

## Resources

### RTTT LEA Scope of Work Development

see RTTT application and MOU for greater detail on Scope of Work requirements

Scope of Work Requirement	Best Practice Principles	State and National Examples (selected examples; not intended to be exhaustive) <i>In cases where districts will be working directly with the DOE, the roles and relationships are outlined.</i>	Potential Partners for LEAs (examples to consider; this is neither an endorsement nor an exhaustive list)
<b>(1) Support the development of new standards, align curriculum to standards and conduct assessments</b>	Participate in the review of new standards, ensure that district curriculum aligns with standards and ensure participation in standards-related professional development	State is responsible for the adoption of new standards, teacher training on standards and the implementation of DCAS. Districts and charter schools will need to align curriculum with the new state standards.	<b>Existing District Supports</b> <b>Delaware Department of Education</b>
<b>(2) Build a culture of college- and career- readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement</b>  <i>Note: Includes not only offering rigorous advanced coursework, but also targeting high need and low-achieving students for this coursework and supporting them in it.</i>	Target high needs students for enrollment in advanced courses (i.e. expand AP course offerings and/or provide summer AP institute)	<p><b>National Governors Association’s Advanced Placement Expansion Project:</b> Fifty-one pilot schools across six states received funding to expand AP courses to allow more minority and low-income students to participate. <a href="http://www.collegeboard.com/html/aprtn/initiatives.html">http://www.collegeboard.com/html/aprtn/initiatives.html</a></p> <p>Through the <b>Twilight Program</b> at William Penn High School, students are offered SAT preparatory classes, and college and career planning and online AP courses. <a href="http://www.e2t2c2.net/penn/adulted.htm">http://www.e2t2c2.net/penn/adulted.htm</a></p> <p>The <b>Advanced Placement Incentive Program</b> in Delaware works to increase equity and access to AP courses by recruiting students of all ethnic /socioeconomic groups to enroll in honors, AP, and other advanced academic offerings. <a href="http://www.doe.k12.de.us/infosuites/Students_family/ap/default.shtml">http://www.doe.k12.de.us/infosuites/Students_family/ap/default.shtml</a></p> <p><b>College Summit</b> works in partnership with schools, districts and colleges to develop a sustainable model for raising college enrollment rates community-wide.</p>	<p><b>University of Delaware</b> Kathleen Minke, Director School of Education <a href="mailto:minke@udel.edu">minke@udel.edu</a> (302) 831-1648 <a href="http://www.udel.edu/education">http://www.udel.edu/education</a></p> <p><b>Advanced Placement Incentive Program</b> Julia Webster Program Manager <a href="mailto:jwebster@doe.k12.de.us">jwebster@doe.k12.de.us</a> (302) 735-4020</p> <p><b>College Summit</b> (College Enrollment) J.B. Schramm, Director <a href="mailto:JBSchramm@collegesummit.org">JBSchramm@collegesummit.org</a> (202) 319-1763 <a href="http://www.collegesummit.org/">http://www.collegesummit.org/</a></p>
	The International Baccalaureate® (IB)	The <b>IB Diploma Program</b> provides an academically challenging education with final examinations that prepare students for success at college and life beyond. The program is used at Mt. Pleasant High School. <a href="http://www.ibo.org/">http://www.ibo.org/</a>	<b>The International Baccalaureate® (IB)</b> Daniel Paccione, Support Desk <a href="mailto:iba@ibo.org">iba@ibo.org</a> (212) 696-4464 ext.1

