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E³

Empowered Effective Educators

New Haven Public Schools

Submitted to the Bill and Melinda Gates Foundation

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SECTION I: PROPOSAL OVERVIEW

New Haven's Empowered Effective Educators (E³) program builds upon a national teacher evaluation model, known as TEVAL, which includes an emphasis on development. With the development and implementation of E³ New Haven continues to blaze new trails in the field of professional learning.

E³'s theory of action is to strengthen teacher-to-teacher interaction through informal and formal networks focused on quality practice, thereby helping our teachers to have more *great* days when their professional engagement results in increased student engagement and student learning. E³ is a targeted, job-embedded professional development program that will accomplish three outcomes by the summer of 2014. It will:

1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback;
2. Build teacher leadership capacity to supports professional learning (The E³ Team); and
3. Identify more professional learning time (resource optimization).

Each of these activities will strengthen the purpose, support, and meaning of teachers' professional learning, connected by the TEVAL plan and focused on particular threads of learning experiences.

E³ will be supported by the district's efforts to develop a Talent Office, with the goals of streamlining and integrating human capital functions (hiring, placing, growing, and retaining staff), along with building both strategic management and project management capacity. Enabled through the Professional Educator Program (PEP) grant, the Talent Office will open in the course of broad district reorganization. The leadership of the E³ project will be housed in the Talent Office, enabling stronger connections to staff members responsible for TEVAL, leadership development, and professional development more broadly. The current E³ committee will transition to an E³ team that is designed and staffed to oversee the work of the E³ program.

Our E³ proposal is designed to build on the current strengths of New Haven's Talent and Professional Development systems and take the first steps to transform it into a **Professional Learning** system. E³'s theory of action – to strengthen teacher-to-teacher interaction through informal and formal social networks – will result in *great* days for teachers, when their professional engagement results in increased student engagement and learning.

The total estimated cost for the resources needed for E³ implementation over the next year is **\$973,166**. These resources will allow New Haven to (1) provide protocol training and support to a corps of teacher leaders who are piloting a peer-to-peer learning model throughout the district; (2) create a leadership team with the time, resources, and mandate to manage this work; and (3) study district and school schedules to identify practical time solutions for schools to deepen peer-to-peer learning in the 2014-15 school year.

SECTION II: PROJECT DESCRIPTION

New Haven's Talent Initiative is in its infancy, with a goal to empower effective educators through a program called the Professional Educators Program (PEP), funded in part by a Teacher Incentive Fund (TIF) grant. We have taken steps down the path to establish a full culture, with systems – such as our TEVAL and PEVAL evaluation and development protocols started in 2009 – and structures – such as a very recent reorganization of our district office to integrate Human Resources, Professional Development, Leadership Development, and Teacher Evaluation departments, which are now housed under one director.

New Haven's current resources through TIF are targeted toward teacher evaluation and career paths, therefore, leaving a gap in professional learning. This E³ proposal includes additional coordination of professional learning in the Talent Office. Our strategic goal is to insure sustainability including Talent Office positions.

SPECIFIC PROJECT: EMPOWERED ENGAGED EDUCATORS (E³)

To create more *great* teaching days in New Haven, we must engage our teachers in a stronger cycle of continuous professional learning. We believe that professional learning, at its heart, must share the same attributes as student learning – it must be purposeful, supportive, and meaningful, which are the three attributes at the heart of New Haven's Instructional Practice Framework. New Haven will engage in three activities that we expect to provide the connective tissue for this professional learning:

1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback
2. Build teacher leadership capacity to supports professional learning (The E³ Team)
3. Identify more professional learning time (resource optimization).

LOGIC MODEL

E3 Logic Model	
Aspirational Statement	Our goal is for New Haven's teachers to have more *great days*, when their professional engagement results in increased student engagement and student learning. We will develop that professional practice by ensuring that professional learning echoes student learning, with purposeful, supportive, and meaningful opportunities for the professionals involved.
Resources/ Inputs	<ol style="list-style-type: none"> 1. Process: Ensure that the evaluation and development process anchors professional learning through the TEVAL process, and that formal and informal professional learning experiences are purposeful, meaningful, and supportive (including the traditional professional development time, release time from classes, and interstitial time available in the schedule). 2. People: Utilize and enhance the capacity and capability that exists within New Haven Public Schools for professional learning, by identifying, training, utilizing, and compensating Teacher Facilitators to support the development of their peers.
High Level Activities to Drive Change	<ol style="list-style-type: none"> 1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback 2. Build teacher leadership capacity to supports professional learning (The E³ Team) 3. Identify more professional learning time (resource optimization).
Milestones Outputs	<p>1-a: 50 Teacher Facilitators form groups of 5-6 teachers and identify PD needs and common professional learning interests.</p> <p>1-b: Train 50 Teacher Facilitators on selected protocols.</p> <p>1-c: 80% of teachers report that protocols are valuable and help professional learning to be</p>

	<p>more productive.</p> <p>2-a: Hire and \mathbb{E}^3 Associate and Assistant.</p> <p>2-b: Formalize \mathbb{E}^3 team.</p> <p>2-c: Establish processes and routines for \mathbb{E}^3 team.</p> <p>2-d: Resources, support, and coaching will be provided to Teacher Facilitators on consistent and timely basis by \mathbb{E}^3 team.</p> <p>3-a: Evaluate current time system for teachers.</p> <p>3-b: Convene school leaders and teachers to identify potential schedule configurations to allow for more professional learning time.</p> <p>3-c: Schools are provided with 2-3 options to implement for the 2014-15 school year.</p> <p>3-d: 5 schools will adapt schedules to create more professional learning time.</p>
Ultimate goal	<p>New Haven's ultimate goals are to:</p> <ul style="list-style-type: none"> Professionalize teaching so that teachers are empowered, accountable for outcomes, and networked to peers Prepare students for college, career, and life.

