

# **Georgia Race to the Top Innovation Fund**

Innovation in Teaching the

Common Core Georgia Performance Standards Competition

# **Request for Proposals Announcement**

# **and Application Instructions**

ROUND 2

**Georgia Race to the Top Innovation Fund**

Innovation in Teaching the

Common Core Georgia Performance Standards

Competition

**RFP Release Date:** August 20, 2013

**Technical Assistance Call** to review the RFP and answer questions:

 Date: Tuesday, September 3, 2013

 Time: 4:00 p.m. EDT

 Conference Line: (866) 390-1828

 Access Code: 8725590

 Date: Tuesday, September 17, 2013

 Time: 4:00 p.m. EDT

 Conference Line: (866) 390-1828

 Access Code: 8725590

**Deadline for Proposal Submission:** September 24, 2013

**Contact Person:** Rebecca Ellis

 Governor’s Office Student Achievement

205 Jesse Hill, Jr. Drive SE
952 Twin Towers East
Atlanta, GA 30334

rellis@georgia.gov

 (404) 463-1172

**Award Notification:** October 31, 2013

**Awarding Agencies:**

Governor’s Office of Student Achievement

U.S. Department of Education

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**I. Overview**

**1. Introduction**

Georgia’s Innovation Fund was established as part of Georgia’s Race to the Top (RT3) reform plan. In August 2010, Georgia was awarded $400 million to implement its RT3 reform plan. The Race to the Top fund was a $4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to improve schools. The fund was made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas:

* Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
* Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
* Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
* Turning around our lowest-achieving schools.

Georgia’s application was prepared through a partnership between the Governor’s Office, the Governor’s Office of Student Achievement (GOSA), the Georgia Department of Education (GaDOE) and education stakeholders. Four working groups and a fifth critical feedback team consisting of teachers, principals, superintendents, higher education faculty, non-profit organizations, state policy makers and members of the business and philanthropic communities developed the ideas for inclusion in the state’s application.

The state’s reform plan focuses on strengthening preparation programs for teachers and leaders, supporting teachers more effectively in the classroom, evaluating teachers and leaders with consistent and objective criteria, rewarding great teachers and leaders with performance-based salary increases and more effectively using data to inform decision-making, among other things.

The Innovation Fund is a $19.4 million fund created under Georgia’s RT3 plan that provides competitive grants to support the establishment and deepening of partnerships between Georgia local education authorities (LEAs) or charter schools, institutions of higher education (IHEs), businesses and non-profit organizations to advance the applied learning and academic achievement of Georgia’s K-12 students.

The purpose of the Innovation Fund is to fund innovative and high-impact programs aimed at producing positive outcomes for students. Additionally, the State intends to use the Innovation Fund to determine best practices in innovative programming related to Science, Technology, Engineering and Mathematics (STEM) education, applied learning and teacher and leader recruitment and development to influence future education policy efforts.

The state has awarded $16.4 million dollars in Innovation Fund grants to 23 projects. The awarded projects can be found on the GOSA website, <http://gosa.georgia.gov/innovation-fund>.

**2. Purpose of the Request for Proposals (RFP)**

Georgia has joined 44 other states, the District of Columbia (D.C.), and 2 territories, along with the Department of Defense Education Activity, in formally adopting a set of core standards for kindergarten through high school representing English Language Arts (ELA) and mathematics. The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace.

The CCGPS for English Language Arts and mathematics ensure that all Georgia students have equal access and opportunity to master the skills and knowledge needed for success beyond high school. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage 21st Century learners. The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments, and other instructional materials.

Through the Innovation Fund, the Governor’s Office of Student Achievement (GOSA) seeks to recognize and reward educators who use innovative and effective strategies in teaching the CCGPS and make their instruction available to other educators. **Specifically, this RFP calls for Georgia teachers who are incorporating innovative applied learning strategies into their instruction of CCGPS to apply to serve as a model teacher through this competition.** GOSA will review applications and select a up to 26 winning educators, one teacher from each grade level representing English Language Arts and mathematics. In the first round in summer 2013, GOSA awarded three winners.

Georgia Public Broadcasting (GPB) will visit the classrooms of winning educators in fall 2013 and spring 2014 to film the educator teaching his or her strongest lesson aligned with the CCGPS. The videos will be made available to other educators, parents, students, institutions of higher education and other stakeholders through the state’s longitudinal data system (SLDS), [www.GeorgiaStandards.org](http://www.GeorgiaStandards.org), the Teacher and Leader Effectiveness Electronic Platform, and other means. In addition to creating a video of the awarded educators’ instruction, GPB will film interviews with awarded educators describing how they prepared their lessons and will make the educators’ original supplementary materials, such as student worksheets or lesson preparation tools, available electronically. **The awarded teachers will each receive a $2,000 stipend for serving as a leader to other educators, and the teacher’s school will receive a $5,000 award to be used toward CCGPS implementation.**

**Priorities**:

All applications must address Absolute Priority 1. Applicants may address any CCGPS standard in their applications.

