

BOARD RESOLUTION TO APPLY

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FY NGO# WKL

The Bordentown Regional School District Board* hereby certifies that permission has been

granted to apply for the discretionary grant program entitled

Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System
Cohort 2A

for the purposes described in the application, in the amount of,

\$81,700.00,

starting on July 1, 2012, and

ending on June 30, 2013.

The filing of this application was authorized at the Board meeting held on,

April 25, 2012

Secretary of the Board*

April 26, 2012

*For applicants that do not have a Board of Education, Board of Directors, or other similar governing body, the applicant should identify the body or individual who is legally authorized to approve the agency's application for grant funds.

STATEMENT OF ASSURANCES - REVISED

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;

- (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
 - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
 - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
 - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
 - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
 - Has a current and complete registration in the Central Contractor Registry (CCR), located at www.ccr.gov, prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.

Bordentown Regional School District
Applicant Agency

Signature: *Chief School Administrator,
Chief Executive Officer (or equivalent)*

Date April 26, 2012

Constance J. Bauer, Ed.D.
Typed Name and Title

PROJECT ABSTRACT

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Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

The Bordentown Regional School District believes that teaching quality directly and substantially influences the learning opportunities and outcomes of each student. The District further asserts that ensuring consistent, fair, and rigorous performance standards through implementation of research-based, data-driven evaluation systems is a primary leadership responsibility. This principle has effected recent changes in the District's approach to the evaluation process, with the past year witnessing the implementation of more purposeful District-developed evaluations, modeled after the work of Charlotte Danielson.

During the 2010-2011 school year, the District's administrative team, comprised of school principals, District level supervisors and the superintendent of schools, commenced a review of the long-existing narrative-based observation tool. Concerned about the absence of rigor and the presence of subjectivity, the team was determined to make the teacher evaluation process one which would be research-based, and Danielson's work was suggested by building principals. Valuing the input of teachers as stakeholders, teacher representatives, including union leadership, joined with the administrators several times in the spring of 2011 to read and discuss Danielson's Framework for Teaching. The committee established a goal of revising the evaluation tool used in the District. The new tool, grounded in Danielson's four domains, was launched in September 2011, with school principals leading associated in-service activities. At this time, the District seeks to employ the technological methodologies to ensure rich data and promote inter-rater reliability.

In addition to optimizing Danielson's implementation, the District seeks to better align its evaluations with the 2011 InTASC Model Core Teaching Standards so that teacher practice is evaluated with greater consistency. Further, the District seeks to improve the frequency and quality of data analysis available through NJSmart, especially regarding SGPs. Being able to triangulate data from this source, as well as improved teacher evaluations and agreed upon school-wide measures, will advance our understandings regarding student achievement.

The District has a commitment to better utilizing data. Through this grant, the District shall work to expand the breadth and depth of current formative assessments. Richer data are available in the K-3 schools, particularly with the past two years' balanced literacy and writing workshop initiatives. Professional development through in-service has been a priority focus, and teachers now maintain data regarding students' reading levels. It is anticipated that the study of student progress will yield important insights and implications for teaching practice, including how students' reading advances year to year.

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Additional initiatives include the development of teacher-designed writing assessments at the intermediate level. In mathematics, the impact of the District's 3-year-old adoption of *Everyday* and *Connected Math* also requires analysis through assessments. Moreover, mining data made available via NJSmart, shall provide significant insights, particularly with regard to subgroup performance.

In non-tested areas the District will be evaluating the use of portfolios and teacher-developed benchmarks for student achievement. In the high school, additional data will be received from implementation of standardized tests, including AP as well as additional measurements, such as ACT or PSAT administrations, which are consistent with college and career readiness. At the high school level ongoing student achievement data analysis shall include behavioral and attendance data.

The District's commitment to these objectives is reflected in its Race to the Top 3 application, which earmarks funding for the evaluation implementation, as well as the Board of Education's budget allocation to provide additional resources to facilitate professional development.

STATEMENT OF NEED

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Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
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The Bordentown Regional School District serves the children from Bordentown City, Bordentown Township, and Fieldsboro. The District has a proud reputation of providing quality programs for its youth, even during recent harsh economic difficulties. The District's 2011-2012 budget included the abolishment and reduction in force of all five subject area supervisors as part of spending reductions and anticipated administrative restructuring. Despite this and other reductions, voters did not approve the budget. The resultant failure to certify and then the need for the Commissioner's review further delayed action regarding teaching staff assignments and program retention.

Concurrently, the City of Bordentown is struggling with the news that a major industry, Ocean Spray, decided to move its long-standing operations out of state; this development further underscores financial concerns since Ocean Spray contributes significantly to the communities' water and sewer municipal services. This situation affects the District in multiple ways, including heightened awareness and sensitivity to keeping tax impact at or below cap. An example of this concern includes the District not utilizing the health care adjustment in 2012-2013 (approximately \$100k).

In the past year's administrative transitions, the District did hire for a newly created Director of Curriculum and Instruction position and an additional assistant principal. At this time, the District's principals and assistant principals have been assigned additional roles left behind by the previous instructional supervisors. These staff members have served the District exceptionally well, though assistance is needed for them to lead with excellence in the advent of the changes represented in this grant opportunity. Being afforded the resources to provide quality professional development for them and their staff members, including the work done by the Danielson Group and *Teachscape, will promote the most effective implementation of the initiatives.

The District seeks to be innovative, yet reduced human and capital resources simply challenge our ongoing ability to pursue such opportunities. With the funding available through the grant, Bordentown Regional School District's teachers and administrators will rise to the challenges set forth through the grant's initiatives.

*Throughout the document references to Teachscape are not intended to obligate the District to this provider. As a vendor, Teachscape has provided financial information to inform the budget. As noted elsewhere in the application, the District has vetted information from multiple vendors.

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A. Background Information: Note each header is abbreviated to meet the 2-page section maximum

1. Readiness to participate and noteworthy District characteristics

The Bordentown Regional School District's readiness to participate is reflected in several ways. First, the District is staffed adequately to support the improvements inherently anticipated through participation in the EE4NJ Cohort 2A pilot. Noteworthy and illustrative of the District's commitment is that it hosted teaching practice evaluation instrument provider presentations for Burlington County school Districts in January 2012.

Subsequently, the superintendent, director of curriculum and instruction and a school principal attended additional provider workshops and made site visits to both West Deptford and Pemberton Township to further understand those Districts' experiences through the first pilot year. Finally, the Bordentown Regional School District embarked on Danielson's work over the past year and seeks to advance the quality of its teacher evaluation practices through comprehensive professional development.

2. Student learning goals identified in planning

The students will grow in their comprehension capacities across the curriculum by reading widely and deeply from developmentally appropriate literary and informational texts. Similarly, students will write across the curriculum, and in so doing, demonstrate age appropriate development in their understandings of topics they investigate, offer persuasive arguments and share their experiences. Students at the high school level also will engage in purposeful college and career investigations and preparation through use of Naviance.

3. NJCCCS and CCSS curriculum development

The District currently plans to support the ongoing curricular revision work and CCSS implementation by engaging in summer curriculum writing, which also occurred in summer 2011. The District has met the benchmarks for curriculum revision work and is awaiting the opportunity to review the Model Curriculum 1.0 and forthcoming 2.0 as teachers continue the curriculum writing. The District is prepared to adopt a new Algebra 1 text series, though it is doing so cautiously, as the Chief Academic Officer has suggested that in general publishers have not yet released editions that address the rigorous common core standards. The District continues its evaluations and anticipates a fall 2012 adoption.

4. Current evaluation system description and rating categories

In 2011-2012 the District implemented a new evaluation instrument, designed with Charlotte Danielson's principles, though not conforming strictly to the rating categories. The District has implemented the 4 domains based on book study by the District's administrators and a committee of teachers, including union leadership, who assisted with the work. During the fall of 2011 school

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administrators conducted professional development for their schools' teachers to introduce the instrument and to provide in-service on Danielson's domains. The District is using the following ratings to assess teachers' performance in each element: proficient, not proficient, not observed. Additionally, the evaluation instrument includes a summary of the observed lesson, a place to comment on each component, and a final section for additional comments and recommendations.

5. Teacher practice instrument

The current instrument guiding practice is the work of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*). The District also provides assurance that it will comply with the required teacher observations procedures as outlined in the Notice of Grant Opportunity, pages 21-24.

