



NEW!!! Recently-Asked Questions

The below answers were recently provided in response to principal and educator questions around the seven new Teacher Effectiveness Specialists and Classroom Teacher Observations (COT). Continue reading for the FAQs related to BRIDGE and TIF.

Updated: September 19, 2014

Are the seven new COT observers funded by the TIF grant?

The seven new BRIDGE Teacher Effectiveness Specialists are funded with Teacher Incentive Fund (TIF) grant monies. These seven professionals receive teacher, not administrative, pay.

Where will observers be deployed? Every classroom in the district? Pilot schools only?

Observers will be deployed to all classrooms of teachers hired on or before October 6, 2014, regardless of grade or content level taught. Teacher Effectiveness Specialists will observe in both pilot and non-pilot schools.

Will monetary incentives from the TIF grant be awarded to teachers in non-BRIDGE pilot schools?

The TIF grant affords incentive pay to teachers and administrators in BRIDGE pilot schools *only* throughout the tenure of the grant. However, the BRIDGE team will continue to be in discussion with the School Board to understand how the incentives could be expanded to all teachers in future years through the general operating fund.

Is the purpose of the federal “Teacher Incentive Fund” grant to provide monetary incentives to teachers for high performance?

The purpose of the TIF grant is to offer support and growth opportunities to educators so that they can accelerate learning for ALL students. The most important components of the BRIDGE framework include:

- Using fair and reliable measures to provide educators effective feedback (BRIDGE: Grow);
- Offering personalized learning opportunities to accelerate educators’ professional growth (BRIDGE: Learn); and
- Recognizing and celebrating the educators who are positively impacting student performance (BRIDGE: Award).

In essence, by applying for the grant, District leaders hoped to pilot a new, better, and fairer way to evaluate, to provide professional development in real time, and to develop an incentive structure for outstanding performance. The pilot program was sought through federal funding because the District wanted to be proactive in the national, as well as in the state-level, teacher evaluation “movement.” As you know, substantial funding is needed to reliably pilot test, implement, and make revisions to teacher evaluation models.

Why is TIF money being utilized on non-incentive administrative costs?

An essential pillar of the grant includes district-wide roll-out of the evaluation model in year three of the grant. Because such is required, the federal government approved the District's request to use grant

monies to hire Teacher Effectiveness Specialists to assist in the roll-out of BRIDGE: Grow. Such specialists are receiving teacher salary pay.

As you know, teachers often desire to receive feedback from leaders regarding their teaching and students' learning. Therefore, the positive impact the seven Teacher Effectiveness Specialists will make by providing sound feedback and suggestions for growth, when appropriate, is exponential compared to salary/benefit costs.

If the COT observations go neither toward annual evaluations nor teacher incentives, why would teachers be motivated to use them to change their instructional methods? And if one believes they would be motivated to do so anyway, then what was the purpose of the monetary incentives to begin with?

COT observations may indeed be part of annual evaluations for Induction, Induction 2, and Annual Diagnostic contract teachers. Secondly, as teachers and leaders, we believe in the on-going utilization of sound feedback for both reflection and growth in planning, instructional delivery, as well as in the creation of an environment most conducive to learning. When given feedback clearly aligned to standards and supported by evidence, one might ask, "Why wouldn't teachers consider such for the modification and/or enhancement of instructional methods?"

While we hope teachers are always intrinsically motivated to do what's best for students and learning, the goal of this work is to incentivize teachers for doing so, not necessarily to *only* motivate them to do so.

Do teachers who receive COTs still have to complete GBE evaluation requirements?

Yes.

What is the total number of classroom observations that a teacher on formal evaluation (i.e., SAFE-T) will receive?

	Pilot		Non-pilot	
	Annual	Continuing formal	Annual	Continuing formal
SAFE-T	4	6	4	6
COT	4	4	3	3

- (BRIDGE and SAFE-T combined) Pilot schools - Annual teachers 4 SAFE-T and 4 COTs; Continuing Formal - 6 SAFE-T and 4 COTs
- Non-pilot - Annual teachers 4 SAFE-T and 3 COTs; Continuing Formal - 6 SAFE-T and 3 COTs (observation numbers are minimums)

Will teachers at non-pilot schools receive an overall teacher effectiveness score for 2014-2015?

No. Teachers at non-pilot schools will receive overall teacher effectiveness scores when value-added and student learning objectives are rolled out across the entire district.



Will speech clinicians, guidance counselors, and media specialists receive COTs?

No. We are in the process of working with these educators to develop an equivalent document to the COT for these areas.

How are evaluators (internal and external) trained? What qualifications do they hold?

Both school-based and external evaluators are ADEPT trained, trained in rater-reliability, and have passed the district's certification for rater-reliability. They are certified, experienced public school educators (teachers and principals), who have passed the same requirements as teachers.

Frequently-Asked Questions

Related to the Teacher Incentive Fund (TIF) and BRIDGE Framework

Updated: September 19, 2014

What is the Teacher Incentive Fund?

The Teacher Incentive Fund (TIF) Grant is awarded to districts that are committed to improving student achievement in schools by increasing teacher AND principal effectiveness. The TIF grant builds on, expands, and is aligned with CCSD's Vision 2016 strategic areas, Educator Effectiveness and Innovative Schools and Systems. Resources provided through the TIF grant will accelerate the work to ensure that every school is led by an effective principal and every student is taught by an effective teacher.

When did CCSD receive the Teacher Incentive Fund?

The U.S. Department of Education awarded CCSD with the \$23 million grant in the fall of 2012. The implementation period of five years will progress from a pilot program to district-wide implementation by 2016/17. CCSD is in the 4th cohort of TIF grantees across the country.

What is the BRIDGE: achieving the VISION framework?

To increase our impact, we have aligned our educational effectiveness initiatives for TIF into a comprehensive framework that we are introducing under the brand BRIDGE: achieving the VISION. This framework will connect the district's efforts to recruit, develop, support, and recognize effective principals and teachers.

What are the components of this grant?

There are three major components of the grant that are aligned to Vision 2016:

 <p>Offer personalized learning opportunities to accelerate educators' professional growth.</p>	 <p>Provide educators effective feedback through fair and reliable measures.</p>	 <p>Recognize and celebrate the educators who are positively impacting student growth.</p>
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achieving
the VISION

www.ccsdschools.com/BRIDGE

How did CCSD decide which schools would pilot the TIF implementation?

The grant required that TIF (pilot) schools be those schools that met the designation of “high need” by the U.S. Department of Education. Based on this criteria, CCSD chose a rural feeder pattern, an urban feeder pattern and a magnet school, with a collective teacher turn-over rate of 23.3% in 2011-12 (almost double the district’s average.) These 13 schools house 5,300 students, 91% of whom are on free or reduced price lunch.

Which schools are undergoing TIF implementation in the pilot phase?

13 schools will continue to pilot efforts as part of the BRIDGE framework during the 2014-2015 school year

- Rural Feeder Pattern: Jane Edwards, Minnie Hughes, Ellington, Baptist Hill Middle/High
- Urban Feeder Pattern: Dunston, Burns, Midland Park, Pinehurst, Hursey, North Charleston Elem., Morningside, North Charleston High
- Additional School: Military Magnet Academy

Note: C.C. Blaney was on the rural school feeder pattern during the 2013-2014 school year but is now closed.

What are the ongoing communication and input opportunities for teachers, principals, administrators, and the community?

BRIDGE: achieving the VISION is a framework that connects the District's efforts to attract, develop, support, and recognize effective principals and teachers. We need educators to be a part of this process, and have and will continue to offer many opportunities to be involved and provide input. We have established a few work groups: Student Learning Objectives (SLOs), Value-Added, Compensation, Communications, Professional Development, and Evaluation. These work groups come together monthly, for a one-hour meeting (typically 3-4:30 p.m.), and dependent on topic, may instead meet via webinar.

Read more about opportunities to get involved and the schedule of meetings, [here](#).

Specifically, how will teachers be involved and have input?

CCSD knows that stakeholder involvement is essential to the design and implementation of this framework. This is not being done to teachers and principals, but with and for teachers and principals.

Teacher input opportunities include:

- A Steering Committee that guides the BRIDGE program and includes a cross-representation of school-based and central CCSD staff members
- Work groups have begun meeting to inform key components of implementation
- Educator Focus Groups
- Educator Perception Surveys

Additionally, CCSD encourages teachers to:

- Organize a discussion team in your school
- Submit ideas or questions to your principal or the grant administrators in the TIF office
- Monitor the CCSD Intranet for new information about the BRIDGE framework



What are the 5-year timelines and milestones related to grant implementation?

