

# **Miami-Dade County Public Schools**

1500 Biscayne Boulevard, Suite 225  
Miami, Florida 33132

Accountability and Systemwide Performance  
and  
Intergovernmental Affairs and Grants Administration

## ***Request for Proposals***

from

### **Schools Meeting the Federal Definition of High Need That Have Not Received School Recognition Dollars**

interested in participating in

### ***Project RISE – Rewards and Incentives for School Educators***

Apply to receive support for your school

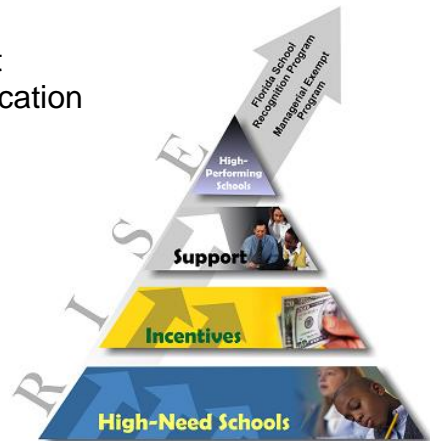
from

National Board Certified Teachers and a Professional Partner  
leading to opportunities to receive incentives

Teacher Incentive Fund Grant  
Funded by U.S. Department of Education

Application due by: Monday, July 16, 2007

Mail/Fax/Email to: Mr. Carlos A. Viera, District Director  
Performance Improvement (Mail Code: 9049)  
Accountability and Systemwide Performance  
1500 Biscayne Boulevard, Suite 225  
Miami, FL 33132  
Phone: 305-995-2561  
Fax: 305-995-4189  
Email: [Cviera@dadeschools.net](mailto:Cviera@dadeschools.net)



For M-DCPS technical assistance contact: Mr. Carlos A. Viera.

For UTD technical assistance contact: Dr. Randy Biro, Phone: 305-854-0220 x245, Fax: 305-576-7761,  
Email: [Randy@utofd.com](mailto:Randy@utofd.com).

***Project RISE – Rewards and Incentives for School Educators***  
School RFP

***PROGRAM DESCRIPTION***

**The Teacher Incentive Fund** (U.S. Department of Education)

The purpose of the Teacher Incentive Fund is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools, based primarily on increases in student achievement but also taking into account multiple classroom visitations and the assumption of additional responsibilities.

***Project RISE – Rewards and Incentives for School Educators*** (Miami-Dade County Public Schools)

Project *RISE* – Rewards and Incentives for School Educators is a five-year initiative designed to develop and implement a plan for selected National Board Certified Teachers who agree to work in a designated qualifying high-need school, for teachers there who pursue National Board certification, and for the administrators at these high-need schools. These schools will receive a set amount to be used for educational initiatives that support Project *RISE* outcomes. Participants will promote quality teaching and learning, contribute to the improvement of the school climate, and assume extended leadership activities – all of which lead to gains in student achievement.

***PROGRAM INCENTIVES FOR SELECTED HIGH-NEED SCHOOLS\****

***(In addition to those currently provided)***

- Opportunity to impact the quality of teaching and learning
- Opportunity to **receive up to two additional teachers** who are National Board Certified (to be **fully grant funded for year one**)

**During the remaining years of the grant, the National Board Certified Teachers' positions would need to be absorbed by the school with the exception of released time** to work with mentees and to plan and deliver faculty inservices, instructional activities, and classroom demonstration. This additional released time would be grant funded and is in addition to and equal to regular planning time. ***Note: The National Board-Certified Teachers will teach a reduced student/class load during the years they are at the selected high-need school.***

- Faculty would receive from the NBCTs a minimum of four (4) on-site workshops per year that earn Master Plan Points on research-based strategies proven to raise student achievement and/or on needs identified by the school
- Opportunity to raise student performance to a level to qualify for existing awards (e.g., the Florida School Recognition Program and/or MEP Incentives)

(continued)

## ***Project RISE – Rewards and Incentives for School Educators***

School RFP

### ***PROGRAM INCENTIVES FOR SELECTED HIGH-NEED SCHOOLS\****

(continued)

- As an incentive for participating, the school will receive a set amount\* to be used for educational initiatives that support Project *RISE* outcomes. The funds may be used by the school for items such as the following:
  - Non-recurring expenditures for educational materials, supplies, and/or equipment
  - Substitute time
  - Professional conference expenditures
- Assignment of a Professional Partner to the administrative staff to help the school move toward increased student achievement
- Participation by the school's leadership team (to be comprised of the principal, assistant principal(s) and/or teacher for a maximum of two (2) in a week-long Summer Leadership Development experience (to begin with summer 2008 for the first cohort) provided by a nationally recognized group (e.g., University of Florida's Leadership Development Institute or Harvard Business School)
- Opportunity to build capacity among the school faculty
- Incentive of \$1000 for the principal and \$800 for each assistant principal (to be awarded any year the "Achievement of Measures" on the principal's Scorecard increases by 10% over the previous year's results)

*\*Incentive awards will be determined based on final grant award from the USDOE.*

***Project RISE – Rewards and Incentives for School Educators***  
School RFP

***SELECTION CRITERIA AND QUALIFICATION REQUIREMENTS***

- Meets the federal guidelines for being classified as a high-need school (more than 30% eligible for free or reduced priced lunch) and has not received School Recognition dollars during the previous school year.
- Evidence of need for improved student achievement based on the MEP School Site Incentive Scorecard metrics.
- Recognizes a need to raise the achievement of its students and believes that the addition of up to two (2) National Board Certified Teachers who teach a reduced load and who will design and implement specific professional development for the school and the assignment of a Professional Partner to the administrative staff will help the school move toward increased student achievement.
- Has a minimum of four (4) teachers with at least three (3) years of teaching experience who are currently on staff and who, given on-site assistance, would like to pursue National Board Certification.