6. Performance management data system

The District is utilizing performance management systems that have been locally designed to maintain staff records. For student performance, the District analyzes standardized assessment results in NJSMART, local assessments through PowerSchool, student college and career interest through Naviance, student reading through guided reading levels and DIBELS, and at-risk student progress via Study Island. Additionally, locally-developed common writing assessments have been administered and evaluated using the NJ Holistic Writing Rubric.

7. Data driven decision making

Via the various pieces of data described above, instruction and grouping patterns are implemented flexibly to address areas of strength and concern for individual students. Professional development for individual teachers and the District as a whole is created to address student learning needs, as evidenced by student performance on standardized tests, classroom observations, and teacher survey data.

8. Support for teacher development

The District and Board have supported teacher professional development in a number of ways. During recent years, there has been an emphasis on teacher-centered and teacher-led learning in professional development programs. As a result, teachers at all levels moved with relative ease into the Professional Learning Community (PLC) concept that was introduced during the 2009-2010 school year. Additionally, the District provides a summer academy for new teachers along with a strong program for first-year teachers. Each year teachers are sent to relevant outside trainings based on need. These teachers turnkey their learning with appropriate staff members through PLC and faculty meetings.

9. How assessment results/measures of student performance are used in educator evaluations

Currently measures of student performance/standardized assessment results are not used to evaluate staff.

10. This is not applicable to Bordentown Regional School District, since there are fewer than 600 teachers in the pilot cohort.

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B. Pilot Project Description (not to exceed 23 pages)

In the project description, the applicant LEA must describe its plans for implementing the evaluation system. Please address the following:

1. Selecting a teaching practice evaluation instrument and implementing the required instrument procedures. Include a description of the process the applicant has put in place to choose a teaching practice evaluation instrument and the instrument procedures that meet the criteria listed in the NGO. Note: Appendix J provides a non-comprehensive list of teaching practice evaluation instrument providers as a resource for districts.

Because a research-based teaching practice evaluation instrument is essential to ensuring common expectations, common language, high-level teacher reflection, and meaningful feedback from observers, the Bordentown Regional School District embarked on an initiative to meet these critical needs during the 2009-2010 school year. In choosing Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, the district ensured that teachers and observers focused evaluation on pedagogical practices that have been shown to enhance student learning. After a year of reflection on using this model, and an examination of several of the other state-endorsed models (including McRel, Marzano, and Strong), the district leadership team (comprised on administrators and teacher leaders) has decided to move forward with the Danielson framework. In doing so, the district has been in contact with other districts that are currently involved in the first round of EE4NJ (including Pemberton), the Danielson Group, and Teachscape.

The current implementation of Danielson's work will be bolstered by a renewed commitment to professional development grounded in the domains and a revised evaluation tool through the Teachscape software. The ways software applications link observed data to Danielson's components will provide a wealth of feedback to teachers. Additionally, implementing a four-tiered rating scale will provide more specific detail regarding areas of strength and need for teachers. The highest category will give all professionals a clear definition of distinguished practice.

Finally, Teachscape's professional development services will be used to ensure inter-rater reliability between observers. Training observers in this way will bring an unprecedented amount of consistency to the observation process. Using Teachscape's services throughout the school year, practitioners will continue to calibrate their ratings, ensuring a consistency that is even further refined. **The District also provides assurance that it will comply with the required teacher observations procedures as outlined in the Notice of Grant Opportunity, pages 21-24.**

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2. Fulfilling the training requirements on the teacher practice instrument including a preliminary schedule for training teachers and observers and auditing and calibrating observer performance.

Since training observers and teaching staff members is a pivotal component to ensuring effective implementation, Bordentown Regional School District is committed to providing the time and resources necessary to develop the capacity of observers and enhance the professional practice of staff members. Accordingly, various levels on training will be conducted at different times throughout the school year.

Phase 1: Observer Training (Summer 2012 and ongoing)

Administrative staff members who are responsible for conducting classroom observations will be provided comprehensive training on both Danielson's framework and the manner in which the rating systems should be applied. Such training will provide observers with the tools necessary to establish inter-rater reliability and continually calibrate raters.

Timeline: Summer 2012 – Initial Training (including training on the framework and initial calibrations)
November 2012, February 2013, April 2013 – Calibration exercises

Phase 2: Train the Trainers (Summer 2012)

The “train the trainers” phase is necessary to establish a cadre of professionals who will develop trainings for the entire district staff. The training team will consist of the administrative team and a group of teacher leaders who are representative of various buildings, grade levels, subject areas, and professional experiences. In developing training to use with the full staff, different topics will range from general overviews of the framework to the specific ways in which it affects practice at different grade levels and for different subject areas. This training will be concurrent with Phase 1.

Timeline: Summer 2012 – Trainers trained; training team develops local presentations to be used with the full staff.

Phase 3: Trainers Training (Fall 2012)

The “Trainers Training” phase consists of the training group implementing the training activities as described above. Not only will this phase include an overview of teacher evaluation software and discussion surrounding the updated evaluation tool, but also it will delve into Danielson's domains and provide teachers with examples of effective practice. Portions of this training will be general in nature while other portions will be tailored to more homogeneous groups of professionals (i.e. elementary teachers, guidance counselors, secondary math teachers, etc).

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Timeline: Fall 2012 – Initial trainings. Winter/Spring 2012/2013 – During this time period, more specific trainings regarding Danielson’s components and their application in different classrooms will occur. These trainings will be tailored more toward specific groups of teachers as mentioned above.

Phase 4: Evaluation / Renewal (May/June 2013)

During this phase, the training team will use surveys, observation data, and anecdotal information to assess the implementation, develop next steps, and renew their commitment to the project. Additionally, during this time, team members will modify different trainings in order to tailor a training session to the new teacher academy in August as well as accommodate the potential need for additional training (as shown by the evaluation).

Timeline: May/June 2013 – Evaluation/Renewal meeting; Make appropriate modifications
August 2013 – Implement training at New Teacher Academy

3. Providing teachers with professional learning experiences to support improvement in teacher practice as needs are identified through the evaluation system.

As with any strong evaluation system, the feedback provided needs to lead to professional growth. Not merely content to end the evaluation cycle at providing feedback and leaving a teacher to her/his own devices to grow in a particular area, and with the full knowledge that purposeful professional development activities are job-embedded and relevant, the District will utilize various methods for strengthening identified needs.

The following are examples of possible strategies that will be utilized if a pattern of need arises across a group of teachers (grade level, departmental, building-wide, etc.):

- One or several staff members will be sent to a workshop with an expert trainer and turnkey the experience for her/his/their colleagues.
- Internal / External consultants or trainers will be commissioned to provide professional development sessions to address the need.
- PLC groups will peruse educational research (topical journal articles, relevant professional books, involvement in webinars, etc.) regarding the topic in need. The teachers will then collaborate to implement the practices, reflect on their work, share samples of student outcomes, and refine the particular method. In this case, administrators or teachers leaders will serve in a coaching capacity for the group to assist and provide external feedback as well.

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The key to success for all of the above is for teachers to continually experiment with new ideas in their classrooms and have the opportunity to collaborate as a group to strengthen an area of need through further learning, implementing new ideas, soliciting feedback, and evaluating and reflecting on practice.

The following are examples of possible strategies that will be utilized when a need is recognized in an individual teacher:

- That teacher will be paired with another staff member who is strong in the area of need to address the issue. Time will be set aside for the two to plan lessons, observe one another, and for the teacher in need to gain feedback from his/her partner.
- Specific resources (journal articles, professional books, webinars, etc.) will be provided to the teacher. Beyond merely participating in these events, though, the teacher in need will then be asked to demonstrate how the new learning is influencing her/his practice. Like before, a coaching relationship will be established for this reason.

Again, the key to improvement on an individual basis is ensuring the new learning is reflected in practice. This will be monitored through teacher reflection, lesson plans, samples of student work, informal observations, etc. Additionally, the teacher will receive on-going feedback on these elements.

For both of the above situations, various professional authors and consultants will be used for the different domains in Danielson. For example, if a need is seen in Planning and Preparation, Jay McTighe, Grant Wiggins, and Heidi Hayes Jacobs will be the first authors to consult. If the need is in classroom environment, the work of Harry Wong or Robert Marzano is appropriate. When Instruction is a need, a number of educators might be tapped, including: Douglas Fisher, Nancy Frey, Robert Marzano, Mike Schmoker, Carol Ann Tomlinson, and Lucy Calkins.