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	Develop STEM offerings (through partnerships with higher education STEM faculty)	<p><b>Boston Science Partnership (BSP)</b> aims to improve science education in Boston through a collaboration with Boston Public Schools and surrounding universities. BSP includes a Science Education Fellowship, contextualized content courses, and supports AP development and implementation. <a href="http://www.bostonscience.org/">http://www.bostonscience.org/</a></p> <p>The <b>Conrad Schools of Science</b> (grades 6-12) was designed to provide a curriculum focused on biotechnology and allied health based on input from the labor and business communities. Students can earn college credit as well. <a href="https://redclay.schoolnet.com/outreach/cms/overview/">https://redclay.schoolnet.com/outreach/cms/overview/</a></p>	<p><b>EdWorks</b> (STEM High School Model) Deborah Doordan, Executive Director Innovative Schools<sup>1</sup> <a href="mailto:ddoordan@innovativeschools.org">ddoordan@innovativeschools.org</a> (302) 656-4737 <a href="http://www.edworkspartners.org/">http://www.edworkspartners.org/</a></p> <p><b>Project Lead the Way</b> (STEM Programs) John Lock, CEO <a href="mailto:jlock@pltw.org">jlock@pltw.org</a> (518) 877-6491 <a href="http://beta.pltw.org/">http://beta.pltw.org/</a></p>
	Create dual enrollment/dual credit opportunities	<p><b>Delaware Technical and Community College's Academic Challenge Program</b> provides middle and high school public, private and home-schooled students with the opportunity to earn up to 12 college credits in English and 15 college credits in mathematics. The program is a partnership between the nine Sussex County districts, the University of Delaware, and Delaware Tech. <a href="http://www.vision2015delaware.org/content/content.aspx?did=increasedrigor">http://www.vision2015delaware.org/content/content.aspx?did=increasedrigor</a></p> <p>The <b>Early College High School Initiative</b> supports schools and districts in creating high school to higher education partnerships where students complete enough credits for an Associate's Degree while still in high school. <a href="http://www.earlycolleges.org/">http://www.earlycolleges.org/</a></p>	<p><b>Institutions of Higher Education</b></p> <p><b>Early College High Schools--EdWorks</b> Deborah Doordan, Executive Director (see above) <a href="http://www.edworkspartners.org/">http://www.edworkspartners.org/</a></p> <p><b>K-12</b> (Course Credit Recovery and online learning) Peter Stewart Senior Vice President of School Development, K-12 <a href="mailto:pstewart@k12.com">pstewart@k12.com</a> (866) 912-8588 <a href="http://www.k12.com/">http://www.k12.com/</a></p>
	Offer project-based and design-based learning programs	<p><b>Big Picture Schools</b> has created 69 high schools in the US that focus on project-based learning with instruction that connects to the larger world.</p>	<p><b>Big Picture Schools</b> Deborah Doordan (see above) <a href="http://www.bigpicture.org/">http://www.bigpicture.org/</a></p>

<sup>1</sup> Innovative Schools is the local Delaware contact for many national partners.

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	Offer project-based and design-based learning programs	The <b>New Tech Network</b> has developed innovative high schools with three elements: 1) project-based learning, 2) culture that empowers students and teachers to have ownership of the learning process, 3) integrated technology.	<b>New Tech High School</b> Deborah Doordan (see above) <a href="http://www.newtechfoundation.org/">http://www.newtechfoundation.org/</a>
	Provide extended learning time (ELT)	Massachusetts worked with the <b>National Center on Time &amp; Learning</b> to become the first state to undertake a systemic initiative to expand learning time as a strategy for improving student performance and close the achievement gap. <a href="http://www.americanprogress.org/issues/2007/01/massachusetts.html">http://www.americanprogress.org/issues/2007/01/massachusetts.html</a> Focus on Results partners with Extended Learning for Results and provides training for the Vision Network.  In Delaware, Frankford Elementary School, East Millsboro Elementary School and several charter schools have implemented extended school days and balanced calendars.	<b>Expanded Learning for Results</b> Ben Lummis, Vice-President National Center on Time & Learning <a href="mailto:ben@timeandlearning.org">ben@timeandlearning.org</a> (617) 378-3940 <a href="http://www.timeandlearning.org/">http://www.timeandlearning.org/</a>  <b>K-12</b> (Extended Learning Program) Peter Stewart, Senior Vice President (see above) <a href="http://www.k12.com/">http://www.k12.com/</a>
<b>(3) Implement and support improvement of the state longitudinal data system</b>	Provide data to the state that meets quality standards and provide input on the development of data dashboards	State is responsible for the improvement of the longitudinal data system and data dashboard.	<b>Districts will integrate data dashboards into the professional development and school planning efforts</b>
<b>(4) Ensure implementation of instructional improvement systems &amp; integrate State data coaches into instructional improvement systems</b>	Provide facilitated and collaborative planning time for teachers and leaders, including the data coaches	A number of districts in Delaware have been implementing collaborative planning time through the Vision Network, which will be expanded to include facilitated sessions by data coaches. The Vision Network provides professional development and leadership training around data analysis and focused instruction.	<b>Vision Network</b> Rob Rescigno, Vision Network Liaison <a href="mailto:rob.rescigno@vision2015delaware.org">rob.rescigno@vision2015delaware.org</a> (302) 897-6167 <a href="http://www.vision2015delaware.org/">http://www.vision2015delaware.org/</a>  <b>Cross and Joftus</b> (Data Use) Scott Joftus, Partner <a href="mailto:scott@edstrategies.net">scott@edstrategies.net</a> (301) 229-3049 <a href="http://www.edstrategies.net/">http://www.edstrategies.net/</a>