THE WORK PLAN

New Haven's \mathbb{E}^3 work plan is designed to establish a strong foundation of professional learning. The first steps of implementation began during the summer of 2013 and in the early months of the 2013-14 school year. The chart below illustrates how the high-level activities of change, in general terms, flow.

Outcomes	Pre-conditions (Spring/Summer 2013)	Year One (2013-14)
Pilot a peer-to-peer professional learning model	<p>A group of teachers and administrators were identified to create a proposal to the Bill and Melinda Gates Foundation iPD competition</p> <p>Identify and train 60 Teacher Facilitators</p>	<p>Without Gates funding secured, district leadership encouraged the group to implement the idea of Teacher Facilitators.</p> <p>Support 50 (due to some dropping out) Teacher Facilitators support 250-300 teachers with professional learning</p>
Build teacher leadership capacity	<p>Talent Council subcommittee works to review and modify the Instructional Framework & Development sections of TEVAL</p>	<p>One Teacher Facilitator in the majority of New Haven's schools facilitates deep, ongoing professional conversations about student learning.</p> <p>Groups will include 5-6 teachers in each school</p>
Identify more professional learning time	<p>Limited time exists; varies depending on elementary and high school.</p>	<p>Gather information systemically in order to adapt schedules for professional learning time accordingly.</p>

In the subsequent sections, the outcomes and milestones of this work are explained in more detail.

PILOT A PEER-TO-PEER PROFESSIONAL LEARNING MODEL

“The answer is in the room,” was a motto that the New Haven iPD planning team adopted early in the proposal writing process. Over a six-month period the iPD planning group discussed several ideas and approaches from which three themes emerged: (1) teachers frequently ask their peers for advice, (2) some teachers organized a group called EPIC, which is one attempt to formalize a peer-to-peer learning model, and (3) the group thought TEVAL would help the system to identify and strengthen teacher skills and talents – rather than the reverse of a “gotcha” mentality of focusing on a teachers deficits. These three themes, which tap current informal and formal systems, are the foundation for \mathbb{E}^3 .

Currently, the \mathbb{E}^3 committee (the group who worked together to write the first iPD grant) supports 50 Teacher Facilitators who are building groups of 250-300 teachers (15% of New Haven’s teaching corps) in in small groups of 4-9 teachers throughout the district. The Teacher Facilitator concept originated in New Haven’s iPD proposal submitted in May 2013. New Haven’s Talent Council (the oversight board of our Professional Educators Program) agreed to fund summer training to support fall implementation of the Teacher Facilitator role. These Teacher Facilitators were trained over the summer in a battery of skills to help them to be more effective leaders of their peers.

While this work has started, there are gaps for which the Bill and Melinda Gates Foundation’s (BMGF) targeted support is needed. The list below outlines what is expected from each Teacher Facilitator, with a sub-bullet that explains the targeted support:

- Select a team focus for their work together, and align that focus to the TEVAL goals of the group.
 - Each group will create a plan, and the \mathbb{E}^3 leadership team (explained more in the next section) will review. BMGF funds will be used to support two full-time positions and additional stipends for teachers who will remain in the classroom.
- Align TEVAL professional learning plans for each teacher. In the first quarter these plans are approved by Instructional Managers at the building level, and aligned with the core elements of the Instructional Practices Framework. With the implementation of \mathbb{E}^3 , the goals are to strengthen the plans by working in groups to deepen professional learning through facilitated discussions.
 - BMGF support will be used to train groups. Each group has the option of using one of the following protocols:
 - a. Authentic Intellectual Work (AIW) emphasizes standards of construction of knowledge, in-depth understanding through disciplined inquiry, and value beyond school. (<http://centerforaiw.com/>)
 - b. Critical Friends Groups are designed to provide the focus and structure needed to support learning of educators within their school settings. (<http://www.schoolreforminitiative.org/>)
 - c. Designing for Engagement – Schlechty Center focuses on the connection between students’ engagement with the work and the quality of the learning that results. Read the book: “Engaging Students” by Phillip Schlechty, for further detail. (http://www.schlechtycenter.org/system/attachments/25/original/Design_Tool_kit.pdf?1337618096)
 - d. Japanese Lesson Study engages teachers in a research process that engages them deeply in thinking about content and student learning. (<http://www.aft.org/pdfs/americaneducator/fall2009/dubin.pdf>)
 - e. Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action

research to achieve better results for the students they serve.
(<http://www.allthingsplc.info/>)

- Work with the principals to ensure alignment to the School Improvement Plans and to identify time available, although this is an area of growth because time is scarce.
 - These conversations will start with teacher leaders and the BMGF support will enable access to consultants such as TimeWise and/or the National Center for Time and Learning
- Engage in monthly discussions with the new E³ team about the opportunities and challenges of the work.
 - These discussions will be organized by the E³ team; additional training will be identified in 2014 with BMGF resources (this could be follow-up training from NAATE, which trained the teacher facilitators in the summer).
- Submit interim reports to document activities and enable end-of-the-year reflections. Some questions that teachers could consider include:
 - What are your overall impressions of the process?
 - What did you find to be the most effective?
 - What did you find the most challenging?
 - Has your relationship with your Instructional Manager changed? If so, how?
 - What would you do differently if you were going to start over?

To reiterate, the E³ leadership team currently informally supports the progress of the peer-to-peer learning that is being piloted during the 2013-14 school year – BMGF support will enable these informal systems to become more systemic and enable strong planning for the 2014-15 school year. The team is explained more in the next section.