4. Generating support for the evaluation system, including stakeholder involvement. Be sure to include a list of the names and functions of the members of the district advisory committee in accordance with the required membership provided in Section 2.2.1 above, a description of the responsibilities of this group, a proposed meeting schedule over the course of the pilot program and a description of how the applicant will provide the necessary time and resources for the advisory committee members to fulfill their responsibilities. (Partial satisfaction of this grant requirement can be accomplished by completing the District Advisory Committee Member template in Appendix P.)

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The district advisory committee will be convened to assist in implementation activities including, but not limited to:

- Communicating the initiative to stakeholders
- Collaborating on training dates
- Gathering feedback from different constituency groups
- Meeting with DOE officials, as appropriate
- Celebrating successes
- Problem-solving when needs arise
- Evaluating the program's effectiveness

District Advisory Committee Members

District:	<i>Bordentown Regional School District</i>		
Evaluation Framework:	<i>Danielson, Framework for Teaching</i>		
District Liaison to NJDOE	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>
	<i>Dr. Constance Bauer</i>	<i>Superintendent</i>	cbauer@bordentown.k12.nj.us /609-298-0025 (1211)
EE4NJ Project Director	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>
	<i>Dr. Constance Bauer</i>	<i>Superintendent</i>	cbauer@bordentown.k12.nj.us /609-298-0025 (1211)
Business Administrator	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>
	<i>Eloi Richardson</i>	<i>Business Administrator</i>	erichardson@bordentown.k12.nj.us /609-298-0025 (1206)
District Data Coordinator	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>
	<i>Robert Walder</i>	<i>BRMS Principal</i>	rwalder@bordentown.k12.nj.us 609-298-0674 x2003
Additional EE4NJ Project Staff, if any	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>

District Evaluation Pilot Advisory Committee (DEPAC) Members			
	<u>Name</u>	<u>Job Title</u>	<u>Contact Information</u>
Appointed Liaison to State EPAC	<i>Jim Lympert</i>	<i>Director of Curriculum and Instruction</i>	jlympert@bordentown.k12.nj.us /609-298-0025 (1181)
Appointed Communications Coordinator	<i>Rob Walder</i>	<i>Principal</i>	rwalder@bordentown.k12.nj.us /609-298-0674 (2003)
School Board representative	<i>Peggy Gens</i>	<i>BOE Member</i>	pgens@bordentown.k12.nj.us /609-298-0025 (1211)
Elementary teacher	<i>Liz Brotherton</i>	<i>Teacher</i>	ebrotherton@bordentown.k12.nj.us
Elementary teacher	<i>Leona Stanton</i>	<i>Teacher</i>	lstanton@bordentown.k12.nj.us
Elementary teacher	<i>Colette Campellone</i>	<i>Teacher</i>	ccampellone@bordentown.k12.nj.us
Elementary teacher	<i>Heather Wawrzyniak</i>	<i>Teacher</i>	hwawrzyniak@bordentown.k12.nj.us
Elementary teacher	<i>AnnMarie O'Leary</i>	<i>Teacher</i>	aoleary@bordentown.k12.nj.us
Elementary teacher	<i>Colleen Ferrarese</i>	<i>Teacher</i>	cferrarese@bordentown.k12.nj.us
Elementary teacher	<i>Christine Corcoran</i>	<i>Teacher</i>	ccorcoran@bordentown.k12.nj.us
Elementary teacher	<i>Jessica Silva</i>	<i>Teacher</i>	jsilva@bordentown.k12.nj.us
Elementary teacher	<i>Allison Maxwell</i>	<i>Teacher</i>	amaxwell@bordentown.k12.nj.us
Elementary teacher	<i>Alexandria Guido</i>	<i>Teacher</i>	aguido@bordentown.k12.nj.us
Elementary teacher	<i>BarbaraAnn Mazza</i>	<i>Teacher</i>	bmazza@bordentown.k12.nj.us
Middle school teacher	<i>Paula Mann</i>	<i>Teacher</i>	pmann@bordentown.k12.nj.us
Middle school teacher	<i>Beth Santillo</i>	<i>Teacher</i>	bsantillo@bordentown.k12.nj.us
Middle school teacher	<i>Lisa Hudick</i>	<i>Teacher</i>	lhudick@bordentown.k12.nj.us
High school teacher	<i>Anthony Rizzo</i>	<i>Teacher</i>	arizzo@bordentown.k12.nj.us
High school teacher	<i>Larry Larned</i>	<i>Teacher</i>	llarned@bordentown.k12.nj.us
Superintendent	<i>Dr. Constance Bauer</i>	<i>Superintendent</i>	cbauer@bordentown.k12.nj.us /609-298-0025 (1211)
Central office representative overseeing evaluations	<i>Jim Lympert</i>	<i>Director of Curriculum and Instruction</i>	jlympert@bordentown.k12.nj.us /609-298-0025 (1181)
Administrator conducting evaluations	<i>Pat Lynch</i>	<i>Principal, BRHS</i>	plynch@bordentown.k12.nj.us /609-298-0025 (1104)
	<i>Joe Martin</i>	<i>AP, BRHS</i>	jmartin@bordentown.k12.nj.us /609-298-0025 (1112)
	<i>Alessandra Rogers</i>	<i>AP, BRHS</i>	arogers@bordentown.k12.nj.us /609-298-0025
	<i>Sam Tola</i>	<i>AP, BRMS</i>	stola@bordentown.k12.nj.us /609-298-

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	<i>Louisa Kenny</i>	<i>Principal, MIS</i>	lkenny@bordentown.k12.nj.us /609-291-7192 (5213)
	<i>Dan Riether</i>	<i>Principal, CBS</i>	driether@bordentown.k12.nj.us /609-298-0676 (3102)
	<i>Ed Chmiel</i>	<i>Principal, PMS</i>	echmiel@bordentown.k12.nj.us /609-298-2600 (4100)
	<i>Joe Sprague</i>	<i>AP, Elementary</i>	jsprague@bordentown.k12.nj.us /609-298-0025 (1100)
Data coordinator	Robert Walder	Principal, BRMS	rwalder@bordentown.k12.nj.us /609-298-0674 (2003)
Special Education Administrator	<i>Louise Sullivan</i>	<i>Director Special Services</i>	sullivanl@bordentown.k12.nj.us /609-298-0025
Parent	<i>Lisa Hartmann</i>	<i>Parent / BOE Member</i>	lhartmann@bordentown.k12.nj.us /609-298-0025 (1211)

DEPAC Meeting Schedule	<u>First Meeting Date</u>	<u>Subsequent Meeting Dates</u>
	<i>April 25, 2012</i>	<i>June 7, 2012</i> <i>July 2, 2012</i> <i>July 3, 2012</i> <i>August 6, 2012</i> <i>September 20, 2012</i> <i>November 15, 2012</i> <i>January 10, 2013</i> <i>March 14, 2013</i> <i>May 16, 2013</i>

PROJECT DESCRIPTION

Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
 Teacher Effectiveness Evaluation System
 Cohort 2A

NGO #: 12-RT02-A01

5. Communication of the teacher effectiveness evaluation system, including the key components and strategies for the communication plan the applicant will implement to build awareness and support from key stakeholders. This should include proposed timelines for completing various communications activities, and should articulate specific activities and deadlines for communicating details with the district upon notification of award.

Communication Activity:	Timeframe:
Develop and create advisory committee	April, 2012
Notify stakeholders of grant submission and requirements	April, 2012
Prepare multiple communications to announce the initiative including: letters to parents, information packet for staff members, announcement on website, email blast to community members, presentation for BOE meeting	June, 2012 (or immediately following award notification)
Introduce staff members to new evaluation software and procedures	September, 2012
Develop student performance measures in all areas Determine school-wide measures Develop other measures of practice	September, 2012 and on-going
Announce the beginning of the evaluation cycle	October, 2012
Established web-based venue for soliciting feedback	October, 2012
Meet with advisory committee to discuss feedback on the initiative, develop next steps, trouble-shoot, etc.	On-going, per timeline above

6. How the district envisions identifying existing or developing new student achievement assessments that will also be used as measures of effectiveness for teachers in the non-tested subjects and grades. (Complete charts found in Appendix M.)

