



## Agents for Learning ESSA Competition

### Deadlines

All Agents for Learning ESSA Competition applications must be submitted for assessment by emailing to [teacheragencycompetition@learningforward.org](mailto:teacheragencycompetition@learningforward.org) by June 10, 2016, at 8:00 pm EDT.

### Who can be on a team?

Teams can be comprised of up to five educators, with the majority of team members serving as classroom teachers from varying grade levels, subject matters, schools, districts, and states. An educator can only be on one team.

### How to Enter

Download and complete the Agents for Learning application at [http://learningforward.org/get-involved/agents-for-learning-competition#.V0h\\_tJMrj24](http://learningforward.org/get-involved/agents-for-learning-competition#.V0h_tJMrj24). Email your completed submission form to [teacheragencycompetition@learningforward.org](mailto:teacheragencycompetition@learningforward.org) by June 10, 2016, at 8:00pm EDT.

### Scoring Rubric

Submissions will be scored by a panel of professional learning experts based on [this rubric](#).

### View Official Rules

Eligibility: NO PURCHASE NECESSARY. Competition ends on June 10, 2016 at 8:00pm EDT. Open only to educators who are [18] years of age or older and residents of the 50 United States or DC at time of Application. Employees of Learning Forward and the National Commission on Teaching & America's Future (NCTAF), its ad agencies, prize providers, and their immediate family and household members are not eligible. Competition subject to complete official rules, found [here](#). Void where prohibited. Hosts: Learning Forward, 504 South Locust St., Oxford, OH 45056 and NCTAF, 1525 Wilson Blvd., Suite 705, Arlington, VA 22209.

**Learning Forward and NCTAF Agents for Learning ESSA Competition OFFICIAL RULES  
(the "Official Rules")**

**NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN. A PURCHASE OR PAYMENT WILL NOT IMPROVE YOUR CHANCES OF WINNING. VOID WHERE PROHIBITED BY LAW.**

1. **DESCRIPTION:** The Agents for Learning ESSA Competition (the "**Competition**") is Sponsored by **Learning Forward** and the **National Center for Teaching & America's Future (NCTAF)** ("**Hosts**"). The Competition seeks to recognize teams of educators that submit applications responding to the following questions:

**Required Responses:**

- (1) Please write a comprehensive vision for effective professional learning for your state and, if appropriate, district context. Identify the needs/gaps that exist. Identify the professional learning investments and activities most important to closing the gaps. Finally, discuss the roles and responsibilities for states, districts, and individual educators in achieving this vision. (Limit 1000 words.)
- (2) Title II of ESSA provides a list of allowable activities for states and districts to invest in teacher development and support, including a new definition for professional development that ensures that professional development activities are "**sustained** (not stand-alone, 1-day, or short term workshops), **intensive, collaborative, job-embedded, data-driven, and classroom-focused.**" How would you advise states and districts to use their Title II funding to address the most critical needs of teachers? (See the definition and the allowable uses of Title II funds at <http://learningforward.org/docs/default-source/getinvolved/appendix-a--agents-for-learning-competition.pdf> to learn more about the law.) (Limit 500 words.)

**Additional Questions: Please provide responses to three of the following five questions (your choice), keeping in mind that this feedback could be used by your state or district or as guidance for any state or district.**

- (1) The great majority of ESSA/federal funding for professional learning will now go directly to school districts. We are aware that teachers and other educators often find their professional development unhelpful and unproductive. What can states, districts, and individuals do to ensure that ESSA funds learning that meets the needs of students and teachers and produces its intended outcomes? (Limit 200 words.)
- (2) Under ESSA, districts must report publicly how they are using their federal funds to improve educator effectiveness. States have authority to shift this process from a compliance to a growth orientation. How would you advise your state and district to make the shift to a process that inspires continuous improvement? What data would you encourage states and districts to report to document their support for teacher development and impact of their efforts? (Limit 200 words.)
- (3) Under ESSA, each state can choose to reserve a portion of their federal funds to focus exclusively on improving school leadership. If a state chooses this option, how do you think it should structure this support and on what should it focus? (Limit 200 words.)
- (4) Under ESSA, states may apply for competitive grants to support success for every student. What leadership roles for teachers can best ensure they can help every student succeed? What do they need to do to prepare for those roles? (Limit 200 words.)

- (5) ESSA requires states and districts to consult with teachers, school leaders, and community members as Title and/or consolidated plans are developed. How should states and districts ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning and implementation? (Limit 200 words.)

If you are selected as a Finalist Team, you will receive detailed guidance for developing a plan and a 4-minute presentation to be delivered in-person in Chicago that addresses:

- a. Analysis of current strengths and weaknesses of assessment, options and delivery to meet teachers' primary professional learning needs;
- b. An educator-informed theory of action around how to leverage professional learning to advance teaching and learning; and
- c. Specific recommendations for states, districts, and schools to consider as guides to their Consolidated State Plans and/or state and district Title II plans, a requirement of ESSA, and the design of effective professional learning in their systems.

Applications for the Competition were released on Monday, April 11, 2016, and are due on Friday, June 10 at 8:00pm EDT (the "**Application Period**"). Plans and presentations are due from Finalist Teams on Friday, July 22, 2016 at 1:00pm CDT.

The Competition is void where prohibited or restricted by law, is subject to applicable federal, state, provincial, and local statutes, rules, regulations, and other laws (each a "**Law**"), and is governed by these Official Rules.

2. **ACCEPTANCE OF THE OFFICIAL RULES; SITE POLICIES; LAWS:** By entering the Competition, each entrant unconditionally accepts and agrees to comply with and abide by these Official Rules and by the decisions of Hosts, which shall be final and binding on all matters pertaining to the Competition. Participation in the Competition also is governed by the terms and policies pertaining to the Sponsor's website at <http://learningforward.org/get-involved/agents-for-learning-competition#.Vyspw2M3eFI> (the "**Competition Site**"), which may be viewed on the Competition Site, and collection, use, and disclosure of information obtained online from entrants in the Competition is governed by Sponsor's Privacy Policy, which may be viewed at: <http://learningforward.org/privacy-policy#.Vysrv2M3eFI> (Sponsor's Privacy Policy and the Competition Site terms and policies are referred to in these Official Rules as the "**Policies**"). In the event there is an inconsistency between any of the Policies or any Competition promotional materials and the terms and conditions of these Official Rules, these Official Rules shall prevail and govern. By entering the Competition, each entrant also agrees to comply with any and all applicable Laws in connection with his or her participation in the Competition. Application in the Competition does not constitute Application into any other promotion, sweepstakes, or contest.
3. **ELIGIBILITY:** The Competition is open to teams consisting of up to five persons, each of whom is an educator, of which the majority are practicing teachers at an educational institution and who is a legal resident of the 50 United States or the District of Columbia (but excluding residents of Puerto Rico) and who is, at the time of Application, age 18 years or older. Teams may consist of educators from the same educational institution or different educational institutions. Each person can be a member of only one team. Hosts, their advertising and promotion agencies, the prize providers, any other company or organization involved with the design, Sponsorship, or operation of the Competition, and each of their respective officers, directors, employees, and agents (collectively, the "**Sponsor Parties**"), and immediate family

and household members of such individuals, are NOT eligible to enter the Competition. "Immediate family members" shall mean a person's spouse and a person's and their spouse's parents, step-parents, legal guardians, children, step-children, siblings, and step-siblings, and each of their respective spouses. "Household members" shall mean those people who share the same residence, whether or not related. References in these Official Rules to entrants include each and every member of an entering team. The person submitting that team's Application (as described below) represents and warrants that he or she has the authority to act on behalf of each and every member of his or her team and to bind each member to these Official Rules.

4. **HOW TO ENTER:** To enter the Competition, an entering team must submit an application ("**Application**"). To submit an Application, entrants must visit the Competition Application page of the Competition Site located at <http://learningforward.org/get-involved/agents-for-learning-competition#.Vysjc2M3eFI>, download the Competition application and email the completed application, to [teacheragencycompetition@learningforward.org](mailto:teacheragencycompetition@learningforward.org) prior to the end of the Application Period. A complete Application will include, in addition to all other information requested in the Competition Application form, first name, last name, current position, school/organization name, preferred mailing address, city, state, Zip Code, work phone, cell phone, work email, personal email, and relevant organizational affiliations as well as the identification of a Team Leader who will serve as the primary point of contact. Only one Application per person and per team is permitted. To be eligible to be selected as a Finalist, an Application must be submitted as instructed prior to the end of the Application Period.
5. **ADDITIONAL APPLICATION REQUIREMENTS; REPRESENTATIONS BY ENTRANTS:**
  - (1) All Applications must be received by the end of the Application Period. Applications will not be acknowledged or returned. Proof of transmission of an Application does not constitute proof that it was received. Incomplete, unreadable, late, or unintelligible Applications are void and will be disqualified.
  - (2) Limit of one (1) Application per team. Each educator can only participate on one team.
  - (3) In the event of a dispute as to the identity or eligibility of an entrant, the Application will be deemed to be made by the "Authorized Account Holder" of the email address for the team contact person submitted at the time of Application, provided he/she is eligible according to these Official Rules. The "Authorized Account Holder" is defined as the natural person to whom the applicable service provider or other organization (such as a business or educational institution) has assigned the email address. An entrant may not use multiple email or social media accounts to enter, and if an entrant does so, all of such entrant's Applications may be disqualified.
  - (4) Each Plan submitted by Finalist Teams must comply with the following:
    - i. It must be entirely the original work of the entrant, except for student work clearly identified as such and for which the entrant has all necessary permissions for use of such work.
    - ii. It must not contain any individual's photograph, likeness, name, voice, or other element of persona and identity unless the entrant has obtained all releases and consents from such individual necessary to enter the Application in the Competition, and to grant the rights in the Application as provided in these Official Rules.
    - iii. It must not infringe, misappropriate, or violate any intellectual property rights, privacy rights, publicity rights, or other proprietary rights of any third party.
    - iv. All information provided in the Application must be true, accurate, and correct in all respects.

- v. It must not be created or submitted through any script, macro, or other automatic method.
  - vi. It must comply with these Official Rules and all applicable Laws.
  - vii. It must be suitable for publication to a general audience and must not contain anything that:
    - (1) is illegal, abusive, tortious, defamatory, pornographic, sexually explicit, obscene, libelous, invasive of another's privacy, hateful, or otherwise objectionable;
    - (2) promotes discrimination based on race, ethnicity, nationality, religion, sex, sexual orientation, disability, or age;
    - (3) promotes violence or unsafe or illegal activity;
    - (4) is threatening, harassing, or degrading;
    - (5) serves to impersonate any person or entity or misrepresent affiliation with any person or entity;
    - (6) would require Hosts to be a mandatory reporter under any Law; or
    - (7) disparages or injures the reputation or goodwill of the Hosts, the prize providers, or any of their respective donors, officers, directors, or employees.
- (5) Applications that do not comply with these requirements (as determined by Hosts in its sole discretion) are void and will be disqualified. Entrants may be required to submit proof of compliance with these requirements, and failure to provide such proof on request may, in Hosts' sole discretion, disqualify an entrant's Application.
- (6) Neither submission of an Application nor any other participation in the Competition creates any confidential, fiduciary, agency, employment, or other relationship or contract between Hosts and any entrant, and by submitting an Application each entrant acknowledges that no such relationship or contract exists.
- (7) By entering the Competition, each entrant represents and warrants to Hosts that:
- I. The entrant's Application meets all of the requirements in this Section.
  - II. The entrant meets all the eligibility requirements for the Competition.
  - III. The entrant has complied with these Official Rules and all applicable Laws in entering and participating in the Competition.

## 5. SELECTION DETERMINATION OF FINALISTS:

- A. Selection Determination
    - (1) Eligible Applications will be evaluated by a minimum of three raters. Each application will have an assigned lead/presiding rater who will tally the results, make a final decision on any ties and share the results with the Hosts.
    - (2) Raters will be Professional Learning experts, including senior staff from prominent education organizations, identified and invited by Learning Forward and NCTAF.
    - (3) For any eligible application, raters assigned to that application will not have any affiliation to the entrants nor any organization with whom they are affiliated.
    - (4) The raters will be chosen because of their expertise and that expertise will be used in applying the rubric to the applications.
    - (5) While teams will be ranked according to scores, finalists will be chosen to ensure the diversity of representation sought for the finals. The decision of the competition's Hosts will be final.
    - (6) Feedback will be provided to each team that completes an application.
2. Rating Method and Criteria - Eligible Applications will be rated using a point system according to criteria (the "**Criteria**") described below. There will be one round of rating and three raters will score each submission. Final scores for each submission will be determined

by calculating the average of the three rater’s scores. Any ties in the final scores of the Applications will be broken by the decision of the presiding rater.

- (1) **Part 1:** The number of points each team receives is determined by:  
 Step 1: The raters will determine the number of points earned for each question.  
 Step 2: The raters will determine the total number of points for each application.  
 Step 3: The total points for the three raters will be averaged and the scores will be listed in rank order.

**Agents for Learning ESSA Competition Rubric**

<b>Absolute Priorities:</b>				
<b>Required Question</b>	<b>Categories</b>	<b>Point values</b>		
		<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<p><b>Please write a comprehensive vision for effective professional learning for your state and, if appropriate, district context. Identify the needs/gaps that exist. Identify the professional learning investments and activities most important to closing the gaps. Finally, discuss the roles and responsibilities for states, districts, and individual educators in achieving this vision. (Limit 1000 words.)</b></p> <p><b>35 points maximum</b></p>	Vision	Conveys a comprehensive and compelling vision for effective professional learning for states and districts.	Provides understandable vision for professional learning for states and/or districts.	Fails to identify vision for effective professional learning for states and /or districts or does so ambiguously.
	Gap analysis	Identifies, analyzes, and prioritizes thoroughly needs/gaps in order to strengthen professional practice and professional growth appropriate to the state and district context identified.	Provides description of needs/gaps that exist in professional practice/professional growth.	Provides an incomplete list of needs/gaps that exist in professional practice/professional growth.
	Goals	Identifies goals that are realistic, research based, and innovative for professional learning funded by ESSA funds as well as integrated with other professional development funding.	Identifies goals for professional learning funded only by ESSA funds.	Identifies minimal goals that are not likely to achieve the desired results.
	Investments	Provides a thorough description of what investments and activities are most important to addressing the needs and closing the gaps in professional learning.	Provides a modest description of what investments and activities are important to addressing the needs and closing the gaps in professional learning.	Provides few, if any, recommendations for Investments and activities needed to address the needs and close the gaps in professional learning.
	Roles and responsibilities	Defines and distinguishes thoroughly roles and responsibilities of states, districts, and individuals in achieving the vision.	Provides limited discussion of roles and responsibilities of states, districts, and/or individuals.	Provides few examples of roles for states, districts, or individuals.

	Examples	Includes multiple, relevant examples for each answer.	Includes minimal examples of limited applicability for each answer.	Includes few or no specific examples for each answer.
	Evidence	Includes relevant and reliable evidence supporting statements and recommendations.	Includes minimal evidence supporting statements or recommendations.	Includes insufficient evidence to support statements or recommendations.
<b>Required Question</b>	<b>Categories</b>	<b>Point values</b>		
		<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<p><b>Title II of ESSA provides a list of allowable activities for states and districts to invest in teacher development and support, including a new definition for professional development that ensures that professional development activities are "sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused." How would you advise states and districts to use their Title II funding to address the most critical needs of teachers? (See the definition and the allowable uses of Title II funds at <a href="http://learningforward.org/docs/default-source/getinvolved/appendix-a---agents-for-learning-competition.pdf">http://learningforward.org/docs/default-source/getinvolved/appendix-a---agents-for-learning-competition.pdf</a> to learn more about the law.) (Limit 500 words.)</b></p> <p><b>20 points maximum</b></p>	Use of Funds	Demonstrates deep understanding of the intent of the PD language in the law and provides a thorough and compelling explanation for how Title II funds should be used to meet the intent of the law.	Provides an acceptable explanation for how Title II funds should be used aligned with acceptable uses but it is not well connected to the definition of professional development in ESSA.	Lacks explanation for how Title II funds should be used to meet the definition of professional development activities in ESSA.
	Impact	Explains how and why it is important for states and districts to invest in teacher development and support.	Provides a limited rationale for how and why it is important for states or districts to invest in teacher development and support.	Lacks explanation for why allocation of state or district funds is important to teacher development and support.
	Examples	Includes multiple, relevant examples for each answer.	Includes minimal examples of limited applicability for each answer.	Includes few or no specific examples for each answer.
	Evidence	Includes relevant and reliable evidence supporting statements and recommendations.	Includes minimal evidence supporting statements or recommendations.	Includes insufficient evidence to support statements or recommendations.
<b>Answer 3 of the following 5 questions: (15 points each)</b>	<b>Categories</b>	<b>Point values</b>		
		<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<p><b>Optional Question #1: The great majority of ESSA/federal funding for professional learning will now go directly to school districts. We are aware that teachers and other educators often find their professional development unhelpful and unproductive. What can</b></p>	Student and Teacher Needs	Provides a compelling vision for professional development at the district level and how it meets the needs of teachers and students. Includes relevant and authentic examples as well as evidence to support case.	Describes professional development at the district level and how it meets the needs of teachers and students. Includes some examples or evidence to support case.	Does not provide a vision for professional development at the district level or how it meets the needs of teachers and students. Does not include examples or evidence to support case.



<p>states, districts, and individuals do to ensure that ESSA funds learning that meets the needs of students and teachers and produces its intended outcomes? (Limit 200 words.)</p> <p>15 points maximum</p>	State's Role	Provides thorough and compelling guidance on how states can help districts achieve the vision and meet the needs of teachers and students. Includes relevant and authentic examples as well as evidence to support case.	Provides some guidance on how states can help districts achieve the vision and meet the needs of teachers and students. Includes some examples or evidence to support case.	Provides limited or no guidance on how states can help districts achieve the vision and/or meet the needs of teachers and students. Does not include examples or evidence to support case.
	Impact	Provides thorough explanation of how districts will demonstrate the impact of professional development. Includes relevant and authentic examples as well as evidence to support case.	Provides some explanation with examples or evidence of how districts will demonstrate the impact of professional development.	Provides limited or no explanation or evidence of how districts will demonstrate the impact of professional development.
	Categories	Point values		
		4-5	2-3	0-1
<p>Optional Question 2: Under ESSA, districts must report publicly how they are using their federal funds to improve educator effectiveness. States have authority to shift this process from a compliance to a growth orientation. How would you advise your state and district to make the shift to a process that inspires continuous improvement? What data would you encourage states and districts to report to document their support for teacher development and impact of their efforts? (Limit 200 words.)</p> <p>15 points maximum</p>	Educator Effectiveness	Provides clear and thorough definition of educator effectiveness and includes relevant and authentic examples as well as evidence to support it.	Provides definition of educator effectiveness and includes examples or evidence to support it.	Fails to provide or provides limited definition of educator effectiveness in the answer.
	Continuous Improvement	Provides a compelling description of how states and districts can shift the use of federal funds to improve educator effectiveness from a compliance activity to a growth process that inspires continuous improvement. Includes relevant and authentic examples as well as evidence to support case.	Provides an acceptable description of how states and districts can shift reporting how using federal funds to improve educator effectiveness from a compliance activity to a growth process that inspires continuous improvement. Includes some examples or evidence to support case.	Fails to provide a description of how states and districts can shift the use of federal funds to improve educator effectiveness from a compliance activity to a growth process that inspires continuous improvement. Does not include examples or evidence to support case.
	Use of Data	Identifies data that could be used to document state and school district support for teacher development <b>and</b> the impact of the efforts.	Identifies data that could be used to document state or school district support for teacher development <b>or</b> the impact of the efforts.	Fails to identify data that could be used to document state or school district support for teacher development or the impact of the efforts.



	Categories	Point values		
		4-5	2-3	0-1
<p><b>Optional Question 3:</b> Under ESSA, each state can choose to reserve a portion of their federal funds to focus exclusively on improving school leadership. If a state chooses this option, how do you think it should structure this support and on what should it focus? (Limit 200 words.)</p> <p><b>15 points maximum</b></p>	School Leadership	Provides a compelling and thorough description of how states that choose to reserve a portion of their federal funds for improving school leadership may structure the support. Includes relevant and authentic examples as well as evidence to support case.	Provides acceptable description of how states that choose to reserve a portion of their federal funds for improving school leadership may structure the support. Includes some examples or evidence to support case.	Provides limited description of how states that choose to reserve a portion of their federal funds for improving school leadership may structure the support. Does not include examples or evidence to support case.
	Focus Areas	Identifies concrete and compelling areas of focus for improving school leadership. Includes relevant <b>and</b> authentic examples as well as evidence to support case.	Identifies some areas of focus for improving school leadership. Includes some examples <b>or</b> evidence to support case.	Provides few areas of focus for improving school leadership. Does not include examples or evidence to support case.
	Impact	Provides thorough explanation of how states will report the impact of professional development on improving school leadership. Includes relevant and authentic examples as well as evidence to support case.	Provides some explanation with examples or evidence of how states will report the impact of professional development on improving school leadership.	Provides limited or no explanation or evidence of how states will report the impact of professional development on improving school leadership.
	Categories	Point values		
		4-5	2-3	0-1
<p><b>Optional Question #4</b> Under ESSA, states may apply for competitive grants to support success for every student. What leadership roles for teachers can best ensure they can help every student succeed? What do they need to prepare for those roles? (Limit 200 words.)</p> <p><b>15 points maximum</b></p>	Vision	Provides a compelling and thorough description of the leadership roles for teachers that can help every student succeed. Includes relevant and authentic examples as well as evidence to support case.	Provides an acceptable description of the leadership roles for teachers that can help every student succeed. Includes some examples <b>or</b> evidence to support case.	Provides limited or no description of the leadership roles for teachers that can help every student succeed. Fails to include examples <b>or</b> evidence to support case.
	Support	Provides thorough description of preparation needed for teacher leadership roles. Includes relevant and authentic examples as well as evidence to support case.	Identifies acceptable information on the preparation needed for teacher leadership roles. Includes some examples <b>or</b> evidence to support case.	Provides limited or no information on the preparation needed for teacher leadership roles. Fails to include examples <b>or</b> evidence to support case.

	<b>Impact</b>	Provides thorough explanation of how states will report the impact of this investment. Includes relevant and authentic examples as well as evidence to support case.	Provides acceptable explanation with examples <b>or</b> evidence of how states will report the impact of this investment.	Provides limited or no explanation or evidence of how states will report the impact of this investment.
	<b>Categories</b>	<b>Point values</b>		
		<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<b>Optional Question #5</b> <b>ESSA requires states and districts to consult with teachers, school leaders, and community members as Title and/or consolidated plans are developed. How should states and districts ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning and implementation? (Limit 200 words.)</b>  <b>15 points maximum</b>	<b>Planning</b>	Provides a compelling and thorough description of how states <b>and</b> districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Includes relevant and authentic examples as well as evidence to support case.	Provides acceptable description of how states and districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Includes some examples <b>or</b> evidence to support case.	Provides a limited description of how states or districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Fails to include examples <b>or</b> evidence to support case.
	<b>Implementation</b>	Provides a compelling and thorough description of how states <b>and</b> districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Includes relevant and authentic examples as well as evidence to support case.	Provides acceptable description of how states and districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Includes some examples <b>or</b> evidence to support case.	Provides a limited description of how states or districts may ensure that teachers and other educators are provided the opportunity to share their professional expertise on ESSA planning. Fails to include examples <b>or</b> evidence to support case.
	<b>Stakeholder Engagement</b>	Provides specific plan for states and districts to identify and solicit effective stakeholder engagement. Includes relevant and authentic examples as well as evidence to support it.	Provides ideas for stakeholder engagement for states and districts. Includes examples or evidence to support ideas.	Proposes limited ideas for stakeholder engagement. Fails to include examples or evidence to support ideas.
<b>Overall Categories</b>		<b>Point Values</b>		
		<b>4-5</b>	<b>2-3</b>	<b>0-1</b>
<b>Overall Quality of Responses</b>		Answers are original, with appropriate references to	Answers are appropriate with limited references to research or best	Answers are limited and do not include references to research or best practices, and
<b>5 points maximum</b>				

	research and best practices, and offer clear and compelling pathway to implementation. Answers are applicable to schools with diverse needs and students (geographic, SES, K-12, and more).	practices, and address pathway to implementation. Answers are applicable to some schools with diverse needs (geographic, SES, K-12, and more).	do not address pathway to implementation. Answers are applicable to few schools.
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- B. Finalist Teams - There will be up to ten finalist teams (each, a “**Finalist Team**”), with the following as guidance:
- (1) Rating Period - The Finalist Teams will be selected between the end of the Application Period and June 21, 2016.
  - (2) Finalists will be notified on June 21, 2016.
  - (3) Each Finalist Team will be invited to attend the Competition at the Loews Chicago Hotel on July 21-22, 2016. Airline flights, ground transportation, hotel accommodations, and some meals will be provided by the Hosts and their partners.
  - (4) Judges will give feedback to Finalist Teams on:
    - attributes like simplicity, precision, fairness, clarity, thoughtfulness, creativity, quality of writing,
    - how their plans support the larger vision of educational success and spur desired actions,
    - how they will impact teacher and student learning,
    - how the plan captures how ESSA offers states the opportunity to develop their own aligned, coherent professional learning system—one that forwards the state’s vision of educational improvement,
    - helpful suggestions for states and commonsense recommendations for the U.S. Department of Education

8. **AWARDS:** The value of all of the prizes is nominal.

9. **USE OF PERSONAL DATA:** All personal information collected by Hosts (including without limitation, an entrant’s name, biographical data, and city and state/province of residence) may be used for the administration of the Competition and, except as stated in these Official Rules, in accordance with Hosts’ Privacy Policy and the other Policies. Please refer to the Policies for important information regarding the collection, use, and disclosure of personal information by Hosts. In addition, except to the extent prohibited by Law, Finalist’s name and address (city and state of residence), photo (if provided), may be shared with any media now known or hereafter devised, throughout the world, in perpetuity, without additional compensation or consideration, notification or permission.

10. **LICENSE GRANT:** By submitting an Application, each entrant irrevocably grants Hosts and its designees the unconditional, irrevocable, and perpetual right and permission, royalty-free, to use the Application and any other data, information, images, content, or materials included in such Application, in any media now known or hereafter devised, throughout the world for any purpose. Hosts are not obligated to use any of the above mentioned data, information, images, content, or materials, but may do so and may edit them in Hosts’ sole discretion, without further obligation or compensation. Each entrant waives all intellectual property rights,

privacy/publicity rights or other legal or moral rights that might preclude the Hosts' use of the Application or exercise of any rights granted to Hosts, and agrees not to sue or assert any claim against the Hosts Parties with respect to such use.

11. **RELEASE OF LIABILITY:** By entering the Competition, each entrant agrees that neither the Host Parties, nor any advertising or social media platform, such as Facebook or Twitter, on which the Competition is advertised or through which it is accessed, shall be responsible for and, to the maximum extent permitted by Law, releases and holds harmless the Host Parties and each such advertising or social media platform from and against, any and all claims, injuries, damages, liabilities, costs, expenses, or losses of any kind (including, but not limited to, personal injury, death, or damage to or loss of property) that may occur, directly or indirectly, in whole or in part, from:
- i. participation in the Competition;
  - ii. any breach or other violation by such entrant of these Official Rules, the Policies, or applicable Law;
  - iii. the acceptance, receipt, possession and/or use or misuse of any prize (or any portion of any prize);
  - iv. any incorrect, incomplete, garbled, or inaccurate information, or any failure to capture any information, whether caused by entrant, printing errors, human error, or by any of the equipment or programming associated with or utilized in the Competition;
  - v. any damage to an entrant's equipment (such as a computer system or mobile device) which is occasioned by accessing the Competition Site or participating in the Competition;
  - vi. miscommunications, or any failed, jumbled, delayed, or misdirected computer, telephone, cable, or other transmissions (including, without limitation, transmissions by email, social media (such as a private or direct messages, check-ins, tweets, and posts), and instant message);
  - vii. for any technical malfunctions, failures, delays, difficulties, or other errors of any kind or nature;
  - viii. any Application, email, prize package, or other material or correspondence that has been tampered with or that is stolen, misdirected, incomplete, lost, late, non-conforming, ineligible, or damaged;
  - ix. any failure of any postal or delivery service;
  - x. any use of the entrant's personal information and Applications as permitted under these Official Rules; or
  - xi. any events beyond Sponsor's reasonable control.
14. **LIMITATION OF LIABILITY:** Neither hosts nor any other host party, shall be liable for any special, indirect, incidental, or consequential damages arising out of the competition, any prize, or these official rules, howsoever caused, whether arising in tort, contract, strict liability, or other legal theory, and regardless of whether such hosts party was advised of the possibility of such damages, and all such damages are hereby disclaimed and excluded. All prizes are given away "as is." The hosts parties do not make and hereby disclaim any warranties, whether express, implied, or statutory (including without limitation any implied or statutory warranty of merchantability, fitness for a particular purpose, title, or non-infringement) with regard to the competition or any prize.
15. **DISQUALIFICATION:** Hosts reserve the right in its sole discretion to disqualify any entrant who Hosts find, in its sole discretion, to be tampering with the participation process or the operation

of the Competition or the Competition Site, to be acting in violation of these Official Rules, to be acting in an unsportsman-like or disruptive manner, or with the intent to disrupt or undermine the legitimate operation of the Competition, or to annoy, abuse, threaten or harass any other person, and Sponsors reserves the right to seek damages and other remedies from any such person to the fullest extent permitted by Law.

16. **WITHDRAWAL:** To withdraw an Application or part of an Application after submission, entrants must contact the Hosts at [teacheragencycompetition@learningforward.org](mailto:teacheragencycompetition@learningforward.org) and use the subject line "Learning Forward and NCTAF Competition: Submission Withdrawal Request," reason for request, and full names and email addresses of all entrants. Requests must be received prior to the end of the Application Period. Requests made after the end of the Application Period may not be honored.
17. **TERMINATION/MODIFICATION:** Hosts shall have the right to modify, suspend, or terminate the Competition, at its sole discretion, at any time for any reason, including without limitation as a result of natural disaster, equipment failure, civil disturbance, fraud, financial, or administrative difficulties, technical problems (such as a computer virus/bug), unauthorized intervention that corrupts the administration, security, fairness, integrity or proper functioning of the Competition, or other causes not within the control of the Hosts. In addition, if, in the exclusive judgment of Hosts, the Competition (or any portion thereof) becomes compromised in any way, Hosts reserves the right, at its sole discretion, to cancel any method of Application, to void any Applications submitted fraudulently, and/or to select Winners from among all non-suspect eligible Applications received prior to the act that compromised the promotion. Should the Competition ever be terminated prior to the Winner selection, Hosts will post a notice on the Competition Site and will make alternate arrangements to award the prizes. Hosts reserves the right to make changes in these Official Rules. Any such changes will become effective upon notice via online posting at the Competition Site or other means of wide dissemination.
18. **INTERPRETATION:** The invalidity or unenforceability of any provision of these Official Rules shall not affect the validity or enforceability of any other provision. In the event that any provision is determined to be invalid or otherwise unenforceable or illegal, these Official Rules shall otherwise remain in effect and shall be construed in accordance with their terms as if the invalid or illegal provision were not contained herein. Hosts' failure to enforce any term of these Official Rules shall not constitute a waiver of that provision.
19. **DISPUTES:** Except where prohibited, each entrant agrees that: (i) any and all disputes, claims, and causes of action arising out of or connected with these Official Rules, this Competition, or any prize shall be resolved individually, without resort to any form of class action, and exclusively by the state and/or federal courts located in the District of Columbia; (ii) any and all claims made by entrant, and any and all judgments and awards in favor of entrant, shall be limited to actual out-of-pocket costs incurred, including costs associated with entering this Competition, but in no event attorneys' fees; and (iii) under no circumstances will entrant be permitted to obtain awards for, and entrant hereby waives all rights to claim, indirect, punitive, incidental and consequential damages and any other damages, other than for actual out-of-pocket expenses, and any and all rights to have damages multiplied or otherwise increased. All disputes concerning the Competition, the construction, validity, interpretation, and enforceability of these Official Rules, or the rights and obligations of each entrant and Hosts in connection with these Official Rules or the Competition shall be governed by, and construed in accordance with, the Laws of the District of Columbia and applicable United States federal Law,

without giving effect to any choice of law or conflict of law rules that would cause the application of the Laws of any other jurisdiction.

20. **HOSTS:** The Hosts of the Competition are **Learning Forward, 504 South Locust St., Oxford, OH 45056** and **NCTAF, 1525 Wilson Blvd., Suite 705, Arlington, VA 22209**. For questions about the Competition, please contact Hosts at [teacheragencycompetition@learningforward.org](mailto:teacheragencycompetition@learningforward.org) and 972-421-0900.
21. **NO ENDORSEMENT:** Nothing contained in these Official Rules or in any of the Competition materials should be construed as an endorsement by Hosts of any third party, product, or service.
22. **SOCIAL MEDIA PLATFORMS:** The Competition may be advertised on or accessed through one or more social media platforms, such as Facebook or Twitter. However, the Competition is in no way Sponsored, endorsed, or administered by, or associated with, any such platforms. Entrants agree to comply with all terms and policies governing such platforms in connection with the Competition.
23. **FINALISTS LIST/OFFICIAL RULES:** To obtain written notice of the Finalists Teams for the Competition, send a self-addressed stamped envelope (Vermont residents may omit the return postage) to **Learning Forward, 504 South Locust St., Oxford, OH 45056** or **NCTAF, 1525 Wilson Blvd., Suite 705, Arlington, VA 22209**. All such requests must be received no later than six (6) months after the end of the Application Period. These Official Rules will be posted on the Competition Site during the Application Period and for six (6) weeks after that.