

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
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Miami, FL 33132
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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,
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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.*

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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: _____

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SCHOOL PROFILE INFORMATION

School Name: _____ Location: _____
Address: _____ Region: _____
Telephone: _____ Fax: _____
Email: _____

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

- 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)

- 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.)

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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.

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“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+)