Non-Comprehensive List of Possible Choices for School-Wide Performance Measures	Check the box that applies
School-wide aggregation of all students' growth on state and / or local assessments	XX
Proficiency level increases for an underserved subgroup	XX
Advance-level increases for the school or subgroups	XX
Student attainment level or proficiency increase on nationally normed or supplemental assessments (e.g., Iowa Test of Basic Skills, Stanford 9, International Baccalaureate, APA, SAT, ACT, early childhood)	XX

Grade Bands	Planned Assessments	In which grades and subjects will this assessment be used?	Does the assessment measure mastery or growth?
K-2	District-Developed Benchmark Assessments	K-2, ELA, Math	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Performance-based assessments	K-2, All Subjects	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	Student Learning Objectives	K-2, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Progress monitoring evaluations for special education students	K-2, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
Grades 3-5	District-Developed Benchmark Assessments	3-5 ELA, Math	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Performance-based assessments	3-5, All Subjects	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	Student Learning Objectives	3-5, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Progress monitoring evaluations for special education students	3-5, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
Grades 6-8	District-Developed Benchmark Assessments	6-8 Core Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Performance-based assessments	6-8, All Subjects	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	District Developed End of Course Exam	6-8, Math	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	Student Learning Objectives	6-8, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Progress monitoring evaluations for special education students	6-8, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
9-12	Performance-based assessments	9-12, All Subjects	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	District Developed End of Course Exam	9-12, All Subjects	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	Student Learning Objectives	9-12, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	Progress monitoring evaluations for special education students	9-12, All Subjects	Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/>
	AP Program College Board Designed for use in grades 9-12 ELA, Math, Science, Social Studies, Arts	9-12, ELA, Math, Biology, US History, Visual Art	Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	PSAT/NMSQT College Board Designed for use in grades 10-11 in ELA and Math		Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>
	SAT College Board Designed for use in grades 11-12, ELA, Math		Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/>

PROJECT DESCRIPTION

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Teacher Effectiveness Evaluation System
Cohort 2A

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7. How the evaluation system being proposed for the pilot program relates to the current evaluation system, and any anticipated implementation challenges (including any contract negotiations) that will need to be addressed during the pilot year.

Under the current evaluation system, formal classroom observations occur once in a school year for tenured teachers and three times for non-tenured teachers. Classroom observations are conducted by qualified administrative staff members who score teachers as proficient or not on each observed element from Danielson's framework. If an element is not observed, that is duly noted as well. Additionally, the observation form contains areas for remarks under each component and a final section for additional comments and recommendations. While classroom observations do not require a pre-conference, a post-observation conference is always conducted.

Each professional staff member receives a final evaluation that includes a summary of strengths and weaknesses and an overview of the staff member's professional activities (including, but not limited to, professional development) for the year.

Measures of student learning are not included in the current system.

Therefore, several significant changes will occur as a result of the pilot program, including:

- All teachers will be observed formally at least twice (if not more, depending on tenure status and the subject and grade taught).
- Measures of student performance will be included in the teacher evaluation process.
- Pre-conferences will be held for at least one (if not several, depending on the teacher's assignment and status) observation
- All staff members will utilize a common language as a result of the mandated training
- Teaching performance will be evaluated according to a four-tiered rating system
- Administrators will receive purposeful training regarding Danielson's model
- Inter-rater reliability among observers will be established
- The district teacher PD plan for 2012-2013 will be updated to reflect implementation
- Collaboration with an external evaluator will be implemented
- The basis for teacher evaluation will be modified in accordance with the building block requirements as noted on page 18 of the NGO; another teaching practice measure will comprise between 5 and 10 % of the evaluation
- Formal observations will be conducted according to the guidelines set forth on page 22 of the NGO

PROJECT DESCRIPTION

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Cohort 2A

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Potential challenges to implementation include:

- Finding adequate training time for administrators and teachers
- Creating specific professional development opportunities based on observed data
- Managing resources to ensure the sustainability of the system beyond the implementation year
- Working within the education association's contract (which is set to expire in June 2012)

8. How the district will liaise with the NJDOE so that implementation issues and lessons-learned can be shared, challenges can be tackled in a collaborative way and course-corrections can be made. Include the name and contact information of the person who will be the liaison with the NJDOE for the duration of the evaluation pilot program.

As a pilot district, Bordentown Regional School District looks forward to the opportunity to sharing and receiving feedback regarding implementation of the new evaluation procedures. The opportunity to shape the scope of the evaluation reform prior to full-scale implementation is a significant reason why the district has decided to pursue participation in this program. The district liaison with the Department of Education will be: Dr. Constance Bauer, Superintendent.

9. How the district will assure the teacher effectiveness evaluation system addresses the needs of general education and special education teachers who teach students with disabilities.

Bordentown Regional School District is committed to ensuring all students are provided with instruction and supports to promote college and career ready skill acquisition and development. Therefore, the teacher evaluation system needs to maintain enough flexibility to address the needs of teachers of students with disabilities. All teachers of students with disabilities will be involved in all activities associated with the grant.

The following items, though not comprehensive, are representative of the ways in which the teacher effectiveness evaluation system can fairly assess all teachers' effectiveness, even those teachers working with special populations:

- District-created student assessments will be appropriate for students with special needs
- Assessments that measure growth will be implemented
- Assessments that measure mastery will be used only in student-appropriate ways

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- Student learning objectives will be used, as appropriate, to determine student learning
- Trainings and professional development will provide teachers the opportunity to work with the Danielson system in ways that pertain to their unique students and classrooms
- Participation in the Burlington County Inclusion Project, and other such professional opportunities for teachers of students with disabilities, serve to improve the performance of teachers who work with students with disabilities
- The Director of Special Services and teachers of students with disabilities will be part of DEPAC

10. Bordentown Regional School District does not include any SIG schools.

GOALS, OBJECTIVES AND INDICATORS

Applicant (Lead) Agency: Bordentown Regional School District

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Bordentown Regional School District is committed to excellence in the classroom. With a diverse staff and student population striving to increase student learning, changes have to be made. As noted earlier in this application, our administrative team has already committed to an improved teacher evaluation tool and has one year of experience thus far in employing Danielson's approach to evaluations. Two observations already noted from this year's work have been the increased focus on robust pedagogical strategies and meaningful assessment methods.

Goal #1 Increase Student Learning

- *Objective #1* – Bordentown Regional School District (BRSD) will develop a comprehensive program to proficiently evaluate student learning in all content areas and grade levels.
 - *Projected Activities:*
 - Establishment of policies and procedures for maintaining student data of all kinds
 - Creation of Portfolios for Core and Non-Core classes and courses
 - Utilization of the Tripod Survey as an additional measure of achievement
 - *Indicators of Success:*
 - Creation of a Student Portfolio in each class/course with accomplishment rate of 100%.
 - 100% of staff will be trained in the expectations, policies and procedures included in assessing student learning
 - Feedback at District Evaluation Pilot Advisory Committee meetings
- *Objective #2* – BRSD will create and maintain extensive student data files to direct student instruction and support
 - *Projected Activities:*
 - Establishment of policies and procedures for maintaining student data of all kinds
 - Continue and expand use of NJSmart Student Information System
 - Continue, expand and align use of PowerSchool, Study Island, Naviance, Dibels, etc
 - Continue and expand use of common writing tasks across the curriculum along with the extended constructed response.
 - Continued participation in the State Assessment Program
 - Inclusion of Tripod Survey results in data files
 - *Indicators of Success:*
 - 100% participation by district staff in training and establishment of assessment parameters
 - Successful creation of multiple data sets for 100% of students enrolled
 - Feedback at District Evaluation Pilot Advisory Committee meetings

Goal #2 Improve teacher performance

- *Objective #1* - BRSD will further refine its method of evaluating all members of the teaching staff utilizing the Danielson Model.
 - *Projected Activities:*
 - Establishment of policies and procedures for staff evaluation methods
 - Creation of comprehensive timeline of activities related to new evaluation model

GOALS, OBJECTIVES AND INDICATORS

Applicant (Lead) Agency: Bordentown Regional School District

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Teacher Effectiveness Evaluation System
Cohort 2A

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- Staff and administration will be immersed in Danielson model training
- Administration will be trained with Teachscape materials
- Staff and admin. will be trained - InTASC Model Core Teaching Standards
- Utilization of the Tripod Survey as an additional measure of achievement
- *Indicators of Success:*
 - By October 2012, 100% of staff and administration will receive training in all aspects of the new staff evaluation model and the Teachscape software
 - Administration will successfully evaluate the BRSD teaching staff in accordance with the expectations of the state regulations
 - Improved staff performance will be evident through student achievement results
 - Successful establishment of Tripod Survey and coordination of results
 - Feedback at District Evaluation Pilot Advisory Committee meetings
- *Objective #2* – BRSD will effectively train all administrators and teaching staff members in the vital components of the Danielson Model.
 - *Projected Activities:*
 - Creation of longitudinal student achievement measures per building and content areas
 - Creation of a Communication Network dovetailed with the DEPAC
 - Professional Learning Community work on Danielson Frameworks and Teachscape software
 - Training and understanding of the use Tripod Survey and the results
 - *Indicators of Success:*
 - By October 2012, 100% of staff and administration will receive training in all aspects of the new Staff Evaluation Model and the TeachScape software
 - Feedback at District Evaluation Pilot Advisory Committee meetings