**Absolute Priority 1: Integrating Applied Learning Into CCGPS Instruction**

The State is interested in supporting educators in the transition from the Georgia Performance Standards (GPS) to the Common Core Georgia Performance Standards (CCGPS) and in integrating applied learning into their instruction. The State will award educators who successfully use innovative applied learning strategies in their CCGPS instruction. For the purpose of this competition, applied learning exposes students to three essential components:

1. Heightened academic rigor, such as:
	1. Challenging classroom curriculum;
	2. Increased access to accelerated coursework based on individual need;
2. Enhanced self-management skills, such as:
	1. Problem solving skills;
	2. Communication skills and techniques; and
3. Increased opportunities to apply new knowledge and skills in real-world settings.

**3. Award Eligibility**

Eligible applicants for this competition must meet the following criteria:

* Be an “exemplary” K-12 teacher as assessed through Georgia’s Teacher Keys Effectiveness System (TKES) in a Georgia public school, meaning a teacher that has received a summative Teacher Assessment on Performance Standards (TAPS) score of 27 points or higher. For schools using TKES in which no teacher received a TAPS rating of “exemplary” AND for school systems that do not use TKES, be a K-12 teacher in a Georgia public school that has received the approval of the school principal to serve as the single applicant from the school. One teacher per school may apply from schools that do not use TKES to assess teacher performance or from schools where no teacher received a summative TAPS rating of “exemplary.”
* Comply with all Race to the Top and Innovation Fund reporting requirements.
* Demonstrate a cooperative working relationship with GOSA, the Georgia Department of Education (GaDOE), and other relevant state agencies.

**4. Award Agreement**

The awarded teacher will receive a stipend for serving as a model teacher, and the teacher’s school will receive a grant to be used toward implementation of CCGPS in the school. Award amounts are as follows:

Teacher stipend: $2,000

School award: $5,000

Grant award period: October 31, 2013 – June 30, 2014

The principal at the school of the awarded teacher will be required to submit a plan for use of the $5,000 award after teacher awards are made. Innovation Fund dollars may not be used to supplant state or local funds. If awarded, applicants are responsible for obtaining and executing Memoranda of Agreement or Memoranda of Understanding with vendors providing services under this agreement. Awards may complement, but not be duplicative of, other Federal programs. Rules about allowable costs are included both in EDGAR and in the cost principles contained in applicable Office of Management and Budget (OMB) Circulars (A-87 for state and local governments). These OMB circulars may be accessed at: <http://www.whitehouse.gov/omb/circulars/index.html>.

*The size and number of awards made available may change at the discretion of GOSA. GOSA reserves the right to amend award sizes to best serve the interests of Georgia’s students.*

**5. Evaluation and Reporting Requirements**

The State is interested in assessing the effectiveness of this initiative to identify best practices in innovative applied learning and teacher development efforts. The work of the Innovation Fund awardees will help the State make future decisions around scaling up successful strategies, practices and programs. Therefore, awardees will be responsible, in partnership with the State, for measuring their progress toward meeting proposed goals and documenting best practices in operations and service delivery.

The State reserves the right to ask awardees to participate in additional data-gathering and knowledge-sharing activities over the life of the grant that are not specified in this notice. These activities might involve awardees participating in State-sponsored meetings where they are able to share their experiences and help shape future Innovation Fund-related developments throughout the state.

**6. Definitions**

The following definitions are established for the CCGPS Innovation in Teaching Competition. GOSA may apply these definitions in any year in which this program is in effect.

* **Applied Learning** means the process of integrating one or more subject matter content areas (disciplines) under study with authentic (personal, home, career, community, society) learning experiences. Applied learning emphasizes the importance of what is being learned in the classroom and helps students develop higher order thinking skills. These experiences take into consideration students’ varying learning styles, personal strengths, interests, goals and previous experiences. Successful applied learning experiences support the development of strong problem solving, critical thinking, communication, and self-management skills, through exposure to heightened academic rigor and increased opportunities to apply new knowledge and skills within a real-world setting.
* **Higher Order Thinking Skills** mean thinking skills that include critical, logical, reflective, meta-cognitive, and creative thinking. Higher Order Thinking Skills help improve learning tasks such as: recalling or locating information (knowledge building); understanding learned facts (comprehension); applying what has been learned to new situations (application); dissecting information to examine different parts (analysis); creating or inventing, bringing together more than one idea (synthesis); and considering evidence to support conclusions (evaluation).
* **Local Education Authority** means a government agency which supervises the provision of instruction or educational services to members of the community. LEAs are also often referred to as “school districts.”
* **Student Achievement** means, for tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, provided they are rigorous and comparable across classrooms.
* **Student Growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. Other measures that are rigorous and comparable across classrooms may be included (eg: benchmark or formative assessment progress within the same academic year).
* **School** means an accredited institution in the state of Georgia that provides students in grades Kindergarten through 12 with formal primary and secondary education and does not charge tuition.
* **Subject Matter Content Area** means subjects for which Georgia Performance Standards (GPS) currently exist.
* **Teacher Keys Effectiveness System (TKES)** refers to Georgia’s comprehensive teacher evaluation system that was developed through RT3. TKES consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), surveys of instructional Practice, and measures of student growth and academic achievement.  The goal of TKES is to support the continuous growth and development of teachers. Additional information on TKES can be found here: <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>.
1. **Proposal Preparation and Submission**

