learn grant project should result in new teachers feeling more integrated into the life of their schools because of the close, ongoing mentoring relationships they will form with some of the district's best educators. I hope the Race to the Top reviewers select our project for funding, so together we can develop a model for teacher induction for the state of Georgia.

Sincerely,

Arthur M. Horne, Ph.D.
Dean and Distinguished Research Professor

Aderhold Hall • Athens, Georgia 30602-7101 • Telephone 706-542-6446 • Fax 706-542-0360
An Equal Opportunity/Affirmative Action Institution

Family Connection

Communities In Schools

FAMILY CONNECTION-COMMUNITIES IN SCHOOLS OF ATHENS
Post Office Box 1904, Athens, Georgia 30603-1904, (706)369-9732, athenspartners@gmail.com, www.witathens.org

October 19, 2011

Dr. Philip Lanoue, Superintendent
Clarke County School District
240 Mitchell Bridge Road
Athens, Georgia 30606

Dear Phil:

It is with enthusiasm that I offer, on behalf of our scores of partners, our endorsement of the School District's Teach to Learn Partnership grant application that you will submit to the Governor's Office of Planning and Budget.

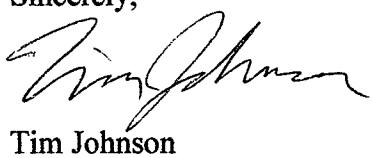
As you know, over the last year, more than 500 individuals representing scores of organizations have worked together to develop the Athens Community Plan for Children, a document of over 700 pages. This *Whatever It Takes* initiative has received national recognition. Other than the families themselves, the Clarke County School District is the most important partner in this work. One of the most gratifying components of our community moving forward in education is the remarkable partnership between the School District and the College of Education, a partnership that is far more substantive than most and that has itself received national recognition. That partnership, of course, is fundamental to the Teach to Learn Partnership.

As you know, Family Connection-Communities In Schools has 90 community partners who have worked together for twenty years to develop strategic plans to improve the likelihood of success for children and families in measurable ways through community collaboration. Most recently, our organization applied for and was awarded a Promise Neighborhood planning grant (one of 21 awardees across the nation) to develop a comprehensive implementation plan that supports, in practical ways, all children being on course to post-secondary education and career.

We and our community partners will continue to be actively engaged in supporting the Teach to Learn Partnership teachers (and indirectly the students) the project will serve. Due to the extremely high poverty rate in Athens-Clarke County (31%, which is double the state's rate of 15%), all of our community efforts need to support the shared vision created during the planning year, and the Teach to Learn Partnership is another crucial step in increasing student academic achievement through the collaboration of Clarke County and University of Georgia educators.

Again, we enthusiastically endorse this grant application and commit to supporting the Teach to Learn grant project when it is funded.

Sincerely,



Tim Johnson
Executive Director

Northeast Georgia RESA

Regional Educational Service Agency

375 Winter Street
Winterville, GA 30683
(706) 742-8292
FAX (706) 742-8928
www.negaresa.org

Russell W. Cook, Ed.D.
Director

October 28, 2011

Dr. Philip D. Lanoue, Superintendent
Clarke County School District
P. O. Box 1708
240 Mitchell Bridge Road
Athens, Georgia 30606

Dear Dr. Lanoue:

I was glad to hear that the Clarke County School District is applying for a Race to the Top grant in partnership with the University of Georgia. The Teach to Learn project is a highly innovative plan that could become a model for the state. Too often there is a disconnect between teacher preparation and the induction program provided by school districts once teachers are hired. If the Teach to Learn project effectively bridges those two processes, teachers will no doubt feel more connected to their schools and to the children they serve.

As you know, the Northeast RESA is applying for PSC approval to offer a Teacher-Leader Endorsement Program for qualified teachers in Northeast Georgia. Upon approval, we would certainly welcome Clarke County teachers who wish to increase their leadership roles in their schools.

I sincerely hope that the Governor's Office of Planning and Budget funds the Teach to Learn Partnership Project. Let me know what I can do to help make your grant project a success.

Sincerely,

Russell Cook

Russell Cook, Ed. D.
Executive Director

ATHENS CLARKE COUNTY

October 27, 2011

Philip D. Lanoue, Ph.D., Superintendent
Clarke County School District
240 Mitchell Bridge Road
Athens, Georgia 30606

Dear Dr. Lanoue:

I offer my enthusiastic support of the Clarke County School District's Race to the Top grant application that you plan to submit to the Georgia Governor's Office of Planning and Budget. If funded, your project will produce better trained science and math teachers for middle and high school classrooms. It simply makes sense to coordinate the teacher preparation efforts at UGA's College of Education with those at the Clarke County School District. I like the idea of experienced teachers mentoring new teachers in their classrooms because the children in those classrooms will benefit. Improved teacher preparation will result in better trained teachers who will stay in the profession to help children succeed.

As mayor, I will do everything I can to support your grant program over the next two years. I do hope your grant project is funded.

Yours truly,

Nancy B. Denson
Mayor

MAYOR NANCY B. DENSON
UNIFIED GOVERNMENT OF ATHENS-CLARKE COUNTY, GEORGIA
301 College Avenue, Suite 300 • Athens, Georgia 30601 • (706) 613-3010 • Cell (706) 338-0725