Goal #3 Develop a Framework to link student achievement and observed teacher improvement

- *Objective #1* – BRSD admin. and staff members will be trained using the Teachscape Software
 - *Projected Activities:*
 - Building-led training sessions on the technology involved with the TeachScape software
 - Viewing of webinars & Distribution of informational literature and procedures
 - *Indicators of Success:*
 - Completion of training sessions
 - Professional Learning Communities discussions and understanding of processes
 - Feedback at District Evaluation Pilot Advisory Committee meetings
- *Objective #2* – BRSD will link student achievement data and the evaluation tool
 - *Projected Activities:*
 - Training of administration on the formula and process used
 - Completion of state-mandated Evaluation process
 - *Indicators of Success:*
 - Successful completion of the Evaluation process by 100% of certificated staff
 - Creation of valuable sets of student achievement data

GOALS, OBJECTIVES AND INDICATORS

Applicant (Lead) Agency: Bordentown Regional School District

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- *Objective #3* – Utilize results of this system to identify specific areas of strength and weakness in both staff and students
 - *Projected Activities:*
 - Creation of district-wide and building-wide data assessment and communication teams
 - Analysis of data pertaining to student achievement and instructional performance
 - Planned sharing and discussion at faculty meetings, in-services and PLC meetings
 - Formal and informal feedback procedures created and implemented
 - *Indicators of Success:*
 - Data reports created and shared with administration and staff
 - Staff and administration develop a shared understanding and appreciation of established feedback
 - Feedback at District Evaluation Pilot Advisory Committee meetings

Goal #4 Create an environment conducive for staff reflection and growth

- *Objective #1* – Utilizing the Danielson Frameworks, the Teachscape software and the Tripod Survey Model, BRSD staff will effectively reflect on student learning levels
 - *Projected Activities:*
 - Data reports created and shared with administration and staff
 - Analysis of data pertaining to student achievement and instructional performance
 - Planned sharing and discussion at faculty meetings, in-services and PLC meetings
 - *Indicators of Success:*
 - Increase of student achievement as measured through multiple assessments
 - Meaningful group discussion on all aspects of the implemented programs
 - Planning of revisions, progress to enhance the next year's use of these new tools
- *Objective #2* – Utilizing the Danielson Frameworks, the Teachscape software and the Tripod Survey Model, BRSD staff will participate in reflection of individual and team teaching performance
 - *Projected Activities:*
 - Analysis of data pertaining to student achievement and instructional performance
 - Planned sharing and discussion at faculty meetings, in-services and PLC meetings
 - *Indicators of Success:*
 - Increase of student achievement as measured through multiple assessments
 - Meaningful group discussion on all aspects of the implemented programs
 - Planning of revisions, progress to enhance the next year's use of these new tools
- *Objective #3* – BRSD will experience the establishment of a culture and climate dedicated to continuous improvement
 - *Projected Activities:*
 - Creation of a District Eval. Pilot Advisory Committee (DEPAC) & Communication Team
 - Use of data in creation of Professional Development Plans
 - *Indicators of Success:*
 - Commitment of district resources to revise and improve this staff evaluation system to be more beneficial for the 2012-2013 school year.

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Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 1

OBJECTIVE # 1: Bordentown Regional School District (BRSD) will develop a comprehensive program to proficiently evaluate student learning in all content areas and grade levels.

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *						
			#1	#2	#3	#4	#5	#6	
Establishment of Policies and Procedures for maintaining student data of all kinds	Administrative Team including Superintendent and Board of Education	School Board of Education meeting agendas and minutes Policies and procedures established	Δ						
Creation of Portfolios for Core and Non-Core classes and courses	Administrative Team Teaching Staff	Faculty, In-service and PLC Meeting agendas and minutes	Δ	Δ	Δ	Δ			
Utilization of the Tripod Survey as an additional measure of achievement	Administrative Team Teaching Staff Parents & Students	Survey Results	Δ	Δ		Δ	Δ		

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PROJECT ACTIVITY PLAN

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Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 1

OBJECTIVE # 2: BRSD will create and maintain extensive student data files to direct student instruction and support

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *						
			#1	#2	#3	#4	#5	#6	
Establishment of Policies and Procedures for maintaining student data of all kinds	Administrative Team including Superintendent and Board of Education	School Board of Education agendas and minutes Policies and procedures established	Δ						
Continue and expand use of NJSmart Student Information System	Administrative Team, Data Analyst & Designated Support Staff	NJSmart Files & Records Meeting agenda & minutes	Δ	Δ	Δ	Δ	Δ		
Continue, expand and align use of PowerSchool, Study Island, Naviance, Dibels, etc	Admin. Team, Data Analyst, Teaching Staff	Data Reports from noted programs	Δ	Δ	Δ	Δ			
Continue and expand use of common writing tasks across the curriculum with the extended constructed response.	Teaching Staff & Data Analyst	Rubric-scored student responses		Δ	Δ	Δ			
Continued participation in the State Assessment Program	Administrative Team, Data Analyst, Teaching Staff	NJ ASK, HESPA, Access for ELLs, other		Δ	Δ	Δ			
Utilization of the Tripod Survey as an additional measure of achievement	Admin. Team Teaching Staff, Parents & Students	Survey Results	Δ	Δ				Δ	
Establishment of Policies and Procedures for Staff Evaluation Methods	Admin. Team, Superintendent and Board of Education	School BOE meeting agendas and minutes Policies and procedures	Δ	Δ				Δ	

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PROJECT ACTIVITY PLAN

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 Teacher Effectiveness Evaluation System
 Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 2

OBJECTIVE #_1_: BRSD will further refine its method of evaluating all members of the teaching staff utilizing the Danielson Model.

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Establishment of Policies and Procedures for Staff Evaluation Methods	Administrative Team including Superintendent and Board of Education	School Board of Education meeting agendas and minutes Policies and procedures est.	Δ	Δ	Δ			
Creation of comprehensive timeline of activities related to new evaluation model	Admin. Team & Staff	Created Timeline	Δ					
Staff and administration will be immersed in Danielson Model Training	Staff & Admin. Team	Training Documents	Δ	Δ				
Administration will be trained with TeachScape materials	Admin. Team inc. Superintendent	Certification of completion of training	Δ					
All staff and administration will be trained on the InTASC Model Core Teaching Standards	Staff & Admin. Team	Certification of completion of training	Δ	Δ				
Utilization of the Tripod Survey as an additional measure of achievement	Admin, Staff, Parents & Students	Data Results	Δ	Δ			Δ	
Formal observations will be conducted as delineated in the NGO, pages 22-24	Administrative Team	Completed observations		Δ	Δ	Δ		

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 Teacher Effectiveness Evaluation System
 Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 2

OBJECTIVE # 2: BRSD will effectively train administrators and teaching staff members in the vital components of the Danielson Model.

