

Exhibit I: Preliminary Scope of Work

The preliminary scope of work describes the expected activities to be completed by the state of Colorado (the state) and by participating LEAs/charters for the Race to the Top Phase II program. If the state is awarded a grant (announcement expected by September 2010), each participating LEA/charter school then will have 90 days to submit its final scope of work specific to Phase II activities. CDE will provide support to LEAs in completing the final scope of work.

Each participating LEA/charter's final scope of work must include:

- Detailed project plans that are consistent with the preliminary scope of work and with Colorado's grant application.
- Specific goals, activities, timelines, budgets, key personnel and annual targets for key performance measures.

Assurance Area B: Standards and Assessments

Primary Strategic Objective: Increase student learning through teacher mastery and delivery of common standards and assessments.

For All LEAs/Charters, the State Will....	For Participating LEAs, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Review and adopt, by August 2010, Common Core Standards and align grade-level expectations to guide curriculum. • Develop and disseminate high-quality curricula and instructional materials, formative and interim assessments, and professional development resources. • Create regional support teams. • Deliver professional development to district trainers to support district professional development. • Complete peer review process for implementation. • Administer statewide assessment of college-readiness (continue statewide administration of ACT and transition to state-specific assessment of mastery of postsecondary and workforce readiness). • Provide intensive professional development during the transition to new standards. • Transition from CSAP to shared multi-state assessment when available 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"> • Ensure curriculum aligns with standards, is implemented with fidelity, is having expected impact on student achievement, and is modified if ineffective. • Ensure teachers and leaders participate in state's standards-related professional development. • Ensure all students participate in statewide summative assessments and assessments of college readiness • 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 advanced coursework. ○ Proactively supporting these students in advanced coursework (e.g., Individual Career Action Plans). ○ Offer enrollment in ASCENT / dual enrollment/career and technical education opportunities. • Develop and use high-quality curricula and instructional materials and formative assessments aligned to standards. • Participate in content collaborative or regional support team learning communities aligned to LEA needs. • Provide high-quality professional development to teachers and principals to transition to standards-based, data-driven instruction. • Participate in review of new standards and preparation of grade-level expectations.

Assurance Area C: Data Systems (Accessing and Using State Data)

Primary Strategic Objective: Use, learn and leverage high-quality information to drive increased student performance.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Provide a user identity management system to provide customized user access based on role. • Enhance the SchoolView Educational Dashboard Portal to: <ul style="list-style-type: none"> ○ Make state longitudinal data easily accessible to stakeholders. ○ Provide 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. ○ Allow for custom data reports with an easy-to-use, customizable reporting tool that enables users to select, compare, and filter statistics/indicators. ○ Ensure consistency and compliance with FERPA. • Continue working with the governance council to oversee continued improvements. • 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 Colorado agencies (e.g., Department of Human Services, Department of Corrections). 	<ul style="list-style-type: none"> • No additional activities. 	<ul style="list-style-type: none"> • Continue to use the statewide data system in schools. • Provide real-time data that meets quality standards. • Provide input into the development of dashboards (e.g., feedback on which indicators are most relevant to different stakeholders).

Assurance Area C: Data Systems (Using Data to Inform Instruction)

Primary Strategic Objective: Use, learn and leverage high-quality information to drive increased student performance.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Create the technological base for instructional improvement systems* (e.g., reports based on interim assessments) and integrate into the SchoolView Educational Dashboard Portal. • Define criteria and quality standards for instructional improvement systems: <ul style="list-style-type: none"> ○ 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. • Pre-approve methods and/or providers of instructional improvement systems meeting these quality standards. 	<ul style="list-style-type: none"> • Recruit, train, deploy and subsidize data coaches to participate in instructional improvement systems: <ul style="list-style-type: none"> ○ 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 provide teachers with feedback on instructional approaches on using data effectively. 	<ul style="list-style-type: none"> • Ensure implementation of instructional improvement systems: <ul style="list-style-type: none"> ○ Ensure weekly collaborative time for teachers and leaders to participate in instructional improvement systems in small, relevant groups (e.g., six 3rd- and 4th- grade teachers). ○ Use the statewide system of support, which includes a facilitated collaborative planning time (may choose a preapproved 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 systems: <ul style="list-style-type: none"> ○ Use state data coaches to facilitate collaborative time, observe instruction and provide feedback. ○ Provide access to classrooms for data coaches to complete observations of instruction and offer feedback.

***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.

Assurance Area D: Great Teachers and Leaders (Improving teacher and principal effectiveness based on performance)

Primary Strategic Objective: Ensure all teachers and principals are evaluated at least annually using rigorous, transparent and fair systems; that evaluations are based at least 50 percent upon student growth; and that evaluation results directly inform individualized professional development, compensation, promotion, retention and dismissal decisions.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Provide support in selecting and implementing licensed personnel evaluation systems that satisfy the recommendations of the Governor’s Council for Educator Effectiveness criteria. • Develop diagnostic tools to assess the quality of induction programs and identify areas for improvement. • Develop individualized Educator Impact Reports that include effective resources that address identified areas for improvement on individual educator evaluations. • Provide a statewide system of support to provide technical assistance to develop comprehensive PD plans that are aligned to student needs and identified areas of development for educators in the district. • Provide technical assistance to LEAs to revise compensation, promotion and retention systems so that they are informed by evaluations. • Provide technical support to districts to implement HR systems that ensure evaluations are transparent, fair and rigorous; feedback is timely and offers a meaningful opportunity for improvement; dismissal procedures are handled efficiently. 	<ul style="list-style-type: none"> • Offer incentive grant opportunities to acquire or develop support and development practices and resources, including common planning time, cross-district learning communities and technology- based peer networks. 	<ul style="list-style-type: none"> • Adopt and implement evaluation systems for teachers and principals that satisfy the recommendations of the Governor’s Council. • Provide local teachers and principals meaningful involvement in the design and development of local evaluation systems. • Use diagnostic tools to assess whether evaluation system provides timely feedback and access options to improve as appropriate. • Revise compensation, promotion and retention systems so that they are informed by evaluations. • Negotiate changes, as needed, to local collective bargaining and other agreements to support revised compensation, promotion and retention systems. • Annually report the number of teachers and principals in each rating category who were renewed, non-renewed, or dismissed. • Develop professional development plans that are comprehensive and aligned to identified needs of educators and students in your LEA. • Use educator evaluations as a significant factor in teacher and principal development plans, placement, promotion, advancement retention and dismissal.

Assurance Area D: Great Teachers and Leaders (Ensuring equitable distribution of effective teachers and principals)

Primary Strategic Objective: Ensure students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals, with a particular focus on teachers serving English language learners, students with disabilities, college-ready STEM courses and rural schools.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Develop an Educator Effectiveness Index to reflect the concentration of effective educators by school, district and region, including data for comparable regions, subjects or other categories. • Provide technical assistance for the development of local plans which address inequitable distribution of teachers and principals. • Evaluate and publish the success of interventions deployed at high-poverty/high-minority schools. • Provide access to resources proven to increase student academic growth rates in high-poverty/high-minority schools. • Expand TeachInColorado.org to effectively recruit teachers and principals to apply for open positions in high-need schools and subjects. • Identify and disseminate effective district recruitment strategies. • Conduct annual survey of district hiring needs and provide customized reports to preparation programs and via TeachInColorado.org. • Expand access to distance, online learning instruction and tutoring for college-ready math and science. • Administer the biennial statewide TELL survey of teaching and working conditions and publish analysis of results and recommendations for improving the preparation, support, recruitment and retention of effective teachers and principals. 	<ul style="list-style-type: none"> • Offer financial incentives to increase the number of educators prepared through proven pathways to serve critical areas. 	<ul style="list-style-type: none"> • Develop a local plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students, including: <ul style="list-style-type: none"> ○ Implement recruitment and retention strategies informed by analysis of available data. ○ Provide professional development proven to increase performance of teachers in high-poverty and/or high-minority schools. ○ Career paths that provide multiple pathways for highly effective educators to take on increasing responsibility in exchange for additional compensation and/or benefits. • Cooperate with efforts to collect and disseminate information on current and anticipated hiring needs. • Use TeachInColorado.org as part of recruitment strategy. • Identify effective teachers interested in receiving additional endorsements in critical shortage areas. • Implement school staffing strategies designed to recruit and retain highly effective educators to serve English language learners, students with disabilities and to deliver college-preparation courses in STEM subjects.

Assurance Area D: Great Teachers and Leaders (Improving the effectiveness of teacher and principal preparation programs)

Primary Strategic Objective: Improve the performance of teacher and principal preparation programs by assessing and publishing the effectiveness of their graduates, incorporate pre-service performance assessments into preparation programs, and expand successful programs.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Publish annually an assessment of each preparation program that includes information about the effectiveness of the program participants. • Participate in the Teacher Performance Assessment pilot to develop pre-service performance assessments. • Expand LEA residency programs. • Develop diagnostic tools for LEAs to identify those preparation programs that are proven to develop teachers and principals with a high likelihood of being effective. • Provide incentive grants to those programs that are most effective to expand the number of participants prepared, with a focus upon programs that prepare teachers and principals to be effective in: <ul style="list-style-type: none"> ○ High-poverty and/or high-minority schools ○ Rural schools ○ Special education ○ English language acquisition ○ STEM 	<ul style="list-style-type: none"> • No additional activities. 	<ul style="list-style-type: none"> • Prioritize recruitment efforts toward those programs proven to be most effective. • Participate in CDE efforts to provide accurate information about current and future hiring needs. • Identify proven preparation programs and nominate them to receive expansion grants.

Assurance Area D: Great Teachers and Leaders (Providing effective support to teachers and principals)

Primary Strategic Objective: Ensure all teachers and principals have access to aligned and comprehensive set of supports that adequately prepare them to be effective (induction) and are directed at identified areas for improvement and/or particular student needs.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Develop a set of diagnostic tools for assessing the quality of local induction offerings, and create a set of online resources for LEAs/charters to improve their induction programs. • Identify models of effective induction programs and provide technical assistance and resources to districts to adopt or revise programs. • Utilize technology to facilitate cross-district PD offerings. • Enable content-uploading and peer-to-peer sharing of instructional materials on SchoolView. • Offer residency programs for teams of instructional leaders to share best practice and form collaborative learning communities with peers across the state. • Develop a training module for ensuring all teachers and principals are familiar with and have knowledge of using SchoolView to inform instructional practice. 	<ul style="list-style-type: none"> • No additional activities. 	<ul style="list-style-type: none"> • Adopt or revise induction programs to meet or exceed state quality standards. • Utilize PD certified by CDE or submit additional offerings for certification. • Ensure all teachers and principals have completed online training module demonstrating mastery of SchoolView and how to use it to inform instruction/

Assurance Area E: School Turnaround

Primary Strategic Objective: Use, learn and leverage high-quality information to drive increased student performance.

For All LEAs/Charters, the State Will....	Participating LEAs/Charters, the State Will...	Participating LEAs/Charters Will...
<ul style="list-style-type: none"> • Identify persistently low-achieving schools for turnaround intervention. Intervene when necessary to induce LEAs to re-try in failed efforts or increase state role and direction. • Expand capacity of CDE Turnaround Office by hiring top-notch staff to oversee implementation progress. • Through the School Leadership Academy, create a distinct curriculum and approach for the turnaround component of the Leadership Residency Program. • Develop selection tools and partner contract recommendations for LEAs and approve plans ensuring rigorous reforms. • Require agreement between LEA and the State guaranteeing persistently low-achieving schools have conditions for success. • Enable partnership zones by using state policy tools, such as “innovation zones.” • Tie results from the Colorado Growth Model and other outcomes to school practices to identify, share, and replicate essential elements of successful turnarounds. • Analyze learning and working conditions data from the TELL survey to identify opportunities to improve school culture, community and student engagement and instructional practices. 	<ul style="list-style-type: none"> • Hire high-potential turnaround leaders for participating schools. • Give persistently low-achieving schools flexibility to reorganize highly effective teachers’ time and roles so that they reach more students. • Ensure school operators and leaders have sufficient authority over time, budget and staffing to effect dramatic improvement. • Provide residency-based training for principals to lead turnaround schools. • Subsidize the costs of expanding learning time and offering wraparound services to turnaround schools. 	<ul style="list-style-type: none"> • Nominate current and future turnaround leadership team members for participation. • Arrange release time and substitutes as needed for participants. • Create a local turnaround office or other structure to provide leadership for the effort to address persistent low-achievement. • Conduct needs assessments and select appropriate interventions for persistently low-achieving schools. • Repurpose existing LEA funds to align with activities funded through this grant. • Establish the conditions partnership zones require in order to thrive, including authority for schools and lead partners over funds, staffing and time. • Enter into agreements with lead partners to engage in school turnaround.