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<p><i>NOTE: DOE will provide data coaches in January 2011 for select schools and all schools in 2011-12.</i></p>			<p><b>Learning Focused</b> (Prof. Development) Max Thompson, Project Director <a href="mailto:max@learningfocused.com">max@learningfocused.com</a> (866) 955-3276 <a href="http://www.learningfocused.com/">http://www.learningfocused.com/</a></p>
	Sustain support for data-based instruction (i.e. time, funding and staff)	<b>Western Heights Public Schools</b> in Oklahoma has been known as a continually improving organization that is informed by real-time, accurate data with a data-driven decision making culture.	<p><b>Focus on Results</b> Jan Leight, Senior Executive <a href="mailto:jleight@focusonresults.net">jleight@focusonresults.net</a> (888) 743 1076 (<a href="http://focusonresults.net/">http://focusonresults.net/</a>)</p>
<p><b>(5) Conduct evaluations, integrate State development coaches and use State educator evaluations as a primary factor in teacher/ principal development plans, promotion, advancement, retention, removal</b> <i>Note: DPAS II will include student achievement in 2011-12; the state will provide development coaches for all administrators</i></p>	Provide specific and actionable feedback to teachers following observations and evaluations and create improvement plans to address needs identified through evaluation	The <b>Excellence in Teaching Project</b> is now being tested in 100 Chicago schools. Its Framework for Teaching will be used to define effective practice, encourage conversations about instruction and identify areas for professional growth. <a href="http://www.chicagoteacherexcellence.org/">http://www.chicagoteacherexcellence.org/</a>	<p><b>TAP: The System for Teacher and Student Advancement</b> National Institute for Excellence in Teaching Gary Stark, President and CEO (310) 570-4860 <a href="http://www.tapsystem.org/">http://www.tapsystem.org/</a></p>
	Deliver professional development aligned with improvement plans	The 25 <b>Vision Network</b> schools in Delaware focus learning to use student data to drive instructional decisions and providing support that meets each student's individual needs. Leaders receive coaching as they implement national and international best practices.	<p><b>Vision Network</b> Rob Rescigno, Vision Network Liaison <a href="mailto:rob.rescigno@vision2015delaware.org">rob.rescigno@vision2015delaware.org</a> (302) 897-6167 <a href="http://www.vision2015delaware.org/">http://www.vision2015delaware.org/</a> <b>See Race to the Top Plan: Narrative pg. (D-52) and Appendix pg. (D)(5)-1<sup>2</sup></b></p>
	Use evaluations as the primary factor in advancement, retention and removal decisions with development coach	The <b>Quality Compensation for Teachers (Q Comp)</b> program contains five basic components: 1) Career Ladder/Advancement Options, 2) Job-embedded Professional Development, 3) Teacher Evaluation/Observation, 4) Performance Pay and 5) Alternative Salary Schedule. <a href="http://education.state.mn.us/">http://education.state.mn.us/</a>	<p><b>TAP: The System for Teacher and Student Advancement</b> (see above) <a href="http://www.tapsystem.org/">http://www.tapsystem.org/</a></p>