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Creation of a district-wide practice for introduction of Danielson Model	Admin. Team, Superintendent and Staff	Meeting Agenda & Minutes	Δ	Δ				
Faculty meeting and in-service training activities	Admin. Team & Staff	Meeting Agenda & Minutes	Δ	Δ	Δ	Δ		
Professional Learning Community work on the Danielson Frameworks and the TeachScape software	Staff & Admin. Team	Meeting Agenda & Minutes	Δ	Δ	Δ	Δ		
Training and understanding of the use of the Tripod Survey and the results	Admin. Team inc. Superintendent	Certification of completion of training	Δ					

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 Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 3

OBJECTIVE # 1: BRSD administration and staff members will be trained using the TeachScape Software

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Building-led training sessions on the technology and software involved with the TeachScape software Viewing of webinars Distribution of informational literature and procedures	Admin. Team, Superintendent and Staff	Meeting Agenda & Minutes	Δ	Δ	Δ	Δ		
Viewing of webinars	Admin. Team & Staff	Certificated Documentation	Δ	Δ	Δ	Δ	Δ	
Distribution of informational literature and procedures	Staff & Admin. Team	Actual literature pieces	Δ	Δ	Δ	Δ	Δ	

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Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 3

OBJECTIVE # 2: BRSD will link student achievement data and the evaluation tool

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *						
			#1	#2	#3	#4	#5	#6	
Training of administration on the formula and process used	Admin. Team & Superintendent	Meeting Agenda & Minutes Sign-in sheet	Δ	Δ					
Completion of state-mandated Evaluation process	Admin. Team & Superintendent & Staff	Actual Staff Evaluations	Δ	Δ	Δ	Δ			

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Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 3

OBJECTIVE # 3: Utilize results of this system to identify specific areas of strength and weakness in both staff and students

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Creation of district-wide and building-wide data assessment and communication teams	Admin. Team & Superintendent & Staff	Meeting Agenda & Minutes Sign-in sheet	Δ	Δ				
Analysis of data pertaining to student achievement and instructional performance	Admin. Team & Superintendent & Data Management Person	Data Reports	Δ	Δ	Δ	Δ	Δ	
Formal and informal feedback procedures created and implemented	Admin. Team, Superintendent	Approved Procedures	Δ					

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PROJECT ACTIVITY PLAN

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Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 4

OBJECTIVE # 1: Utilizing the Danielson Frameworks, the Teachscape software and the Tripod Survey Model, BRSD staff will effectively reflect on student learning levels

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Data reports created and shared with administration and staff	Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet & Data Reports	Δ	Δ				
Analysis of data pertaining to student achievement and instructional performance	Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet & Data Reports	Δ	Δ	Δ	Δ	Δ	
Planned sharing and discussion at faculty meetings, in-services and PLC meetings	Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet & Data Reports	Δ	Δ	Δ	Δ	Δ	

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Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 4

OBJECTIVE # 2: Utilizing the Danielson Frameworks, the Teachscape software and the Tripod Survey Model, BRSD staff will participate in purposeful reflection of individual and team teaching performance

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *					
			#1	#2	#3	#4	#5	#6
Analysis of data pertaining to student achievement and instructional performance	Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet & Data Reports	Δ	Δ	Δ	Δ	Δ	
Planned sharing and discussion at faculty meetings, in-services and PLC meetings	Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet & Data Reports	Δ	Δ	Δ	Δ	Δ	

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PROJECT ACTIVITY PLAN

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Cohort 2A

NGO #: 12-RT02-A01

GOAL#: 4

OBJECTIVE # 3: BRSD will experience the establishment of a culture and climate dedicated to continuous improvement

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation	Report Period (Δ) *						
			#1	#2	#3	#4	#5	#6	
Creation of a District Evaluation Pilot Advisory Committee (DEPAC) and communication teams	BOE & Admin. Team, Staff & Superintendent & Data Management Person	Meeting Agenda & Minutes Sign-in sheet	Δ	Δ					
Use of data in creation of Professional Development Plans	Admin. Team & Staff	Professional					Δ		

* See the *Notice of Grant Opportunity* (NGO) for the number of reporting periods applicable to the grant program for which you are applying. Use only the number of columns necessary to comply with the requirements of the applicable NGO.

ORGANIZATIONAL COMMITMENT AND CAPACITY

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Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System
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NGO #: 12-RT02-A01

1. Commitment of key stakeholder groups

Over the past year, the Bordentown Regional School District's faculty, Board of Education and administration have worked collaboratively toward designing an evaluation tool embodying the research-based principles espoused by Charlotte Danielson. Having formed a committee in Spring 2011, Danielson's Frameworks for Effective Teaching has been the basis for evaluations conducted throughout the current school year. The efforts of the administration and teachers, including union leadership, have resulted in a more sound evaluation model.

Concurrently and ongoing have been meetings of the District's professional development committee and Professional Learning Communities (PLC) at each school. School district leaders have been trained in PLC implementation, and over the past two academic years, commitment to this process is reflected in re-structured school day schedules to provide common planning as well as district calendars that incorporate specific in-service opportunities for PLCs to work for extensive periods.

The Board of Education, union leadership and school administration have worked together in developing the calendars to support these initiatives, and school administrators have articulated with their parent groups as part of communicating these priorities. The District anticipates that effective in-service opportunities are in place for the pilot implementation in the summer and fall, and stakeholders would continually partner in facilitating calendar changes that could be necessitated.

As the grant has been crafted, the Superintendent has initiated discussions with the Board of Education at its public meeting on April 4 and has consulted with the BRE President, Elizabeth Brotherton for feedback on the proposal. Likewise, Director of Curriculum, James Lymper, and middle school principal, Robert Walder, have been the primary authors of the grant. On April 19, the Superintendent and entire administrative team (principals, assistant principals, SBA and directors) discussed the grant submission.

2. The extent to which existing official policies, practices and contracts will support or hinder implementation

As aforementioned, it is anticipated that the collaborative approaches toward calendar development will support the pilot implementation. Of particular importance is that the District's 2012-2013 calendar includes 6 full day in-service opportunities as well as 3 additional half session student days to facilitate PLC work.

District practice also includes monthly meetings of the professional development committee, a group that is involved actively in providing input in planning for the district's programs. This work group would be a complement to the DEPAC as yet another information source regarding implementation. The staff members

ORGANIZATIONAL COMMITMENT AND CAPACITY

Copy this page as needed

Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

serving on these committees do so as part of their professional practice and obligation are not financially compensated for this work.

In the summer of 2011, the teacher's contract language also was modified to promote PLC work, with teachers now being provided specific times each week to engage in such activities. The contract further provides for an hour-long monthly faculty meeting, with an additional meeting allowed, as warranted. Meetings may exceed one hour if prior notice is provided. Similarly, staff members' progress toward meeting required professional development hour mandates is monitored, and staff are successfully completing this requirement.

Administrators and teachers also receive consistent Board support for attendance at and promotion of professional development programs. Further, the 2012-2013 budget includes stipend funds available to compensate teacher trainers to facilitate training and data analysis.

The hindering factors associated with implementation will include the time available to incorporate this work along with the other significant initiatives associated with HIB legislation adherence, NJCCCS updated curriculum, and PARCC implementation preparations. The District's administrative team was reduced by all 5 supervisory positions in 2011-2012, resulting in less administrative capacity to implement training, conduct evaluations and lead the daily school operations. These challenges noted, the commitment, dedication and professional integrity of the district's teacher and administrators will result in a successful launch and pilot year.

3. Ability to provide required training on time

The District's administrative team already is contracted with the Danielson Group for summer training. Since the administrative retreat was set for July 2 and 3, the Group is seeking a trainer for those dates. Similarly, the District has been in contact with Teachscape and is prepared to execute its training contract for summer 2012 implementation. Following the Teachscape training, Danielson Group will provide turnkey training. The District anticipates that teacher leaders will be involved in these training sessions, as space is available, and as topics are germane. Teacher in-servicing can be accommodated as staff report back to district in September.

4. Ability to provide time, support and resources so evaluators, trainers and advisory committee members can fulfill their responsibilities

The District has developed its RTTT3 plan to include training by the Danielson Group, and that is in the process of being scheduled for July 2012. Teacher leaders will be invited to join the training, as appropriate based on the presenter's recommendations for each training schedule.

ORGANIZATIONAL COMMITMENT AND CAPACITY

Copy this page as needed

Applicant (Lead) Agency: Bordentown Regional School District

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Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

Efforts will be made to schedule advisory committee meetings when students are not in session, so as to minimize the impact on school-day activity. It is anticipated that meetings will be after school hours, at the convenience of the committee members' schedules.

The District's contract provide 6 professional development days, and the contract provides 3 additional half day sessions. As needed to prepare for training, the District anticipates and has allocated funding for substitute teachers to allow faculty to prepare training sessions. However, there is no District funding to provide financial compensation to those attending summer training sessions. School-based PLCs will also be advantageous groups to facilitate implementation activities.

5. Commitment and ability to provide teachers with professional learning experiences, based on needs identified through the evaluation measures, to support improvement in teacher practices

To ensure that teachers each understand the nuanced detail of Danielson's work, the district will provide each teacher a copy of the Framework for Teaching, with the text being an ongoing reference to complement the use of Teachscape's Reflect evaluation software. The District also anticipates implementing the 360 video camera technology and make available to each teacher the onlinge learning modules. Finally, as teachers and supervisors work together in pre and post evaluation meetings and conduct the annual observation requirements, specific guidance and professional development will be structured to meet individual teacher needs. Moreover, the Board of Education is committed to providing quality professional development to support Teacher Improvement. Among such learning experiences is the District's participation in Rutgers University's Institute for Improving Student Achievement (RIISA), Princeton University Scholars Program, The College of New Jersey Professional Development Network, among numerous other offerings throughout the year. Administrator currency is facilitated through the Rutgers New Jersey School Development Council, University of Pennsylvania's Study Council, as well as through numerous professional development activities. Most exciting is the RIISA work, as this allows teachers and administrators to learn and grow together in improvement initiatives.