**7. Application preparation**

Applicants must draft proposals using 11-point Times New Roman font, 1.5 lines spacing and 1-inch margins. Proposals must be submitted on white 8.5 x 11 paper and the narrative should not exceed five (5) pages. Applications should be structured in the following order: Application Face Sheet, Proposal Narrative, Appendix.

**8. Application Submission**

Two (2) applications must be submitted at the time of initial submission, to include: application narrative and application attachments with all signature pages signed and one (1) electronic copy submitted on CD or USB drive. For the electronic copy, teacher videos should be submitted in DAT or Windows Media Video (WMV) format, and the narrative should be submitted in .pdf format. Assemble the original printed application with a paper clip. The application must follow the outline as described in this Application Checklist section of this RFP, beginning with the Application Face Sheet (Attachment A-1). The proposal package must be completed and submitted in accordance with RFP submission criteria, or the proposal will be disqualified. **Proposals that exceed the maximum number of pages will either be docked points or disqualified at the discretion of GOSA**.

Applications must be in the Governor’s Office of Student Achievement by **3:00 PM EDT, Tuesday, September 24, 2013**. Applications received after 3:00 PM EDT, September 24, 2013 will be classified as late and will not be considered for funding.

Mail or email the application to:

Governor’s Office of Student Achievement

Attention: Rebecca Ellis

205 Jesse Hill, Jr. Drive SE
952 Twin Towers East
Atlanta, GA 30334

rellis@georgia.gov

**9. Disqualification Factors**

Any application received after the deadline will be regarded as late and will not be considered. It is the responsibility of the applicant to ensure the proposal is received by the specified deadline. Additionally, GOSA will not consider funding any applicant that fails to comply with all application requirements. Disqualification factors include any of the following:

* Failure to include application narrative and application attachments and to address and meet all required content;
* Failure to provide appropriate number of copies and format requested;
* Failure to include an original signature of required parties or designees on the Application Face Sheet;
* Exceeding the number of allowable pages.

**10. Questions**

GOSA will host two technical assistance calls to answer questions from potential Innovation Fund applicants. Potential applicants are strongly encouraged to participate in a technical assistance call. The call information is as follows:

 Date: Tuesday, September 3, 2013 and Tuesday, September 17, 2013

 Time: 4:00 PM EDT

 Conference Line: (866) 390-1828

 Access Code: 8725590

Other questions may be directed to Rebecca Ellis (404-463-1172, rellis@georgia.gov). Though questions will be permitted until the date of the application submission, they will be answered subject to staff availability. As such, applicants are strongly encouraged to pose all questions as early as possible.

**III. Application Components**

Limit narrative to five (5) pages and use the outline format described in this section. Along with the written application, teachers should submit a video making a case for why he/she should be selected for this competition. The video should not exceed two (2) minutes and educators have creative license over the content of the video. Videos may be posted on GOSA’s website; therefore, applicants should adhere to their LEA’s internal policies about filming students.