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<b>(6) Establish new educator career paths linked to evaluation</b>	Define career ladders already in place that link evaluation to professional development, promotion, advancement and compensation	<b>TAP</b> , currently in over 40 districts across 13 states, creates career ladders and other opportunities based on a comprehensive evaluation system of professional development, accountability and compensation.	<b>TAP: The System for Teacher and Student Advancement</b> National Institute for Excellence in Teaching (see above) <a href="http://www.tapsystem.org/">http://www.tapsystem.org/</a>  <b>Center for Teaching Quality</b> (Teacher Leadership Consulting) Kathy Schwalbe NBCT and Training Consultant <a href="mailto:kathy.schwalbe@gmail.com">kathy.schwalbe@gmail.com</a> (919) 241-1575 <a href="http://www.teachingquality.org/">http://www.teachingquality.org/</a>
	Create teacher leader career path in each high needs school with differentiated selection and compensation	The <b>Macomb Intermediate School District Teacher Leader Program</b> is designed to identify and develop teacher leaders in the K-12 school buildings within the county and develop their skills to improve learning for the school community that includes students, parents, and staff. <a href="http://macombtl.com/">http://macombtl.com/</a>	
<b>(7) Ensure equitable distribution of effective teachers and principals</b>	Increase the concentration of highly effective teacher and leaders in high needs schools  Forecast hiring needs for teachers/leaders and use succession planning to identify candidates for school leadership	<b>Teacher for America (TFA)</b> corps members commit to teach for two years in urban and rural public schools that serve low income students. TFA has 21 corps members in Wilmington, Delaware for the 2009-10 school year.  <b>The New Teacher Project (TNTP)</b> has worked in cities throughout the country to provide support to districts with low income schools by: <ul style="list-style-type: none"> <li>• Recruiting, selecting and training high need teachers (i.e. math and science)</li> <li>• Supporting leaders through professional development in marketing a school, hiring excellent teachers and building instructional teams.</li> </ul>	<b>Teach for America (TFA)</b> Mike Wang, Executive Director TFA Mid-Atlantic <a href="mailto:mike.wang@teachforamerica.org">mike.wang@teachforamerica.org</a> (215) 592-9260 <a href="http://www.teachforamerica.org/">http://www.teachforamerica.org/</a> <b>See Race to the Top Plan: Narrative pages (D)2-3</b>  <b>The New Teacher Project</b> Deborah Doordan (see above) <a href="http://www.tntp.org/">http://www.tntp.org/</a> <b>See Race to the Top Plan: Narrative page (D-3) and Appendix page (D)(1)-4</b>

<sup>2</sup> Organizations in the RTTT application will present and be available for questions on May 18.