6. Commitment to develop assessments to measure student achievement in the non-tested grades and subjects

The District shall continue to study data made available through NJSmart; school principals will work with teacher leaders to mine data and seek implications regarding student achievement and teacher effectiveness. The District's administration and faculty will implement portfolios in non-tested areas, including the development of appropriate assessment rubrics.

ORGANIZATIONAL COMMITMENT AND CAPACITY

Copy this page as needed

Applicant (Lead) Agency: Bordentown Regional School District

NGO Title: Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System
Cohort 2A

NGO #: 12-RT02-A01

In addition the District will:

- Review and revise policies and procedures for maintaining student data of all kinds
- Continue, expand and align use of PowerSchool, Study Island, Naviance, Dibels, etc
- Continue and expand use of common writing tasks across the curriculum along with the extended constructed response.
- Continue participation in the State Assessment Program
- Include Tripod Survey results in data files

BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

Date: _____

NGO TITLE:
Excellent Educators for New Jersey (EE4NJ) Pilot Program
Teacher Effectiveness Evaluation System Cohort 2A

Check box if this is a subgrantee form and identify subgrantee below.

APPLICANT (LEAD) AGENCY: Bordentown Regional School District

SUBGRANTEE:

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
		N/A		

BUDGET DETAIL FORM C
Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Date: April 26, 2012
Page 1 of 1

Revised 7/23/2012

NGO TITLE: Excellent Educators for New Jersey (EE4NJ) Pilot Program Teacher Effectiveness Evaluation System Cohort 2A	<input type="checkbox"/> Check box if this is a subgrantee form and identify subgrantee below.
APPLICANT (LEAD) AGENCY: Bordentown Regional School District	SUBGRANTEE:
NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the <i>Discretionary Grant Application</i> for instructions. Complete all columns. Use multiple lines for a single entry if necessary.	

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
2 / 1 and 2 ; 4 / 1 and 2	200-300	Danielson Framework - group training - consultant (2 days)	\$2,850	2 Days	\$5,700
2 / 1 and 2; 4 / 1 and 2	200-300	Danielson group "Train the trainers" (1 day)	\$3,750	1 Day	\$3,750
2 / 1 and 2; 4 / 1 and 2	200-300	Consultants' Travel Expenses (3 days)	\$2,450	1 Cohort	\$2,450
2/1 and 2	200-300	Follow-up Danielson training for new hires/additional staff	\$4,000	As needed	\$4,000
1 / 1 and 2 2 / 1 and 2; 4 / 2	200-300	Cambridge Education (Tripod Survey Assessments)	\$11,000	1 subscription	\$11,000
1 / 2 ; 3 / 3 4 / 1, 2, 3	200-300	Contracted Service with Rutgers for a Data Analyst (i.e.: Rutgers; EIRC; Rowan; etc.)	\$4,822 \$11,322	As needed	\$4,822 \$11,322
2 / 1 and 2 3 / 1, 2, 3 4 / 1 and 2	200-300	Teachscape Site-licenses (Administrator on-line training: \$399*13)(Teacher on-line training: \$55*215)(Teacher and Admin license \$228*35+\$100 per district)	\$25,092	Annual	\$25,092
2 / 1 and 2 3 / 1, 2, 3; 4 / 1 and 2	200-300	Teachscape Live Virtual Trainings	\$1,250		\$1,250
See above	200-300	Allocated from "Fed Funds" to spec ed [\$54,064@14.7%] [\$64,564@14.7%]	\$(7,947) \$(9,491)		\$(7,947) \$(9,491)
See above	200-300	Allocated from "Fed Funds" to "Other Funds"	\$7,947 \$9,491		\$7,947 \$9,491

BUDGET DETAIL FORM D
Supplies and Materials
Function & Object Codes 100-600 and 200-600

Date: April 26, 2012
Page 1 of 1

Revised 7/23/2012

NGO TITLE: Excellent Educators for New Jersey (EE4NJ) Pilot Program Teacher Effectiveness Evaluation System Cohort 2A	<input type="checkbox"/> Check box if this is a subgrantee form and identify subgrantee below.
APPLICANT (LEAD) AGENCY: Bordentown Regional School District	SUBGRANTEE:

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
2 / 1 and 2 4 / 1 and 2	200-600	<i>Enhancing Professional Practice: A Framework for Teaching</i> by Charlotte Danielson	\$21.95 + shipping	250	\$6,036
1 / 1 and 2 3 / 2 and 3 4 / 1, 2, and 3	200-600	PSAT Administration to all sophomore students (\$15 per student*200 students)	\$15	200	\$3,000
1 / 1 and 2 3 / 2 and 3 4 / 1, 2, and 3	200-600	Study Island, Grades 4—8 (\$1500 per grade level * 5 grade levels: 4 th —8 th grade)	\$1,500	5	\$7,500
1 / 1 and 2 4 / 1, 2, and 3	200-600	Paper for Communication Plan	\$50	2	\$100
1 / 1 and 2 2 / 1 and 2 3 / 1, 2, and 3 4 / 1, 2, and 3	200-600	Introductory Sessions for stakeholders [One per building, to include parental and community advisory groups; \$200 per building/at not more than \$3.00 per attendee]	\$1,000	1	\$1,000
See above	200-600	Allocated from “Fed Funds” to spec ed [\$17,636@14.7%] [\$7,136@14.7%]	\$(2,592) \$(1,049)		\$(2,592) \$(1,049)
See above	200-600	Allocated from “Fed Funds” to “Other Funds”	\$2,592 \$1,049		\$2,592 \$1,049

Date: _____

BUDGET DETAIL FORM F

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: Excellent Educators for New Jersey (EE4NJ) Pilot Program Teacher Effectiveness Evaluation System Cohort 2A	<input type="checkbox"/> <u>Check box if this is a subgrantee form and identify subgrantee below.</u>
APPLICANT (LEAD) AGENCY: Bordentown Regional School District	SUBGRANTEE:

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
		N/A	

NJ DEPARTMENT OF EDUCATION

NOTE: Complete this form only when requesting subgrants as part of the budget.

SUBGRANT BUDGET SUMMARY

Applicant (Lead) Agency: Bordentown Regional School District_

CO/Lead Agency Code: 05-0475_

NGO Title: **Excellent Educators for New Jersey (EE4NJ) Pilot Program Teacher Effectiveness Evaluation System Cohort 2A**

NGO#: 12-RT02-A01

BUDGET CATEGORY	FUNCTION & OBJECT CODE	Subgrantee: _____	Subgrantee: _____	Subgrantee: _____	Subgrantee: _____	Subgrantee: _____	TOTAL <i>Sum of all subgrant columns</i>	ADMIN. COST SUMMARY
INSTRUCTION								
Personal Services - Salaries	100-100							
Purchased Prof. & Tech Svcs.	100-300							
Other Purchased Services	100-500							
Supplies and Materials	100-600							
Other Objects	100-800							
SUBTOTAL - INSTRUCTION								
SUPPORT SERVICES								
Personal Services - Salaries	200-100							
Personal Svcs. - Emp. Benefits	200-200							
Purchased Prof. & Tech Svcs.	200-300							
Subgrant Cost Summary	200-320							
Purchased Property Svcs	200-400							
Other Purchased Services	200-500			N/A				
Travel	200-580							
Supplies and Materials	200-600							
Other Objects	200-800							
Indirect Costs	200-860							
SUBTOTAL - SUPPORT SERVICES								
FACILITIES ACQUISITION & CONSTR. SVCS								
Buildings	400-720							
Instructional Equipment	400-731							
Noninstructional Equipment	400-732							
SUBTOTAL - FACILITIES								
TOTAL COST								

TOTAL AMOUNT OF SUBGRANTEE MATCHING FUNDS COMMITTED TO THIS PROJECT*:

*Complete only when there is a matching funds requirement in the NGO.

