

Attachment 1: Preliminary Scope of Work

The Preliminary Scope of Work describes the expected activities to be completed by the State and by participating LEAs/charters

- If the State is awarded a grant (announcement expected in April), each participating LEA/charter will have 90 days to submit its own final scope of work
- Each participating LEA/charter’s final scope of work will include:
 - Detailed workplans that are consistent with the preliminary scope of work and with the State’s grant application
 - Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures

Standards and assessments

VISION: Implement rigorous college and career-ready standards and link with high-quality formative and summative assessments

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> ▪ Review and adopt CCSSO standards by August 2010, as appropriate, and align grade-level expectations to guide curriculum ▪ Implement DCAS, a state computer-adaptive assessment system, by the 2010-2011 school year, with up to three formative assessments and a summative assessment per year: <ul style="list-style-type: none"> — Grades 3-8: Annual summative reading and mathematics exams; Two years of summative exams each for science and social studies¹ — High school: End-of-course assessments in ELA, mathematics, science and social studies¹ — Grades 2-10: Benchmark growth assessments in reading, mathematics, and, optionally, science¹ ▪ Implement a statewide assessment of college-readiness using a nationally-available college-entry exam (e.g., SAT) ▪ Provide intensive professional development during transition to new standards ▪ Spearhead a multi-state item bank collaborative (IBC) that can serve as the foundation for shared assessments ▪ Transition from DCAS to shared multi-state assessment when available (expected in 2015) and as appropriate ▪ Identify and support promising opportunities to engage parents and communities in supporting the academic success of students 	<ul style="list-style-type: none"> • No additional activities 	<ul style="list-style-type: none"> • Participate in review of new standards and preparation of grade-level expectations (All LEAs/charters)* • Ensure curriculum aligns with standards, is implemented with fidelity, is having expected impact on student achievement, and is modified if ineffective (All LEAs/charters)* • Ensure teachers and leaders participate in State’s standards-related professional development (All LEAs/charters)* • Ensure all students participate in statewide formative and summative assessments and assessments of college readiness (All LEAs/charters)* • Build a culture of college-and career-readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement, by <ul style="list-style-type: none"> — Providing rigorous advanced coursework (e.g., AP courses, STEM courses that incorporate project-, inquiry-, or design-based contextual learning opportunities, flexible grouping) — Targeting high-need or low-achieving students for enrollment in this advanced coursework — Proactively supporting these students in this advanced coursework (e.g., AP Summer Institute, extended learning time)

* All LEAs/charters will have to complete these activities, not just participating LEAs/charters
¹ Some end-of-course exams may not be in place until the 2011-2012 school year

(All LEAs/charters)
 Indicates that the activity will be required of participating LEAs/charters and non-participating LEAs/charters (e.g., all schools must use the State data system)

Standards and assessments

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Accessing and using State data

VISION: Improve access to, and use of, the State’s robust longitudinal data system by creating a data portal with dashboards targeted to stakeholder groups

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none">▪ Develop a user identity management system to provide customized user access based on role▪ Build an Educational Dashboard Portal that<ul style="list-style-type: none">– Makes State longitudinal data easily accessible to stakeholders– Provides differentiated “dashboards” based on stakeholder role, with data of interest to the stakeholder (as determined by research), full longitudinal and trend information, and correlations between key statistics– Allows for custom data reports with an easy-to-use, customizable reporting tool that enables users to select, compare, and filter statistics/indicators– Is consistent with FERPA▪ Create a governance council to oversee the portal▪ Publicize and refine the portal<ul style="list-style-type: none">– Actively direct different stakeholders to the portal and solicit feedback for refinement▪ Increase P-20 coordination<ul style="list-style-type: none">– Develop MOUs with early education and higher education institutions; develop Enterprise Data Management▪ Increase inter-agency coordination<ul style="list-style-type: none">– Develop MOUs with other Delaware agencies (e.g., Department of Health and Social Services)	<ul style="list-style-type: none">▪ No additional activities	<ul style="list-style-type: none">▪ Continue to use the statewide data system in schools (All LEAs/charters)*▪ Provide real-time data that meets quality standards (All LEAs/charters)*▪ Provide input into the development of dashboards (e.g., feedback on which indicators are most relevant to different stakeholders)

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Using data to inform instruction

VISION: Build the capacity to use data to inform instruction by implementing instructional improvement systems and providing support from data coaches

For all LEAs/charters, the State will...