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		<b>New York City Leadership Academy (NYCLA)</b> prepares candidates to be leaders in high need schools through a year-long intensive training program that includes summer training, a residency in a high needs school and a planning summer and ongoing professional development.	<b>NYC Leadership Academy</b> Deborah Doordan (see above) <a href="http://www.nycleadershipacademy.org/">http://www.nycleadershipacademy.org/</a> <b>See Race to the Top Plan: Narrative page (D-3) and Appendix page (D)(1)-5</b>
	Create a policy of mutual consent so that both teachers and principals must agree to teacher transfer and placement decisions	In 2005, the <b>New York City Department of Education</b> its teachers union agreed to a new contract changing the staffing process for teachers and schools by: 1) protecting the right of schools to choose which teachers they hired, regardless of seniority, 2) ending the “bumping” of novice teachers out of their positions by senior teachers who claimed these positions without input from principals, and 3) establishing a more open hiring process for displaced teachers.	<b>The New Teacher Project</b> Deborah Doordan, Executive Director (see above) <a href="http://www.tntp.org/">http://www.tntp.org/</a>
	Provide incentives for teachers to move to high needs schools within the district (i.e bonuses, reduced class schedule)	In <b>Charlotte-Mecklenburg</b> (N.C.), the district offers a variety of incentives to their FOCUS (Finding Opportunities, Creating Unparalleled Success) schools (i.e. signing bonuses for working in high-needs schools, retention bonuses for master teachers, high academic change awards to teachers). <a href="http://www.cms.k12.nc.us/Pages/Default.aspx">http://www.cms.k12.nc.us/Pages/Default.aspx</a>	<b>TAP: The System for Teacher and Student Advancement</b> National Institute for Excellence in Teaching (see above) <a href="http://www.tapsystem.org/">http://www.tapsystem.org/</a>
<b>(8) Implement strategies to engage families and communities effectively in supporting the academic success of students</b>	Engage parents and families in supporting their children’s academic success and holding schools accountable for results	The <b>Delaware Parent Leadership Institute (DPLI)</b> trains parents to better understand school achievement data so they can assist educators to make improvements based on that data, and is run by the Learning Link of Delaware. <a href="http://www.learninglinkde.org/">http://www.learninglinkde.org/</a>  The <b>Parent Teacher Home Visit Project (PTHVP)</b> began in Sacramento to spread the concept of home visiting throughout the district by providing training, support, and stipends to teachers. <a href="http://www.pthvp.org/">http://www.pthvp.org/</a>	<b>Learning Link of Delaware</b> Shannon Griffin, Executive Director <a href="mailto:sgriffin@learninglinkde.org">sgriffin@learninglinkde.org</a> (302) 421-9926 <a href="http://www.learninglinkde.org/">http://www.learninglinkde.org/</a>
	Create community-oriented schools	Children & Families First (C&FF) has been selected to be the lead partner in the new Eastside Community School initiative that will be housed at Bancroft Elementary School. <a href="http://www.cffde.org/news/eastside.htm">http://www.cffde.org/news/eastside.htm</a>	<b>Children and Families First</b> Leslie Newman, CEO <a href="mailto:Leslie.Newman@cffde.org">Leslie.Newman@cffde.org</a> (302) 658-5177 ext. 234

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		<p><b>Linkages to Learning</b> is a school-based collaboration among the Montgomery County Department of Health and Human Services, the Montgomery County Public Schools and non-profit, community based service providers and provides accessible services to at-risk children and their families; services include health, mental health, social services and educational support.  <a href="http://www.montgomerycountymd.gov/content/Linkages/index.html">http://www.montgomerycountymd.gov/content/Linkages/index.html</a></p>	<p><b>Communities In School of Delaware</b>            (Community engagement)            Jim Purcell, President  <a href="mailto:jpurcell@cisdelaware.org">jpurcell@cisdelaware.org</a>            (302) 857-1744  <a href="http://www.cisdelaware.org">www.cisdelaware.org</a></p>
<b>(9) Ensure that teachers and principals are effectively prepared</b>	Create alternative routes for teacher certification programs that prepare teachers for the challenges of working in high needs schools and subjects	The <b>Boston Teacher Residency (BTR)</b> recruits talented college graduates and career changers and trains them to teach in Boston Public Schools (BPS) through a yearlong classroom apprenticeship with master’s-level coursework. <a href="http://www.bostonteacherresidency.org/">http://www.bostonteacherresidency.org/</a>	<p><b>Institutions of Higher Education</b></p> <p><b>The New Teacher Project</b>            Deborah Doordan (see above)  <a href="http://www.tntp.org/">http://www.tntp.org/</a>  <b>See Race to the Top Plan: Narrative page (D-3) and Appendix page (D)(1)-4</b></p>
	Target recruitment and hiring to the most effective preparation programs	For examples of the work done by Teach for America, The New Teacher Project and NYC Leadership Academy, see section (7) above.	<p><b>Teach for America (TFA)</b>            Mike Wang, Executive Director            (see above)  <a href="http://www.teachforamerica.org/">http://www.teachforamerica.org/</a></p> <p><b>The New Teacher Project</b>            Deborah Doordan (see above)  <a href="http://www.tntp.org/">http://www.tntp.org/</a>  <b>See Race to the Top Plan: Narrative page (D-3) and Appendix page (D)(1)-4</b></p> <p><b>NYC Leadership Academy</b>            Deborah Doordan (see above)  <a href="http://www.nycleadershipacademy.org/">http://www.nycleadershipacademy.org/</a>  <b>See Race to the Top Plan: Narrative page (D-3) and Appendix page (D)(1)-</b></p>