\$ _____

**NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY**

REVISED 7/23/2012

Applicant (Lead) Agency: **Bordentown Regional School District**

CO/Lead Agency Code: _05 /0475

NGO Title **Excellent Educators for New Jersey (EE4NJ) Pilot Program**

NGO#: 12-RT02-A01

Teacher Effectiveness Evaluation System Cohort 2A

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			TOTAL <i>Sum of columns 1-3</i> (Column 4)	ADMIN. COST SUMMARY (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	OTHER FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
SUBTOTAL - INSTRUCTION						
SUPPORT SERVICES						
Personal Services – Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300		\$55,073	\$9,491	\$64,564	
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600		6,087	1,049	7,136	
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES			61,160	10,540	71,700	
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732		8,530	1,470	10,000	
SUBTOTAL - FACILITIES			8,530	1,470	10,000	
TOTAL COST			\$69,690	\$12,010	\$81,700	

TOTAL AMOUNT OF MATCHING FUNDS COMMITTED TO THIS PROJECT*:

\$ _____

*Complete only when there is a matching funds requirement in the NGO.

Business Administrator/Chief Fiscal Officer

Date

MATCHING FUNDS SUMMARY & EXPENDITURE REPORT

(Complete this form only when required by the NGO)

NGO TITLE: Excellent Educators for New Jersey (EE4NJ) Pilot Program Teacher Effectiveness Evaluation System Cohort 2A	<input type="checkbox"/> Check box if matching funds are provided by a subgrantee. Identify the subgrantee below.
APPLICANT (LEAD) AGENCY: Bordentown Regional School District	SUBGRANTEE:

Complete this box for Matching Funds expenditure Reporting:	Report #: _____ <input type="checkbox"/> Check box if FINAL report Reporting Period: (from) _____ (to) _____
--	--

NOTES: Copy this form. Refer to the *Constructing a Grant Application Budget* in the Discretionary Grant Application for instructions.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	COST CATEGORY <i>(e.g., salaries, supplies, equipment, etc.)</i>	MATCHING FUNDS BUDGETED <i>(by cost category)</i>	MATCHING FUNDS EXPENDED <i>(by category)</i>
	N/A		
TOTAL MATCHING FUNDS BUDGETED:			
*TOTAL MATCHING FUNDS EXPENDED:			

*Use a copy of this form for reporting matching expenditures when submitting interim and final expenditure reports.

APPENDIX A1

Documentation of Eligibility

Excellent Educators for New Jersey (EE4NJ) Grant Program Cohort 2A

This form must be completed and submitted with the application.

District name (or lead name if a consortia) **Bordentown Regional School District**

If consortia, list participating district names **N/A**

Region of applicant/lead district (north/central/south) **South**

Total number of teachers in LEA or consortia **211**

Total number of teachers in SIG school(s) **N/A**

Participating LEA/Consortium Schools **Number of teachers**

Participating LEA/Consortium Schools	Number of teachers
Bordentown Regional High School	58
Bordentown Regional Middle School	47
MacFarland Intermediate School	33
Clara Barton Elementary School	25
Peter Muschal Elementary School	48

Participating Nonpublic Schools **Number of Teachers**

Participating Nonpublic Schools	Number of Teachers
N/A	

Total participating public and nonpublic teachers **211**

I certify that the information is complete and accurate.

CSA Signature: _____

CSA Name and Title: **Constance J. Bauer, Ed. D.**

Date: **April 26, 2012**

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

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

- The district has a commitment from key stakeholder groups (superintendent, central office administrators, school administrators conducting evaluations, teachers and the local school board) to support the pilot program in SY2012-2013.
- The district has viable curricula in all content areas and is transitioning to the Common Core State Standards and the 2009 New Jersey Core Curriculum Content Standards, in accordance with the state timeline (<http://www.nj.gov/education/cccs/timeline.htm>) and professional development opportunities are ongoing to support educators in understanding, implementing and assessing the standards.
- The district and the schools have developed or will develop collaborative professional learning structures focused on improved student learning outcomes.
- The district will be a full participant, and will fully participate, in the EE4NJ pilot project.
- The district will use a teacher practice evaluation instrument that meets all criteria, as defined in this NGO.
- The teacher practice evaluation instrument training and evaluation procedures will be implemented according to the requirements set forth in this NGO.
- In districts with 600 or fewer teachers (including participating nonpublic schools and teachers), the district's involvement in the EE4NJ Pilot Project will involve all teachers in the district (as well as teachers in the participating nonpublic schools), including full-time and part-time teachers.
- In districts with more than 600 teachers (including participating nonpublic schools and teachers) the district's involvement in the EE4NJ Pilot Project will involve all teachers in the designated pilot schools (as well as teachers in the participating nonpublic schools), including full-time and part-time teachers.
- Any consortium that exceeds 600 teachers must include all schools in all districts in the consortium as part of the pilot. Grant funding will not exceed the allowable amount for 600 teachers, therefore any costs above this amount must be borne by the consortium.
- The district will create and support a district-level stakeholder advisory committee to oversee and guide the implementation of the teacher effectiveness evaluation system during the pilot period.
- The district will provide all resources necessary to implement the grant project according to specifications in the NGO, including allocation of the necessary time for training of evaluators and teachers, and the time for the full implementation of the observation protocol during the grant project.
- The district will supply to the New Jersey Department of Education and/or its external researcher all necessary data, artifacts, and other feedback upon request.

- The district agrees to provide roster data (lists of teachers and their students by course) for tested grades and subjects to the NJDOE from SY 09/10, SY 10/11 and SY 11/12 so it can generate growth scores and conduct analyses.
- The district agrees to develop assessments or other means of evaluating student learning, such as student learning objectives, and then to test them in the classroom.
- The district liaison(s) will meet with NJDOE staff a minimum of four times throughout the course of the pilot period to discuss implementation, successes, obstacles and resources.
- The district will collect teacher practice evaluation data as specified by NJDOE so it can be electronically stored, analyzed and reported.
- The district will cooperate fully with NJDOE staff and their contracted researchers.
- The district will conduct meaningful and timely consultation(s) with nonpublic schools and provide opportunities for their full participation in the pilot program.

(Signature)

Constance J. Bauer, Ed. D.

(CSA name and title)

April 26, 2012

(Date)

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE

SECTION I:

12 RT02 A01
FY NGO# WKL

TITLE OF NGO: Excellent Educators for New Jersey (EE4NJ) Pilot Program Cohort 2A:
Teacher Effectiveness Evaluation System

DIVISION: Educator Effectiveness

OFFICE: Commissioner

SECTION II:

COUNTY: LEA/OTHER: SCHOOL:

COUNTY NAME: Burlington

Bordentown Regional School District

APPLICANT AGENCY
318 Ward Avenue

AGENCY ADDRESS

Bordentown NJ 08505

CITY STATE ZIP

(609) 298-0025 (609) 298-2515

AGENCY TELEPHONE NUMBER AGENCY FAX #

Bordentown Reg. HS, Bordentown Reg. MS, MacFarland Inter. School, Clara Barton Ele., Peter Muschal, Ele.

SCHOOL NAME

PREVIOUS FUNDING: Agency received funding from the NJ Department of Education within the last two years of submission of this application.

YES NO

PROJECT DIRECTOR (Please print or type name): Constance J. Bauer, Ed. D.

TELEPHONE NUMBER: (609)_298-0025_x. 1211 FAX#: (609)_298-2515 E-MAIL_cbauer@bordentown.k12.nj.us

BUSINESS MANAGER: Eloi Richardson PHONE#: (609)_298-0025 E-MAIL_erichardson@bordentown.k12.nj.us

DURATION OF PROJECT: FROM: 07/15/12 TO: 09/30/13

TOTAL AMOUNT OF FUNDS REQUESTED: 81,700

APPLICATION CERTIFICATION: To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:

- AGENCY TITLE PAGE
SIGNED STATEMENT OF ASSURANCES
BOARD RESOLUTION TO APPLY
APPLICATION NARRATIVE*
BUDGET SUMMARY AND BUDGET DETAIL FORMS*
ORIGINAL AND FOUR COPIES OF THE COMPLETE APPLICATION PACKAGE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR OR EQUIVALENT OFFICER TITLE DATE

Constance J. Bauer, Ed. D.

(Please print or type name)

*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).

SECTION III:

SEND OR DELIVER APPLICATIONS TO: NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY: 4:00 P.M., ON 04/26/12

NO FACSIMILE SUBMISSION WILL BE ACCEPTED.

NO LATE APPLICATIONS WILL BE ACCEPTED REGARDLESS OF THE DATE POSTMARKED.

NO ADDITIONAL MATERIALS CAN BE SUBMITTED AFTER RECEIPT OF THIS APPLICATION.