BUILD TEACHER LEADERSHIP CAPACITY

With BMGF funding, the current teachers on the E³ planning committee will transition from a planning committee to a team with defined roles that provide leadership to establish E³ in New Haven – they will be known as the E³ team. All E³ team members will facilitate 10 Teacher Facilitators by:

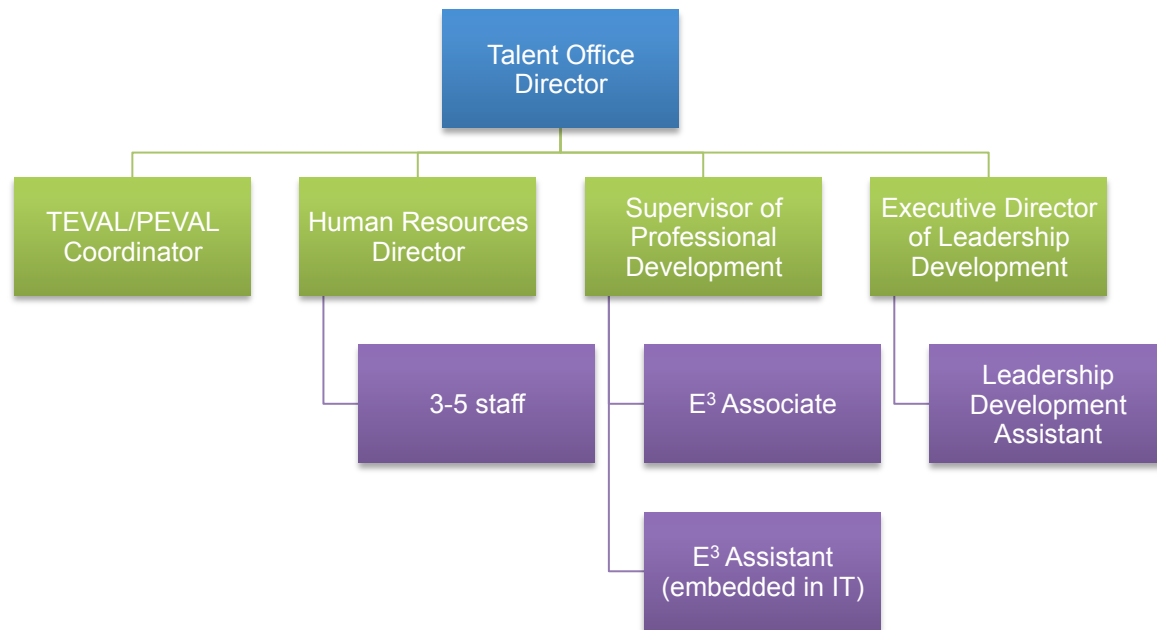
1. Finding Resources
2. Arranging additional training
3. Helping the teachers to fulfill their responsibilities as TFs
4. Compiling feedback from the teacher facilitators
5. Reviewing teacher facilitator reports
6. Building relationships with their Facilitators
7. Reporting back to the team
 - a. Report back to the committee about the status of their facilitators
 - b. Share facilitator feedback with the team

The roles each member of the E³ planning committee will fill and the specific responsibilities for each role include:

1. **Protocols Team Member**- Oversee protocol training and support
2. **Time Team Member**- Oversee gathering information of time
3. **Administrative/SAA Team Member**- Keep administrators up to date
4. **Communications Team Member**- Linking internal E3 communications to broader internal district communications
5. **Technology Team Member**- Guide and oversee the testing of tech platforms
6. **Training Team Member**- Organize and oversee cohort training process
7. **Research Team Member**- Oversee the setting of baselines
8. **Materials/Supplies Team Member**- Coordinate PO procedures

These roles will be fulfilled in conjunction with the E³ Associate and the current PD staff. The E³ Associate will support the team in practical matters, such as facilitating, supporting, and streamlining their work and crafting communications. In addition, the E³ Associate will gather information to inform the 2014-15 school year. The PD Director will support and oversee the team in conjunction with the Talent Office Director.

BMGF funding will also fund an E³ Assistant, who will be embedded on the IT team. This role will enable two milestones to be achieved: (1) working with the Teacher Facilitator teams to build stronger links between the current data systems that teachers can access for professional learning – systems such as TalentEd (TEVAL data) and ProTrax (PD data), in addition to scheduling tools such as PowerSchools; (2) modeling cross-functional teams at the district level, with the E³ Assistant working between the Talent and Operations departments.



In sum, one of New Haven's key milestones is that we will form a team comprised mostly of teachers to manage this work as a new kind of hybrid team. This is a high-functioning team and as a team they will balance administrative and teacher needs. Each member's focus is reflected in the chart below:



IDENTIFY MORE PROFESSIONAL LEARNING TIME (RESOURCE OPTIMIZATION)

Our first step to address this outcome is an evaluation of the current time system for teachers. Our 47 schools all use individual schedules. Additionally, our teacher contract requires significant time be devoted to professional development in the form of district and school-level meetings along with release time. Without more time, our E^3 initiative could fail, and in an effort to gather more information on potential ways to optimize New Haven's time, we will engage with Timewise by inviting Marilyn Crawford to New Haven to assist in determining key areas for focus in our district schedule.

In addition, BMGF funding will be used to hire the National Center for Time and Learning (NCTL) to lead school-level teams in an evaluation our school-level schedules. This information will give the E^3 team the information necessary to make recommendations about time in the district for the 2014-15 school year.

The key step in finding more time is convening school leaders and teachers to identify potential schedule configurations to allow for more professional learning time, a service that NCTL provides. We know that there are schools that have found the time to allow for this work to go forward. We also know that others have not. Therefore, we want to convene a working group of administrators and teachers to review the consultants' findings to identify opportunities and areas of concern, in order to prepare recommendations for schools to implement during the 2014-15 school year.

The final step in this process will be providing schools with 2-3 options to implement for the 2014-15 school year. These options will be practical alternatives to the existing schedules that schools are using, maintaining instructional time, while allotting more time for teacher facilitators to meet with their facilitated groups.