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	Provide input into feedback for preparation and certification programs	<b>Alabama, Florida, Louisiana and Michigan</b> rely on objective, meaningful data to measure the performance of teacher preparation programs. <a href="http://www.nctq.org/stpy09/reports/stpy_national.pdf">http://www.nctq.org/stpy09/reports/stpy_national.pdf</a>	<b>Institutions of Higher Education</b>
<b>(10) Adopt a State-identified model or another coherent approach to professional development (as approved by the state) and prioritize the highest impact professional development</b>	Provide effective professional development, including: <ul style="list-style-type: none"> <li>• coaching</li> <li>• induction</li> <li>• common planning time</li> <li>• collaboration time with principals teachers</li> <li>• ongoing training</li> <li>• job embedded professional development</li> </ul>	<b>Job-embedded professional development</b> was implemented in seven elementary schools in the Chicago public schools, resulting in increases in student scores on the reading component of the state test. <a href="http://www.ascd.org/">http://www.ascd.org/</a>	<b>Focus on Results</b> Jan Leight, Senior Executive (see above) ( <a href="http://focusonresults.net/">http://focusonresults.net/</a> )  <b>Learning Innovations at WestEd</b> (Professional Development around Teacher Quality and Leadership) Janet M. Phlegar, Director <a href="mailto:jphlega@wested.org">jphlega@wested.org</a> (781) 481-1107 <a href="http://www.wested.org/cs/we/view/pg/13?xt=we.serv.view">http://www.wested.org/cs/we/view/pg/13?xt=we.serv.view</a>
	Integrate professional development offerings into a single approach for teacher and leader growth	For a description of the work done in Delaware by the Vision Network, see section (5) above.	<b>Vision Network</b> Rob Rescigno, Vision Network Liaison (see above) <a href="http://www.vision2015delaware.org/">http://www.vision2015delaware.org/</a> <b>See Race to the Top Plan: Narrative page (D-52) and Appendix page (D)(5)</b>
	Link professional development to career paths and the educator evaluation	For a description of the work done by TAP, see section (5) above.	<b>TAP: The System for Teacher and Student Advancement</b> National Institute for Excellence in Teaching (see above) <a href="http://www.tapsystem.org/">http://www.tapsystem.org/</a>

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	Review existing professional development to determine if it meets state standards and discontinue if it does not meet state standards	The <b>National Staff development Council (NSDC)</b> has developed standards to drive effective professional development for teachers. <a href="http://www.nsd.org/index.cfm">http://www.nsd.org/index.cfm</a>	<b>National Staff Development Council (NSDC)</b> Sue Francis, <i>Custom-Designed Services Coordinator</i> <a href="mailto:sue.francis@nsdc.org">sue.francis@nsdc.org</a> (972) 421-0900 <a href="http://www.nsd.org/index.cfm">http://www.nsd.org/index.cfm</a>
<b>(11) Accelerate the development of instructional leaders</b>	Ensure that novice principals and principals of high needs schools participate in intensive State instructional leadership training	<p><b>Delaware Academy for School Leadership (DASL)</b> provides thought partners/coaches to the Vision Network. Retired principals and superintendents offer coaching on issues including using data to drive instruction.</p> <p><b>New York City Leadership Academy (NYCLA)</b> prepares candidates to be leaders in high need schools through a year-long intensive training program that includes summer training, a residency in a high needs school and a planning summer and ongoing professional development.</p> <p>The <b>University of Virginia (UVA)</b> offers a two-year School Turnaround Specialist Program to school districts that includes close interactions between district personnel and the principals who have been identified to participate in School Turnaround Specialist Program and initiate the turnaround.</p>	<p><b>Delaware Academy for School Leadership (DASL)</b> Jackie Wilson, Associate Director <a href="mailto:jowilson@udel.edu">jowilson@udel.edu</a> (302) 831-0126 <a href="http://www.udel.edu/dasl/">http://www.udel.edu/dasl/</a></p> <p><b>NYC Leadership Academy</b> Deborah Doordan (see above) <a href="http://www.nycleadershipacademy.org/">http://www.nycleadershipacademy.org/</a></p> <p><b>UVA Turnaround Specialist Program</b> LeAnn Buntrock, Executive Director Darden/Curry Partnership <a href="mailto:BuntrockL@darden.virginia.edu">BuntrockL@darden.virginia.edu</a> (434) 924-3806 <a href="http://www.darden.virginia.edu">http://www.darden.virginia.edu</a></p>
	Distribute leadership in schools through integrated use of school administration managers, time studies and coaching	Delaware has been implementing the national <b>School Administration Managers (SAMs)</b> program, which involves the use of: (1) School Administrative Managers who take on some of the administrative tasks of the school leader (usually an existing staff person); (2) time studies tracking how school leaders allocate their time; and (3) coaching to help school leaders reallocate time to instructional leadership.	<b>School Administration Managers (SAMs)</b> (Coordinated through DASL) <i>See Race to the Top Plan: Narrative page (D-55-56) and Appendix (D)(5)-3</i>