\_\_\_\_\_ School hereby  
(Fill in name of school)  
agrees to maintain the PACs of the NBCTs by assuming the portion of the salaries not funded by the grant (after year 1) and to comply with all of the specifications detailed in this application. By submitting this application we apply to be considered to participate in *Project RISE – Rewards and Incentives for School Educators*

Principal's Name: \_\_\_\_\_  
(Printed) (Signature)

Date: \_\_\_\_\_

The Educational Excellence School Advisory Council (EESAC) fully supports the school's participation in *RISE – Rewards and Incentives for School Educators*.

EESAC Chair's Name: \_\_\_\_\_  
(Printed) (Signature)

Date: \_\_\_\_\_

I support the school in its quest to participate in *RISE – Rewards and Incentives for School Educators*.

Union Steward's Name: \_\_\_\_\_  
(Printed) (Signature)

Date: \_\_\_\_\_

***Project RISE – Rewards and Incentives for School Educators***  
School RFP

***SCHOOL PROFILE INFORMATION***

School Name: \_\_\_\_\_ Location: \_\_\_\_\_  
Address: \_\_\_\_\_ Region: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

- List the five (5) most critical needs of your school in priority order:

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- Through the Florida School Recognition Program, the school has received a performance incentive for the following year(s): \_\_\_\_\_.

- The school currently has \_\_\_\_\_ National Board Certified Teachers on its staff.  
(Number)

The grade level(s)/course(s) they are currently teaching include: \_\_\_\_\_  
(List all that apply)

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- Currently on staff are \_\_\_\_\_ teachers who are **not** National Board Certified  
(Number)

and who wish to pursue National Board Certification. They are interested in pursuing National Board Certification in \_\_\_\_\_  
\_\_\_\_\_

(See Attachment A for a list of National Board Certification areas.)

***Project RISE – Rewards and Incentives for School Educators***  
School RFP

Based on your School Improvement Plan and its goals, explain why you and your school want to participate in *Project RISE*. Be specific about the benefits and results that you expect will accrue to your students.

**NOTE: Attach a copy of the principal's most recent MEP Scorecard.**

*Project RISE* will review the most recent profile published in *Miami-Dade County Public Schools District & Schools Profiles*, the School Performance Grades, and the School Improvement Plan.

# ***Project RISE – Rewards and Incentives for School Educators***

School RFP

“Fields of Certification” taken from the website ([www. nbpts.org](http://www.nbpts.org)) of the National Board for Professional Teaching Standards

## **National Board Fields of Certification**

### **Certificates Currently Available**

The National Board for Professional Teaching Standards offers the following 24 certificate areas that cover 15 subject areas and are classified into seven student age categories. As a candidate, you may opt for a generalist certificate or one that is subject-specific.

#### **Art**

*Early and Middle Childhood*  
*Early Adolescence through Young Adulthood*

#### **Career and Technical Education**

*Early Adolescence through Young Adulthood*

#### **English As a New Language**

*Early and Middle Childhood*  
*Early Adolescence through Young Adulthood*

#### **English Language Arts**

*Early Adolescence*  
*Adolescence and Young Adulthood*

#### **Exceptional Needs Specialist**

*Early Childhood through Young Adulthood*

#### **Generalist**

*Early Childhood*  
*Middle Childhood*

#### **Library Media**

*Early Childhood through Young Adulthood*

#### **Literacy: Reading – Language Arts**

*Early and Middle Childhood*

#### **Mathematics**

*Early Adolescence*  
*Adolescence and Young Adulthood*

#### **Music**

*Early and Middle Childhood*  
*Early Adolescence through Young Adulthood*

#### **Physical Education**

*Early and Middle Childhood*  
*Early Adolescence through Young Adulthood*

#### **School Counseling**

*Early Childhood through Young Adulthood*

#### **Science**

*Early Adolescence*  
*Adolescence and Young Adulthood*

#### **Social Studies – History**

*Early Adolescence*  
*Adolescence and Young Adulthood*

#### **World Languages Other than English**

*Early Adolescence through Young Adulthood*

### **Age Categories**

Early Childhood (Ages 3-8)  
Middle Childhood (Ages 7-12)  
Early & Middle Childhood (Ages 3-12)

Early Childhood through Young Adulthood (Ages 3-18+)  
Early Adolescence (Ages 11-15)  
Adolescence and Young Adulthood (Ages 14-18+)