SPECIFIC NEED ADDRESSED: SUPPORTING THE PILOT OF PEER-TO-PEER LEARNING

The goal for E^3 is to connect teachers to resources. Some resources already exist, such as the TEVAL system that they already think about and other expert teachers; some resources need to be strengthened and provided, such as the E^3 team and protocol training respectively. These resources, woven together, will maximize focus and efficiency in professional learning. Some of the resources exist in an organized hierarchy within the district; but other aspects must be created at the school- and classroom-levels. In

particular, the existing hierarchy is very skilled at compliance-oriented tasks and E^3 will build the capacity to shift to a more support-oriented framework.

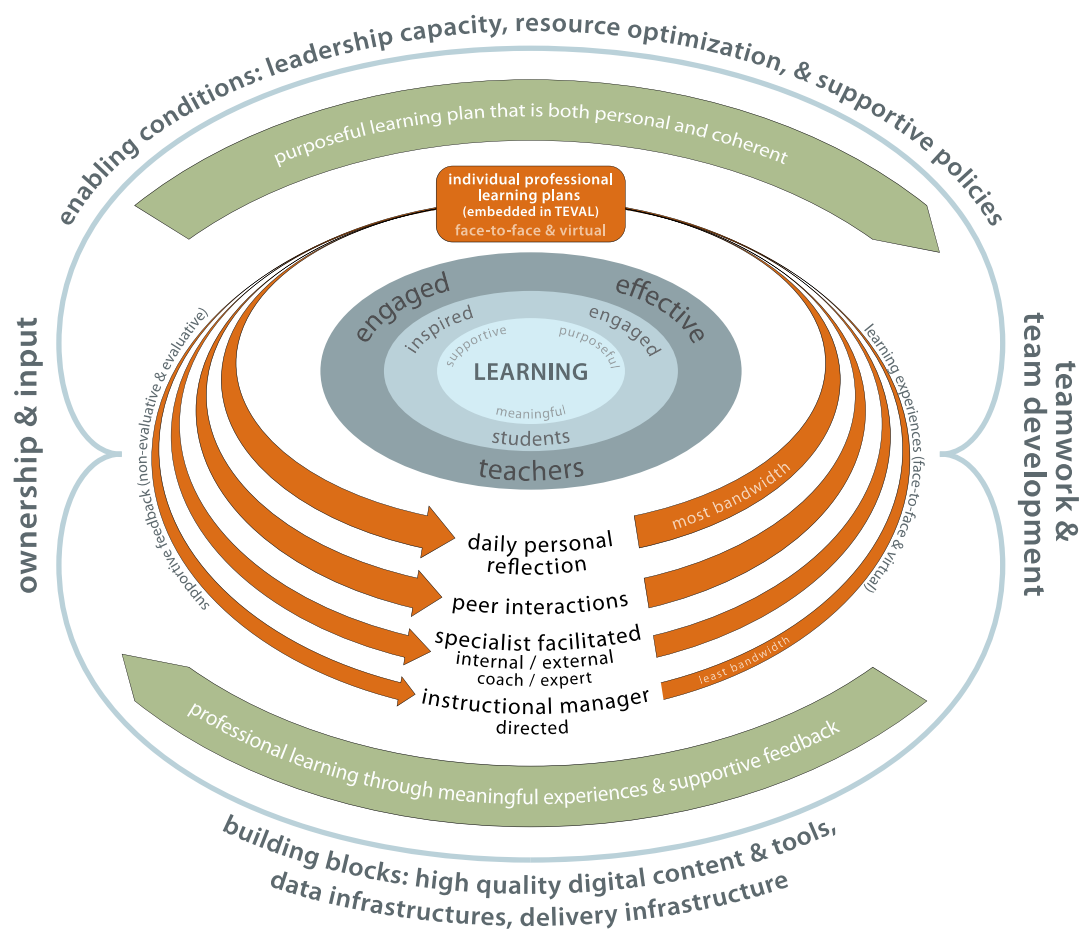
WHY E^3 IS AN EFFECTIVE MEANS TO ADDRESS NEED

With the capacity to offer protocol training, with a teacher leadership team in place, and with the ability to address time concerns, the pilot will have the desired impact. The E^3 program is an effective means to address the need to support the pilot in that it can fill the significant gaps in our implementation system. While there is tremendous strength in the current E^3 program, without training, support, and time we worry that this system will falter. Support from the BMGF to strengthen E^3 will allow us to oversee and support this work by providing the resources to build the management team, which will provide each teacher facilitator with a dedicated contact, as well as providing the E^3 Associate with timely feedback to help address challenges and fill needs quickly. The largest facet of the support that teacher facilitators need is training in the protocols to make these groups into learning teams.

Additionally E^3 will also allow New Haven to address the need to explore monetary and non-monetary incentives within the facilitated groups. We cannot say today that all teachers in the district have access to the time necessary to do this work. Some do, and some do not. Without a deep dive into our multitude of schedules and contractual obligations, we cannot suggest options to schools, principals, and teachers who want to deepen this work. And the non-monetary incentive of time might just be enough to address the professional learning needs of teachers.

SECTION III. ALIGNMENT WITH STRATEGY

The illustration below reflects the connections between New Haven's work plan and the Rose diagram, which guided the work during the iPD learning sessions held by the Gates Foundation in the Spring of 2013.



In addition, the chart below makes more explicit the connections between the petals of the iPD rose and the outputs planned in New Haven's \mathbb{E}^3 program.

	Petals	Outputs
Enabling Conditions	Resource optimization (Time)	60 Teacher Facilitators trained on classroom and school time analysis tools
	Supportive policies	Options re: possible non-financial incentives such as codifying professional learning time or financial incentives for teacher leadership
	Leadership capacity	\mathbb{E}^3 leadership team training 60 Teacher Facilitators trained as leaders Connections to administrators clarified and strengthened
Building Blocks	Data infrastructure	
	High quality digital content and tools	
	Delivery Infrastructure	Analog menu of professional learning experiences
Action activities	Collective/Team development	60 Teacher Facilitators identified and trained, prepared to work with teachers at the school level
	Teacher input/ownership	\mathbb{E}^3 leadership team formalized with members

	supporting Teacher Facilitators and holding specific roles on the team
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SECTION IV: IMPLEMENTATION AND RESULTS

1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback
2. Build teacher leadership capacity to supports professional learning (The E³ Team)
3. Identify more professional learning time (resource optimization).

Measuring New Haven's vision is to enable teachers to have *great* teaching days – to both create and experience meaningful learning activities where important, demonstrable and sometimes wonderfully unexpected student learning occurs will be a complex task. We will aim to use the survey tools created by MDRC for the iPD competition to begin to measure implementation results. In addition, we have a Program Evaluator for the PEP grant who will assist us in understanding effects of E³ since the teacher leadership component of E³ is also part of the PEP program.

SECTION V: ORGANIZATIONAL CAPACITY

In terms of responsibility, Superintendent Garth Harries outlined a reorganization of the departments at the district level recently. The E³ team is a key part of the Talent Office, which is designed to streamline human capital functions (hiring, placing, growing, and retaining staff), enabled through the Professional Educator Program (PEP) grant. The people responsible for implementing the E³ project will be housed in the Talent Office, connected to staff responsible for TEVAL, leadership development, and professional development more broadly.

The E³ team nominated Justin Boucher to facilitate the group. His vision for the E³ plan, his organizational skills, and his skill at identifying the key steps needed to implement the plan make him highly qualified to lead this work. He serves as the go-to person at the moment, while still in the classroom. He will have assistance from Donna Aiello, Supervisor of Professional Development, and Jennifer Kramer-Wine, who serves as a strategic consultant to the district. Together, they will make sure that all of the connections that need to be made are made – Donna, with her knowledge of how to complete steps within the bureaucracy and of the PD resources in the district; Jennifer, with her focus on the district level details (supporting the development of the Talent Office and managing the Talent Council); and Justin, with his focus on the teachers at the school level.

E³ is a model for change management that is needed in New Haven to accomplish all that the School Change Initiative aims to accomplish. The core of the change management theory of action in New Haven is involvement of stakeholders – in the case of Talent development, the involvement of teachers.

Like with all school districts, this is a challenging budget cycle. We do anticipate changes to our budget for two reasons: (1) its leadership team is focused on closing a \$3.5 million structural deficit and (2) its leadership team is seeking to hire a firm to diagnose its systems in order to streamline budget processes to create strategic budgets. Most importantly, we expect the strategic budget to enable us to align our budget onto our strategic priorities, meet our budget challenges, and make budgeting decisions.

Further, New Haven is increasingly dependent on state and federal grants, which we expect will to continue.

Through the PEP grant NH will build a Talent Office, which will integrate different parts of the current organization and will add targeted capacity. However, that capacity was targeted toward teacher evaluation and career paths, therefore our iPD proposal included additional coordination of professional learning in the Talent Office. Our strategic goal is to insure sustainability including Talent Office positions.

Our project builds from the PEP, which is significantly dependent on stipends to strengthen teacher evaluation and development. This grant is a five-year grant, but it is only funded for the first two years contingent upon Congress' approval of the President's budget. Keen political observers understand that there is a risk affiliated with PEP due to the current budget negotiations between the Congress and the President. In addition, the continuation of PEP and \mathbb{E}^3 is dependent on continued positive collaboration with the New Haven Federation of Teachers (NHFT) and the School Administrators Association (SAA).

In terms of past BMGF funding, New Haven received a small planning grant in the portfolio districts process. With this grant we developed a joint leadership development program with Achievement First, which we have implemented since that time, and which has become a portfolio model for other districts. However, New Haven and Achievement First did not apply for the portfolio district program because of concerns because of funding equity between charter and district schools. One result of this funding affected a neighboring district: East Hartford did apply for funding, received a Gates grant, and subsequently adopted New Haven's leadership development program.

With regard to selections with partners, these decisions will be made after the Gates Foundation makes the funding decision.

Finally, with regard to the management of grant resources, New Haven's finances are managed directly through the Board of Education. We automatically set up a different bank account, with unique account numbers for each grant. A dedicated accounting clerk will be hired to manage the funding and the Budget director will assist with the annual reports on grant expenditures.

SECTION VI: BUDGET NARRATIVE

The rows that are highlighted in purple are funded by BMGF; the rows that are white are other funded with other resources in New Haven.

Personnel and Benefits:

Role	Cost	Benefit	Cost Rationale	Funder
Talent Office Director	\$ 120,000	\$ 57,180	The Talent Office Director will oversee this and the other initiatives that will work in concert to achieve New Haven's vision for its talent (also known as human capital).	TIF
Supervisor of Professional Development	\$130,000	\$ 61,945	The current Supervisor of Professional Development will need to be accessed in order to establish the E ³ program. We anticipate that she will spend about 25% of her time on this work.	General Fund
E3 Program Associate	\$ 100,000	\$ 47,650	New Haven will hire a Program Associate, whose job will be to serve on the E ³ team and assist the Supervisor of Professional Development in organizing how to make the work plan come to life. S/he will draft the agendas, ensure meeting notes are taken, and stay aware of any gaps that are occurring in program implementation.	Gates
E3 Program Assistant	\$ 80,000	\$ 38,120	Finally, in terms of staff members, an assistant is a key component to ensuring the success of the E ³ program. To that end, E ³ will have an additional staff member called an E3 Assistant in New Haven's E3 department who will assist with gathering the information necessary to build the systems progressively.	Gates
Account Clerk	\$ 47,000	\$ 22,396	For each grant that New Haven receives, it creates a new bank account, along with separate accounting codes. To manage the accounting and the reporting, New Haven will hire another accounting clerk.	Gates
	\$ 477,000	\$ 227,291		

Fringe Benefits for New Haven personnel are budgeted at 47.65% of salary. Forty percent includes the most significant component, healthcare, which the district currently covers fully for each employee and their family; also included are pension contributions, life and disability insurance. In addition, 7.65% of the fringe covers mandatory federal and state benefits.

As the grant funds are expended, the district will evolve and these costs will be absorbed by the General Fund, which is in the process of being aligned with New Haven's strategic priorities (there are 4 pillars; supporting New Haven's Talent is one).

Consulting & Professional Fees:

Professional Learning resources: Re-engineering professional development into professional learning will take time and training. While New Haven deeply believes that the answer is in the room, its E³ committee also knows there are tools that have been tested that enable the deep professional conversations to be meaningful. The E³ budget for professional learning services is \$1,100,400, of which we are requesting \$400,000 from the Gates Foundation (36%).

To frame the argument for this list of resources, consider that there are several examples of ongoing professional learning for the groups of teacher that could engage in professional learning, which are cited in this proposal, and which are funded currently by New Haven. These resources will need to be more robust for E³ to be successful. Also keep in mind that one part of the E³ theory of action is that teachers have the ability to choose their path in professional learning.

There will be a team coordinating this process: The E³ Associate will be the lead project manager. The Professional Development Supervisor will make links between the PD that takes place across the district. Finally the Talent Office Director and their staff will assist with the TEVAL information needed in addition to insuring the necessary procurement procedures are followed. Many of the options are provided by vendors New Haven has used in the past, and, therefore, after vetting our understanding to procurement timelines, it is anticipated that the contracts could happen easily.

The chart below outlines the anticipated consultants needed.

Consulting needed	Cost	Cost Rationale	Funder
Professional Learning resources: Develop Teacher Leaders	\$ 161,000	Our expectation is that the level of training needed for the facilitation role is extensive. The model the E ³ team has considered is the National Academy of Advanced Teacher Education (NAATE). NAATE has developed a robust and rigorous curriculum designed to strengthen the skills of teachers in two main areas of study: 1) Teaching & Learning; and 2) Supporting & Leading. Teaching & Learning coursework and cases focus on how to create a classroom environment, through content and pedagogy, which pushes student learning to deeper levels. Teachers learn specific techniques to structure lesson content and activities in a way that generates meaningful inquiry and allows for student-led discussion and interpretation. These techniques include tried and true strategies, such as grouping, but they go beyond the skill set already addressed by many professional development programs. \$25,500 of cost of this training will be needed from the Gates grant.	TIF
Japanese Lesson Study - currently in Math	\$ 200,000	Currently there are groups of Algebra I teachers, facilitated by Albertus Magnus (a local college). These protocols will enable teachers to become part of supportive communities with a common goal of deep reflection on their practice for the year. In the case of Japanese Lesson Study, they may work to improve student engagement in their lessons through development and revision of multiple lessons. The process affords them the time and opportunity to not only refine lessons but also to observe other teachers and have others observe them in a supportive environment. The district recently received an additional grant for \$200,000 (District match) that will enable up to 25 more math teachers to engage in Lesson Studies.	Outside Grant
Japanese Lesson Study - expansion	\$ 100,000	To increase non-math teachers skills and to introduce others to the Japanese Lesson study protocols, consultants who know the protocols will be hired to meet with groups to help develop norms. This will include guidance over two months to help the groups use and understand the rationale for the protocols. Consultants for this will likely be \$1,000 a day and we will anticipate that 10 of the 40 groups might use it. (\$20,000) in addition, one person from each of the groups could attend the subsequent training (10 X \$2,000) plus travel (included in the travel line).	Gates
Critical Friends Group	\$ 100,000	Likewise, there are groups of teachers who know critical friends protocols in New Haven. To increase their skills and to introduce others to the protocols, consultants who know the protocols will be hired to meet with groups to help develop norms. This will include guidance over two months to help the groups use and understand the rationale for the protocols. Approximately six months into the process interested teachers could attend a week-long coaches training to improve how the group functions. Consultants for this will likely be \$1,000 a day and we will anticipate that 10 of the 40 groups might use it. (\$20,000) in addition, one person from each of the groups could attend the subsequent training (10 X \$2,000) plus travel (included in the travel line).	Gates
Professional Learning Communities (PLCs)	\$ 100,000	There are groups of teachers who know PLC protocols in New Haven, too. This could be another approach to professional learning that teachers could choose. Based on past costs, and informed by talking with Solution Tree, these costs could be \$5,800/day to train a group of 30 teachers with the appropriate ongoing follow-up suggested to be two-day sessions three times throughout the year.	Gates
Authentic Intellectual Work	\$ 50,000	This is one other protocol that the E ³ team identified for teacher facilitators to be trained with over the next school year.	Gates
Design for Engagement	\$ 50,000	Designing for Engagement – Schlechty Center focuses on the connection between students’ engagement with the work and the quality of the learning that results. Read the book: “Engaging Students” by Phillip Schlechty, for further detail.	Gates
Professional Educators Program (PEP) professional learning	\$175,000	Since New Haven also has a five-year budget (\$275,000 for iPD Year 1) to work with a consultant or consultants to build the capacity of Expert Teachers to influence adult development, and to build protocols and capacity for peer-enabled intervention between classrooms and schools. The above options will be considered along with others yet identified. The E ³ leadership and the Talent Council teams will discuss how to allot these dollars.	TIF
Professional Learning feedback - deepening TEVAL with 360 feedback and student surveys.	\$164,400	New Haven has hired consultants to assist with inter-rater reliability with TEVAL and PEVAL. It also envisions deepening the evaluations by including more data points including, but not limited to individualized 360 feedback and student surveys. The TIF grant allows for expansion of the current climate survey to parents, and the district funds the climate survey. New Haven will use Gates funding to expand to students (\$49,500 = 2.25 x 22,000 students).	General Fund, TIF
	\$ 1,100,400		

One of the three outcomes of the grant will be finding additional professional learning time.