- **Create the technological base for instructional improvement systems¹** (e.g., reports based on formative assessments) and integrate into the Educational Dashboard Portal
- **Define criteria and quality standards for instructional improvement systems¹**
 - Instructional improvement systems include **collaborative planning time** in which teachers analyze student data, develop plans to differentiate instruction in response to data, and review the effectiveness of prior actions (see box below for more detail)
- **Pre-approve methods and/or providers of instructional improvement systems¹** meeting these expectations

Instructional improvement systems are defined as technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments, interim assessments, summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

For participating LEAs/charters, the State will...

- **Recruit, train, deploy, and subsidize data coaches to participate in instructional improvement systems¹**
 - Data coaches will facilitate collaborative planning time to help teachers and leaders develop the technical skills to analyze data and the pedagogical skills to adjust instruction based on data
 - Data coaches will also provide teachers with feedback on instructional approaches following observation

Participating LEAs/charters will...

- **Ensure implementation of instructional improvement systems¹**
 - Provide 90 minutes of weekly collaborative time for teachers² and leaders to participate in instructional improvement systems in small, relevant groups (e.g., 6 3rd and 4th grade teachers)
 - Implement (or enhance) an instructional improvement system that meets State criteria and quality standards, and includes facilitated collaborative planning time (may choose a pre-approved provider/method or may request approval for other options)
 - Integrate instructional improvement systems as a core job-embedded professional development offering
- **Integrate State data coaches into instructional improvement systems¹**
 - Use State data coaches to facilitate collaborative time, observe instruction, and provide feedback
 - Minimum of 4.5 hours per month per collaborative planning group (e.g., 6 teachers) for 2 years
 - Provide access to classrooms for data coaches to complete observations of instruction and offer feedback

* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

¹ As defined in box on this page

² For teachers in subjects tested through DCAS – includes subjects covered with end-of-course exams

Improving teacher and principal effectiveness based on performance

VISION: Improve teacher and principal effectiveness with annual evaluations across multiple dimensions, and require student growth for effective ratings; use evaluations to inform teacher and principal development, rewards, and consequences

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> ▪ Revise DPASII to meet regulations requiring student growth for effective and highly effective ratings <ul style="list-style-type: none"> – Define rigorous and comparable measures of student growth in consultation with stakeholder groups ▪ Provide high-quality training to assessors on conducting evaluations and providing specific and actionable feedback using the State’s 4-level rubric <ul style="list-style-type: none"> – Require documentation of evaluations and conduct audits ▪ Define the teacher leader role and responsibilities (which will include daily teaching time) and create an evaluation supplement for DPAS II for teacher leaders ▪ Define model career ladder (or identify examples) ▪ Propose legislation requiring teachers to show appropriate levels of student growth prior to offering continuing licenses and tenure protections 	<ul style="list-style-type: none"> ▪ Recruit, train, deploy, and subsidize development coaches to support the transition to a more rigorous, transparent evaluation process, reduce the administrative burden, and improve calibration <ul style="list-style-type: none"> – Subsidize ongoing, one-on-one training to assessors in using the State’s 4-level rubric and providing specific and actionable feedback – Subsidize ongoing, one-on-one training to assessors in creating development plans in response to evaluation – Assist assessors with calibrating their evaluations ▪ Expand the whole-school bonus program 	<ul style="list-style-type: none"> ▪ Integrate development coaches into the evaluation process and ensure assessors have a half-day available monthly to collaborate with coaches <ul style="list-style-type: none"> – Minimum 2 years of coaching for each assessor ▪ Use State educator evaluations as a primary factor in teacher and principal development plans, promotion, advancement, retention, and removal <ul style="list-style-type: none"> – Use the State’s 4-level rubric to provide specific and actionable feedback following observations and evaluation (All LEAs/charters)* – Create improvement plans to address needs identified through evaluation (All LEAs/charters)* – Deliver professional development offerings that are aligned with improvement plans (see support section) (All LEAs/charters)* – Use evaluations as a primary factor in making promotion, advancement, retention, and removal decisions (for removal, All LEAs/charters)* – Provide evaluation results, including ratings on the 4-level rubric, to the State (All LEAs/charters)* ▪ Define the career ladders already in place (if any) that link evaluation to professional development, promotion, advancement, and compensation ▪ Optional: Create new career ladders that link evaluation to professional development, promotion, advancement, and compensation (e.g., proven programs such as TAP (The Teacher Advancement Program)) ▪ Optional: Create differentiated compensation for effective or highly-effective teachers in critical subject areas or hard-to-staff classes (e.g., remedial vs. AP) ▪ Create a teacher leader career path <ul style="list-style-type: none"> – Establish and staff teacher leader position(s) in each high-need school, or demonstrate the existence of other similar positions that are open only to highly effective educators (per the State educator evaluation) and meet the responsibilities, differentiated compensation, selection, and retention characteristics described below¹ <ul style="list-style-type: none"> ▫ Define teacher leader role and responsibilities in accordance with State’s definition ▫ Provide differentiated compensation for teacher leaders ▫ Implement a rigorous selection process that considers only highly effective teachers for teacher leader roles ▫ Require “highly-effective” ratings for at least 2 out of every 3 evaluations for teacher leaders to remain in role – Optional: Establish teacher leader positions in schools that are not high-need

* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

¹ If approved by the State

Ensuring equitable distribution of effective teachers and principals

VISION: Ensure equitable distribution by developing programs that place teachers and principals in high-need schools, prepare teachers for high-need subjects, and provide financial incentives to retain effective teachers and principals

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> ▪ Establish new (and enhance existing) partnerships that recruit, select, prepare, and place teachers and principals in high-need schools <ul style="list-style-type: none"> – Support efforts to replicate or expand proven programs ▪ Support the development of a STEM teacher residency to attract non-traditional candidates to STEM teaching positions ▪ Create a statewide recruitment campaign <ul style="list-style-type: none"> – Develop a central website for applications – Create a marketing campaign 	<ul style="list-style-type: none"> ▪ Develop an equitable distribution fellowship program to attract highly qualified educators to high-need schools <ul style="list-style-type: none"> – The program will offer specialized training, professional development, and financial incentives to highly effective teachers and leaders who transfer to high-need schools – Educators will be placed in cohorts at high-need schools – Implementation will focus on a sub-set of high-need schools, as selected by the Secretary of Education based on teaching and learning environments ▪ Use incentives to retain highly effective teachers and leaders <ul style="list-style-type: none"> – Provide financial incentives for highly effective teachers and principals in selected high-need schools 	<ul style="list-style-type: none"> ▪ Increase the concentration of highly-effective teachers and leaders in high need schools ▪ Nominate high-need schools that demonstrate commitment to improving teaching and learning environments (e.g., schools that have a strong leader in place) to participate in equitable distribution fellowship program ▪ Implement strategies to engage families and communities effectively in supporting the academic success of students (e.g., creating community-oriented schools that meet students' social, emotional, and health needs) ▪ Participate in statewide recruitment campaign <ul style="list-style-type: none"> – Use central website for applications (All LEAs/charters)* – Forecast hiring needs for teachers and leaders and use succession planning to identify high-potential candidates for school leadership positions

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Improving the effectiveness of teacher and principal preparation programs

VISION: Improve preparation/certification programs by assessing the effectiveness of their participants, expanding successful programs, and improving or removing less successful programs

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> ▪ Link teacher/principal effectiveness to preparation and certification programs <ul style="list-style-type: none"> – Measure programs based on the effectiveness the teachers/principals they prepare/certify, including the impact of those teachers/principals on student growth – Publicly report the aggregate data for each preparation/certification program ▪ Expand successful programs and routes, improve or remove less successful programs and routes <ul style="list-style-type: none"> – Provide feedback on improvement areas, and possible changes to entry and exit requirements, and curriculum – Rigorously conduct re-certification process – Support the expansion of successful programs 	<ul style="list-style-type: none"> ▪ No additional activities 	<ul style="list-style-type: none"> ▪ Target recruiting and hiring to the most effective preparation programs, as demonstrated by the effectiveness of the teachers/principals they prepare/certify ▪ Provide input into feedback for preparation and certification programs

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Providing effective support to teachers and leaders

VISION: Improve the coherence, quality, and impact of support for teachers and leaders through more rigorous certification and prioritization of instructional leadership

For all LEAs/charters, the State will...