|  |
| --- |
| **CCGPS Innovation in Teaching Competition** |
| **Section** | **Content** | **Points** |
| Section 1:Description of Teacher | Section should include a description of the teacher, including:* Education and degrees obtained;
* Number of years as an educator;
* Grade level(s) and subject(s) taught;
* Formal and informal leadership roles, including but not limited to: serving as a mentor to teachers and/or students; leading extracurricular activities; etc.
 | Up to 15 points |
| Section 2:Quality of Lesson Plan | Section should include:* The CCGPS standard(s) with which lesson is aligned;
* Overview of the lesson plan, including demonstration of alignment with CCGPS and instructional rigor;
* Description of how the lesson fits into a broader unit plan
* Demonstration of applied learning strategy integration, including reason that the strategy is innovative;
* Supplementary materials for the lesson and unit, such as worksheets or resources to aid in student/teacher replication (should be included as attachments and do not count toward page limit).
 | Up to 30 points |
| Section 3: Effectiveness in the Classroom | Section should describe the extent to which the teacher has made a positive impact on student achievement, as demonstrated through at least three\* of years of data. The following methods should be used to demonstrate educator effectiveness:* Teacher Keys Effectiveness System (TKES) results (if applicable) or other teacher evaluation results;
* Average standardized test scores of students and any other available data demonstrating academic student growth (refer to definition of student growth in Section 6 on p. 8).
* At least two support letters from supervisors, parents of students, peer teachers and/or others testifying to the teacher’s effectiveness in the classroom (attachments and do not count toward page limit).
 | Up to 30 points |
| Section 4: Video Performance | In order to gauge the educator’s presence on camera, the teacher should submit a two-minute video making a case for why he/she should be selected for this competition. Creativity is encouraged and teachers will be awarded points for a dynamic and engaging video performance.  | Up to 25 points |

*\*If the teacher does not have three years of available data, please state the reason for this in the application and provide the data that is available.*

1. **Post-Award Required Activities**

The applicant will comply with all of the requirements outlined in each section of this RFP.

**14. Innovation Fund Implementation Conference Call**

After awards are made, GOSA will host an implementation conference call to discuss GPB requirements for filming, guidelines for the school-level awards, and other logistical components of the implementation process. The date will be announced upon award of the grant. GOSA may require that grantees participate in additional sessions throughout the year on reporting guidelines and requirements. These will occur in the form of conference calls and/or webinars at no cost to the awardee.

**15. Data Sharing and Knowledge Gathering**

Applicants must cooperate in data- and knowledge-gathering activities that may include, but are not limited to: complying with periodic requests for data and progress reports over the life of the grant; sharing emerging knowledge with the State and other grantees; attending State-sponsored meetings to share experiences, expertise and insights with other grantees.

**16. Site Visits**

GOSA, GPB and other state officials will visit the schools of the awarded teachers to film in fall 2013 and spring 2014. GOSA and GPB will work school personnel and awarded teachers to select the dates of the visits and to ensure that the videos adhere to all LEA policies and regulations about filming students.

1. **Selection Process**

GOSA will review all applications received before the declared deadline to ensure all necessary worksheets and documentation are completed and included in submitted proposals. GOSA will not review incomplete applications, and GOSA will not permit applicants to add information to their application after submission, unless a clarification or additional information is requested. GOSA staff and the Innovation Fund Advisory Board will make recommendations to the Governor for awards. The total number of points an applicant may receive is 100.

GOSA will announce awards by October 31, 2013.

**Georgia Race to the Top**

**Innovation Fund**

**Appendices**

**A-1**

**Georgia Race to the Top Innovation Fund**

**Innovation in Teaching CCGPS Competition**

**Application Face Sheet**

**SECTION 1: APPLICANT INFORMATION**

Applicant (Legal Name):

Grade Level:       Subject:

Standard Addressed:

Telephone:       Email:

**SECTION 2: SCHOOL INFORMATION**

School Name:

School Address:

City:       County:       State:       Zip (+4):       Congressional District #:

Federal Employer I.D. #:       DUNS #:

Principal Name:

Telephone:       Email:

**SECTION 3: PRINCIPAL CERTIFICATION**

***I, the undersigned principal of the applicant’s school, do hereby certify that the applicant is eligible to apply for the Innovation Fund CCGPS Innovation in Teaching Competition as (select one):***

[ ]  A “highly effective” teacher as assessed through Georgia’s Teacher Keys Effectiveness System (TKES).

[ ]  The single applicant from my school (one applicant allowed per school for schools that do not assess teachers using TKES).

***Certify your acknowledgement of award requirements by selecting the box to the left of each statement.***

[ ]  If awarded, I will grant school access to GPB to film the applicant teaching in their classroom.

[ ]  If awarded, I will provide a plan to GOSA for the use of a $5,000 school-level award for CCGPS implementation.

**SECTION 4: AUTHORIZING SIGNATURES**

*I, the undersigned, 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. 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.*

**Teacher: Principal:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature Date Signature Date**

**A-2**

**Application Checklist**

**Required Application Order:**

**1. Application Face Sheet**

 Signed by teacher and principal

**2. Proposal Narrative**

**3. Appendix Attachments**

Supplementary materials teacher wishes to include

**4. Electronic Attachments**

 Video of nominated educator; .pdf of proposal narrative

**Application Format:**

* Number every page submitted as part of your application
* Use 11-point Times New Roman Font
* Space proposal at 1.5 lines
* Use 1 inch margins throughout application
* Use white paper that is 8.5 x 11 inches
* Do not exceed page limit
* Do not staple applications; use paper clips
* Structure the application in order defined in Application Checklist