Consulting needed	Cost	Cost Rationale	Funder
Time reallocation services	\$ 39,600	Another set of services needed is to enable teachers to access their current time. One option for thinking about time differently is training by the National Center for Time and Learning (NCTL). NCTL has two tools – the Classroom Time Analysis Tool (CTAT) and the School Time Analysis Tool (STAT). These are both web-based and user-friendly, which will enable teachers to identify pockets of time with which to engage in peer-to-peer networks and daily reflections. NCTL will lead two trainings per year with a set of 15 schools and up to 6 participants per school, for a total of 120 participants and provide on-going follow-up as questions emerge. Their model is one staff member per 20 participants (6 staff per session), which costs \$15,000 per session + travel at \$800 per trip for each staff (\$4,800 per session).	TIF
	\$ 94,000	A follow-up trainer from NCTL is another option that New Haven could access. The cost for the trainer is \$3,900 per school + \$800 travel per session (\$4,700). We are estimating that 15 schools will seek this opportunity.	Gates
	\$ 133,600		

New Haven has another set of strategic consulting that exists and that it will need. The chart below reflects its needs at the district level:

Consulting needed	Cost	Cost Rationale	Funder
Talent Office development	\$250,000	New Haven is in the midst of connecting its human capital resources. The E ³ team will be housed in the Talent Office. The function of the talent office is to integrate different systems to hire, place, grow, and retain teachers. New Haven has a budget of \$250,000 to contract for consultants to support Performance-based Compensation System (PBCS) development, which could include, but not be limited to cost model development and facilitated discussions about the potential stipend levels and/or salary schedule reform. The theory of action with re-imaging compensation is that the change will result in attracting highly-qualified candidates for positions and retain highly-effective teachers in their positions at high-need schools.	TIF
Integration of E ³ into Talent Office	\$50,000	Integration of the E ³ vision into the Talent office will require strategic consulting. The consultant will assist with developing necessary RFPs, assisting with analyzing RFP responses, drafting reporting requirements, developing short- and long-term agendas, interpreting meeting notes, and thinking through the challenges and risks that will face the project. New Haven expects that the consultant will work with the district for 50 days at \$1,000/day.	TIF
	\$300,000		

Materials & Supplies:

Supplies needed	Cost	Rationale	Funder
Materials to facilitate learning	\$ 24,000	The E ³ team understands that as groups come together to learn, they might need some supplies. The team also understands that while it will shift teacher learning to an online system, teachers are very used to analog materials such as copies of text, post-it notes, and other supplies. The team is budgeting \$400 per team of teachers. (60 teams in Year 1.)	Gates
	\$ 24,000		

Printing & Publications: Communication tools will be necessary for system-wide implementation. Two tools identified are a brochure and a website explaining the E³ concepts. \$20,000 is budgeted for the design and printing costs for these tools.

Other Direct Expenses:

New Haven is in the process of creating teacher career trajectories (or lattices), and the district has budget money to fund stipends for the Teacher Leaders who will facilitate the groups of 5-6 teachers in each of New Haven's 45 schools. The cap on this stipend budget is \$5,000 per teacher for a total amount of \$369,125 ((\$5,000 x 50 Teacher Leaders) + 40% benefit rate) (*TIF funded*).

In addition, the E³ Team members will receive stipends of \$10,000. This amount will support the estimated amount of time that the team members will spend outside of their normal classroom duties,

which include monthly meeting as a team, with the Teacher Facilitators they are supporting and with the Teacher Facilitators as a whole. The team will also spend time working on the additional responsibilities (such as a protocol resource). (\$100,000 total funded by Gates).

SECTION VII: CHALLENGES AND RISKS

The chief challenge is with regard to change management, and the hybrid management team we are organizing. With E³, New Haven aims to place the professional learning into the hands of teachers, thereby creating a learning culture and distributing the hierarchy. One of the key questions the E³ team asked throughout the process of developing this proposal is: How do we enable the press for quality and the need for systems from creating professional learning through inquiry rather than through compliance, when current sessions and/or reflection are neither supportive nor meaningful? As our answer, we believe that managing this particular risk depends on our ability to succeed in:

- Creating a process that will address changes in the teacher leader ranks.
 - Attending to questions such as:
 - Who will/how will we ensure that the original cohorts are working?
 - What will be taken off the plate of those who will oversee this?
 - Who will keep our eye on the ball throughout the process?
- The focus of this process is teacher centered, and managed in part teachers.
 - Teacher input and continuous feedback is critical to keeping it on track and identifying where changes need to be made. If the teacher voice is lost, the process may cease to move forward or be sustainable.

SECTION VIII: MEASUREMENT, LEARNING, AND EVALUATION

The three major outcomes include:

1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback;
2. Build teacher leadership capacity to supports professional learning (The E³ Team); and
3. Identify more professional learning time (resource optimization).

The outcomes and milestones for the grant will be measured via whether or not actions were completed. For example, whether or not the E3 Associate was hired and whether or not training was provided. The E³ team will track the implementation of the professional learning systems, including the milestones laid out in Appendix A.

That said, the E3 team is very interested in deeper knowledge regarding teacher perception. To that end, they will work with the Program Evaluation team of the PEP grant to give a survey. Preliminary survey questions include the following:

1. Was today a great day, where the teaching led to engagement and learning?
2. Are you glad that you are a teacher today? (yes, no)
3. Was instructional purposeful? Supportive? Meaningful?
4. Did your professional learning plan change your practice in the classroom?
5. Have you found the protocols in your Facilitated Group useful? Why or why not?
6. Was your Facilitated Group adequately supported?
7. Did you have enough time to meet with your Facilitated Group this year? How could this be improved?

Furthermore, the E³ team will meet throughout the 2013-14 school year to monitor progress on several aspects of the E³ program using data collected from teachers.

SECTION IX: SUSTAINABILITY

Working on a project with a major deliverable often serves as a catalyst for change and putting together the iPD proposal enabled a big flashlight to shed light on many of our practices, which we will leverage to create a strong professional learning system. The three outcomes of the grant and the sustainability vision for each include, but is not limited to:

1. Pilot a peer-to-peer learning practice that is personalized and strengthens feedback
 - a. In particular, while some protocol training will be needed in the future, this grant will allow New Haven to build a corps of teachers familiar with each of the protocols. Such a corps could be mobilized in future years to help to provide the protocol supports that must be contracted in this first year.
2. Build teacher leadership capacity to supports professional learning (The E³ Team)
 - a. Additionally, once the E³ team is in place, it will be easier to support in years going forward because district and school leaders will have a teacher-leader touchstone to reference. This model currently serves as a reference point for contract negotiations as the district works to codify the notion that teachers are professionals.
3. Identify more professional learning time (resource optimization)
 - a. The time consultancies will leverage change in schedules, which will be implemented in the 2014-15 school year.

SECTION X: INTELLECTUAL PROPERTY QUESTIONS

1. Will your project involve the use and/or further development of technology, a product, software, material or data owned or to be provided by a third party? *No*
2. Will your project involve the creation of software, drawings, or written material (such as an analysis, a curriculum, guidelines, or policy recommendations) other than internal working documents, reports to the foundation, or publications? *No*
3. Will your project involve the creation of a new technology, formulation, or product, or the further development of any existing technology, formulation, or product? *No*
4. Will your project involve the creation of digital media and/or audio/visual content? *Yes – possibly teachers recording lessons so that they can engage in peer-to-peer feedback sessions using the protocols they were trained to use.*
5. Will your project involve research using human subjects (i.e., students)? *No*

If you responded YES to questions 1, 2, or 3 please complete the following module: Global Access: Technology and Information Management. If you responded YES to questions 1, 2, or 3 please complete the following module: Global Access: Technology and Information Management. If you responded YES to question 3 you will also need to complete the following module: Global Access: Planning for Technology Uptake.

SECTION XI: APPENDICIES

APPENDIX A: OUTCOMES & MILESTONES (EXCEL TEMPLATE)

See attached.

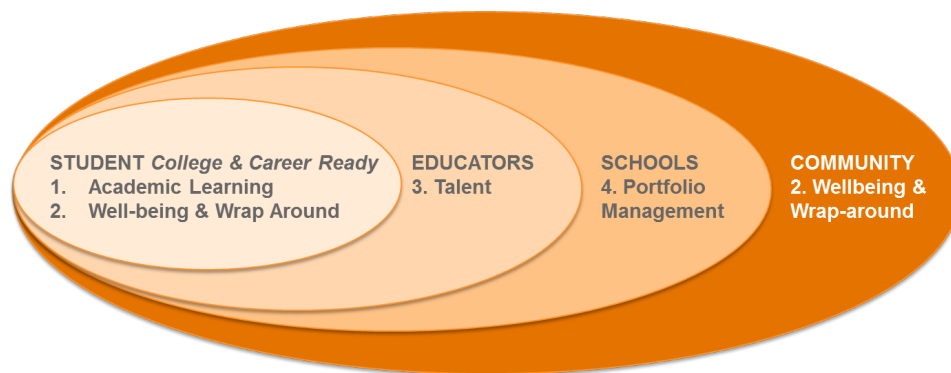
APPENDIX B: PROJECT SUPPORT BUDGET

See attached.

APPENDIX C: NEW HAVEN'S SCHOOL CHANGE OVERVIEW

New Haven's School Change initiative has been driven by a vision for comprehensive, collaborative, and persistent reform: **Students** learning through meaningful and coherent learning experiences that support their intellectual, emotional and physical development. These experiences will be created in individual classrooms, within the school as a whole, and beyond the school in students' lives; **Schools** as the focal point for student learning in the city, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from wherever they start to the highest performance levels; and The **District**, at all levels and in all things, encouraging collaboration without fault, continuous improvement, and ongoing development through growth, adaptation, and innovation.

To achieve this vision, the New Haven School Change strategic plan includes four priorities, nested in the diagram below, and summarized in the following text:



1. **Academic Learning:** NHPS is implementing and monitoring a rigorous, relevant, high quality standards-based curriculum to promote college and career readiness (*including CCSS, a comprehensive SRBI program, and STEM initiatives*).
2. **Well-being & Wrap-around:** NHPS and its community partners – including parents – are taking collective responsibility for addressing barriers to student learning and healthy development, so that both student well-being and academic learning are embedded in the culture of each school and clearly supported by the district and community partners (*including the Boost! partnership with the United Way, Parent University and other focused parent engagement efforts*).
3. **Talent:** NHPS is working to attract, develop, recognize and retain talent of all kinds, including high quality teachers, school leaders, district leaders, and supporting school staff, cultivating a culture and systems of talent excellence within NHPS (*including TEVAL and PEVAL - Teacher and Principal Evaluation and Development, Professional Educators Program, and explicit leadership development programs*).
4. **Portfolio Management:** NHPS will manage each school on its own unique path to success, using learning and performance indicators to guide distributed decision-making in classrooms, in schools, and in portfolio decisions at the district level (*including school tiering and turnaround*).

transparency and equity initiatives, District and School Data Team processes, and improved data systems).