## Resources

### RTTT LEA Scope of Work Development

see RTTT application and MOU for greater detail on Scope of Work requirements

Scope of Work Requirement	Best Practice Principles	State and National Examples (selected examples; not intended to be exhaustive) <i>In cases where districts will be working directly with the DOE, the roles and relationships are outlined.</i>	Potential Partners for LEAs (examples to consider; this is neither an endorsement nor an exhaustive list)
<p><b>(12) Follow the process for turning around schools selected for the Partnership Zone in accordance with State regulations and provide support to low-achieving schools</b></p>	<p>Select one of the four interventions, craft a plan and negotiate for necessary flexibility with representatives of educator associations</p> <p>Implement one of the four intervention models: turnaround, restart, school closure or transformation</p> <p>Support schools in the Partnership Zone</p> <p>Integrate learnings from Partnership Zone schools to build district capacity</p>	<p><b>Academy for Urban School Leadership (AUSL)</b> provides teacher training through a year-long residency and has a history of comprehensive high school turnaround management within negotiated collective bargaining agreements.</p> <p><b>Mastery Charter Schools</b> works in Philadelphia with high schools and has shown that the lowest performing schools can be turned around. Mastery has received national attention for its success in improving student achievement and representatives from Delaware have visited schools run by Mastery.</p> <p><b>Turnaround for Children</b> has worked with low performing schools in New York City by placing a “senior educator and social worker” in an intense consultancy with schools (elementary and secondary) over a three-year period. Services focus on improving school culture and establishing student support services. Turnaround for Children gives the same weight to strategic leadership and staffing decisions as to organizational systems and practices and could be implemented as a transformational model.</p> <p>For a description of the work done by the UVA Turnaround Specialist Program, see section (11) above.</p>	<p><b>Expanded Learning for Results</b> (Transformation Model with focus on teacher/leader effectiveness, instruction, increased learning time and operational flexibility) (see above) <a href="http://www.timeandlearning.org/">http://www.timeandlearning.org/</a></p> <p><b>Learning Point Associates</b> (Turnaround Design) Sabrina Laine, Chief Program Officer <a href="mailto:Sabrina.Laine@learningpt.org">Sabrina.Laine@learningpt.org</a> (800) 356-2735 <a href="http://www.learningpt.org/expertise/schoolimprovement/data/">http://www.learningpt.org/expertise/schoolimprovement/data/</a></p> <p><b>Turnaround for Children</b> (Transformation Model with focus on student support services) Deborah Doordan, Executive Director (see above) <a href="http://www.turnaroundusa.org/">http://www.turnaroundusa.org/</a></p> <p><b>UVA Turnaround Specialist Program</b> LeAnn Buntrock, Executive Director (see above) <a href="http://www.darden.virginia.edu">http://www.darden.virginia.edu</a></p>