- **Establish standards for professional development and enforce via a certification and monitoring process**
 - Ensure approved offerings are high-quality and high-impact by reviewing evidence of impact on student achievement, including measuring outcomes for participants and students
 - Eliminate ineffective professional development
 - Map approved professional development offerings to skills in the State educator evaluation
- **Identify or develop coherent model approaches to professional development** that link offerings to specific skill and role expectations, and to the State educator evaluation

For participating LEAs/charters, the State will...

- **Make intensive training in instructional leadership available to school leaders, particularly novice principals and principals of high-need schools¹**
 - Ensure a high-quality, research-driven training program is available

Participating LEAs/charters will...

- **Adopt a State-identified model or another coherent approach to professional development (as approved by the State)**
 - Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded
 - Integrate professional development offerings, including support from embedded mentors and coaches, into a single approach to teacher and leader growth
 - Link professional develop to career paths, specific skill and role expectations, and to the State educator evaluation
 - Review existing professional development to determine if it is high-quality and high-impact according to State standards
 - Discontinue participation in professional development that does not meet State standards
- **Prioritize participation in high-impact professional development offerings** that address needs identified in the State educator evaluation, in accordance with development plans (All LEAs/charters)*
- **Accelerate the development of instructional leaders**
 - Ensure novice principals and principals of high-need schools¹ participate in intensive State instructional leadership training
- **Distribute leadership in schools through the integrated use of school administration managers, time studies, and coaching** to ensure that school leaders spend more of their time on instructional leadership

* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

¹ After considering performance and recent training (e.g., novice principals who are graduates of a selective Turnaround training program may not need to participate)

Turning around lowest-achieving schools

VISION: Identify schools to turn around through the State Partnership Zone, give the State authority to intervene in reform plan following collective bargaining, and provide support with a strong turnaround office

For all LEAs/charters, the State will...

- **Identify schools to turn around through the State Partnership Zone**
 - Identify “persistently lowest-achieving schools” using performance and trend in performance for all students
 - Use a rigorous qualitative assessment to sequence schools for turnaround
- **Create MOU by which the State and district will collaboratively intervene in failing schools**
 - Schools in lowest-achieving category will enter into an agreement giving the State power to influence reform plans that lack a rigorous approach to reform
 - Establish the last best chance option:
 - The district and union will enter into a collective bargaining period to secure necessary flexibility to implement one of the four school intervention models, as defined in State regulations¹
 - The State chooses an option in the event of a stalemate, or requests renegotiation if agreement is not strong enough to implement a rigorous reform plan
- **Develop turnaround office to support Partnership Zone schools**
 - Maintain a turnaround office to support schools and districts in turnaround efforts (e.g., assisting with recruitment of local partners, providing expertise, identifying best practice) and to monitor progress

For participating LEAs/charters, the State will...

- **Provide additional financial support** for Partnership Zone schools

Participating LEAs/charters will...

- **Follow the process for turning around schools selected for the Partnership Zone in accordance with State regulations¹** (All LEAs/charters)*
 - Decide on a reform model, craft a plan, and negotiate for necessary flexibility with representatives of educator associations (All LEAs/charters)*
 - Implement one of four school intervention models: Turnaround, Restart, School Closure, or Transformation, as defined in RTTT guidelines¹ (All LEAs/charters)*
 - Carry out plan to achieve AYP within two years of operations as part of the Partnership Zone (All LEAs/charters)*
- **Provide support** to schools in the Partnership Zone (All LEAs/charters)*
- **Integrate learnings from Partnership Zone schools to build district capacity** to improve performance of low-achieving schools (All LEAs/charters)*

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¹ State regulations will define Turnaround, Restart, School Closure, and Transformation in accordance with the RTTT guidelines

Definitions

Term	Definition
▪ High-minority school	▪ High-minority school is defined by the State in a manner consistent with its Teacher Equity Plan
▪ High-need school	▪ High-need school means a high-poverty or high-minority school
▪ High-need students	▪ High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top guidelines), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners
▪ High-poverty school	▪ High-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State
▪ Instructional improvement systems	▪ Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments (as defined in the Race to the Top guidance), interim assessments (as defined in the Race to the Top guidance), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top guidance) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure