

## SPECIFICATIONS FOR ENTRIES

School districts and county offices of education may submit up to three (3) entries. Any entries beyond three will be automatically disqualified.

The district or county office must specify one program category for each entry. If CSBA determines that the selected program category may be incorrect, CSBA will contact the district or county office to assist in identifying the appropriate category.

Each entry must include an official entry form, a narrative description and three (3) high-resolution, color digital photos. An official entry form must be attached to the front of each narrative. The form may be reproduced. Each entry form must be signed by the board president, the superintendent and the curriculum director or other appropriate district/county office administrator responsible for the program area. Entries not containing these signatures will be disqualified. (Please send three additional copies

of application/narrative.) Narratives must be three (3) pages or less (one side only) on 8 1/2" by 11" paper, printed in type no smaller than 10 point and double-spaced. Narratives over three pages and handwritten entries will be disqualified. Narratives must be written in understandable language and in clear, concise terms.

Three (3) high-resolution, color digital photos must be submitted at the time you submit your entry form. They can be e-mailed to Lisa Durant at [ldurant@csba.org](mailto:ldurant@csba.org).

The photos will be used during the awards presentation ceremony and/or in future promotion and publicity efforts. Neither entries nor photos will be returned.

E-mail high-resolution digital photos to: [ldurant@csba.org](mailto:ldurant@csba.org), including district/county office name and the program title that is on your application.

## JUDGING

All eligible entries will be considered, and the decision of the judges is final. In cases where none of the eligible programs in a given program category meets or exceeds the total score set by CSBA, no award will be given. While many valuable programs may meet basic scoring criteria, the total score needed for an award is intentionally set high to select the most innovative or exemplary programs, which have made a demonstrated difference for students, are sustainable and are connected to other district/county office vision efforts.

### TIMELINE FOR JUDGING

**JUNE/JULY:** Review applications to determine whether they meet all the qualifications.

**JULY/AUGUST:** Judging/scoring by prominent educators with specific expertise relative to the category being judged.

**AUGUST:** All districts will be notified if they will or will not be moving on to an onsite visitation in September.

**SEPTEMBER:** Evaluation of potential award winners through an onsite visitation.

**OCTOBER:** Announcement of award winners.

## ENTRY DEADLINE

All entries must be received or postmarked by Friday, June 20, 2008. Entries received after the deadline will not be considered. For further information about the Golden Bell Awards program, please contact the California School Boards Association, P.O. Box 1660, West Sacramento, CA 95691-1660, (800) 266-3382.

### REMINDER: An entry will be disqualified for any of the following reasons:

- The school district or county office of education is not a member of CSBA.
- Three entries have already been received from the district or county office.
- The program has not been in operation for at least two years.
- An official entry form, with three additional copies, is not received or does not contain the three necessary signatures.
- The narrative is over three pages or is not typewritten as specified.
- Three high-resolution, color digital photos were not e-mailed to Lisa Durant at [ldurant@csba.org](mailto:ldurant@csba.org).
- Three additional copies of the application/narrative were not submitted.
- The application is not postmarked or received by Friday, June 20, 2008.

## NOTICE TO BOARD PRESIDENTS AND SUPERINTENDENTS

**BOARD PRESIDENTS:** Please share this with your board and/or appropriate staff members. Please note that your signature will be required on any entry form submitted from your district/county office. A maximum of three entries will be accepted from each district or county office.

**SUPERINTENDENTS:** Please pass this on to your site principals, instructional services and curriculum staff. Please note that your signature will be required on any entry form submitted. A maximum of three entries will be accepted from each district or county office.

## DONORS



Without the support and generous contributions of individuals and corporations from throughout the state, the Golden Bell Awards program would not be possible. We wish to recognize our 2007 Golden Bell Sponsors/Business Affiliates and express deep appreciation for their support of excellence in education.

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## AWARDS LUNCHEON

Golden Bell Award winners will receive special recognition at an awards luncheon on Saturday, December 6, 2008, in San Diego. The event is held in conjunction with CSBA's Annual Education Conference. Golden Bell Award winners will also be invited to lead a one-hour Golden Bell Showcase discussion about their program at the conference on Saturday morning from 9:30 a.m. to 10:30 a.m. A statewide CSBA news release will be disseminated and a sample news release will be prepared for use by the winning school districts and county offices of education.

The Golden Bell Awards program, now in its 29th year, promotes excellence in education by recognizing outstanding programs in school districts and county offices of education throughout California. Golden Bell Awards reflect the depth and breadth of education programs

necessary to address students' changing needs. This awards program contributes to the development and evaluation of curriculum, instruction and support services by:

- seeking out and recognizing sustainable, innovative or exemplary programs which have been developed and successfully implemented by California teachers and administrators;
- recognizing and supporting educators who invest extra energy and time to make a demonstrated difference for students;
- promoting models which have made a difference for students; and
- focusing on the commitment to ensure that the needs of all students are met.



## 2008 GOLDEN BELL AWARDS

## CALL FOR ENTRIES







## PROGRAM CATEGORIES

**THE GOLDEN BELL AWARDS PROGRAM** recognizes exemplary programs in 16 major categories, including curriculum and instruction and related programs, which are essential to support teaching and learning. Judging will take place in each of the following program categories:

### 1 CURRICULUM

Programs may be submitted in any of the following curricular areas:

Career Technical Education  
English/Language Arts/Reading  
History/Social Science  
Mathematics  
Science  
Visual and Performing Arts  
Other Content Areas

### 2 ENGLISH LANGUAGE ACQUISITION

Includes programs which effectively assist students in transitioning from their primary language to English.

### 3 INSTRUCTION

Includes models that utilize interdisciplinary teaching, thematic instruction, learning styles/multiple intelligences, technology and/or other innovative or exemplary instructional strategies and integrated programs.

### 4 EARLY CHILDHOOD EDUCATION

Includes all programs that are developmentally appropriate for pre-kindergarten aged children, collaborate with cities/counties for educationally relevant child care and Head Start programs.

### 5 PROFESSIONAL DEVELOPMENT AND TEACHER RECRUITMENT/RETENTION

Includes all professional development programs for staff, including teachers, administrators and classified personnel. This includes beginning teacher support and assessment programs, as well as intern and credentialing programs. Recruitment programs include those that have proven success in retaining teachers in the district and obtain successful strategies to attract and preserve teachers in critical shortage areas.

### 6 ACCOUNTABILITY/ASSESSMENT

Includes models/techniques for assessing student achievement and/or program effectiveness on a districtwide basis and for ensuring district accountability.

### 7 BRIDGING THE ACHIEVEMENT GAP

This category addresses efforts to ensure that the academic achievement of economically disadvantaged students and students of color are moving toward the highest-performing students in the school or district. Such efforts include intervention strategies, meaningful disaggregation of student performance data, professional development, etc.

### 8 TECHNOLOGY

Includes the use of technology as an instructional tool which engages students in the curriculum, helps equip them for an increasingly technological society and job market and provides greater access to educational services.

### 9 INVIGORATING HIGH SCHOOLS

Includes programs to enhance student learning and engagement at the high school level, such as career connections; enriched curriculum; enhanced student engagement efforts; and innovative use of schedules and school calendars.

### 10 PARTNERSHIPS AND COLLABORATIVES\*

Includes collaborations between school districts, county offices of education, cities and counties to strengthen instructional supports for students or maximize resources and community support. Also includes partnerships with schools and businesses or community-based organizations.

### 11 STUDENT SERVICES

Includes, but is not limited to, on campus student service centers, parent education programs, counseling and intervention programs, peer assistance and nutrition programs.

### 12 SCHOOL SAFETY

Includes programs that effectively prevent or reduce school violence by promoting a positive school climate, teaching students to resolve conflicts and/or other prevention or intervention strategies.

### 13 PARENTAL/COMMUNITY INVOLVEMENT

Includes programs which encourage or facilitate parental involvement in their child's education, including outreach to diverse parent communities.

### 14 COUNTY OFFICES OF EDUCATION

Includes county services to school districts, regional consortia and alternative education programs.

### 15 SPECIAL EDUCATION†

Includes programs designed to meet the needs of special education students, including children from birth to age 5.

### 16 FOCUS ON MIDDLE GRADES

Includes programs to meet the unique needs of middle school students, including student engagement in school; school configurations; professional development; relevant curriculum; articulation with grade school and high school; and academic/social support systems.



*\*The Cities, Counties and Schools Partnership is holding its 2008 California Community Partnership Award program this year in conjunction with the CSBA Golden Bell Awards. Entries in the Partnerships and Collaboratives category of the Golden Bell program that feature collaboration with other local government agencies are eligible.*

*Community Partnership Award winners will be selected from among the Golden Bell winners in this category and honored with this additional award from the CCS Partnership at the Golden Bell Awards Luncheon in December.*

*The CCS Partnership is sponsored by CSBA, the League of California Cities and the California State Association of Counties. For more information regarding the California Community Partnership Awards, visit the CCS Partnership Web site at [www.ccspartnership.org](http://www.ccspartnership.org) or call 916.323.6011.*



*†Programs submitted in this category will also be considered for a California Special Education Commission GOAL award. The California Advisory Commission on Special Education created the Grazer Outstanding Achievement Learning (GOAL), which is one of many activities designed to celebrate special education youth of all age groups.*

### ELIGIBILITY CRITERIA

Programs must be operating in a CSBA member district or county office of education. A program must have started at least two years prior to the Golden Bell Awards program entry deadline of Friday, June 20, 2008 and currently be in existence.



## CRITERIA FOR SELECTION

**PROGRAMS WILL BE JUDGED ON A SCORING RUBRIC, BASED ON DESCRIPTORS FOR EACH PROGRAM CATEGORY. IN ORDER TO RECEIVE A GOLDEN BELL AWARD, APPLICATIONS MUST DEMONSTRATE THAT THE PROGRAM:**

### 1 HAS MADE A DIFFERENCE FOR STUDENTS.

Examples include: student evaluations or feedback demonstrating student satisfaction; surveys of parents, staff or community; degree of participation in program; data demonstrating program has undergone a rigorous evaluation and shows evidence of statistically significant improvements in student achievement, school environment or other desired outcomes; significant improvements for participants, including clearly articulated program goals and identification of measurable outcomes; etc.

**2 IS INNOVATIVE OR EXEMPLARY.** Examples include: exemplary implementation of a program; uniqueness throughout the state; creative approach to solving a problem or presenting a curriculum; use of new methods or technology to teach a needed skill or enhance the student experience; creative funding; etc.

**3 IS SUSTAINABLE.** Examples include: length of time in operation; stable source of funding; high participation from students; sufficient staff knowledge and commitment to maintain the program; strong support from students, parents, educators, the community and the board; a broad base of support and a strong structure in place to support the program; flexibility to meet changing needs; expansion to serve more students and/or school sites; etc.

**4 IS CONNECTED TO THE DISTRICT OR COUNTY OFFICE VISION AND IS SUPPORTED BY THE DISTRICT OR COUNTY OFFICE.**

Examples include: linkage between the program and the district's or county office's vision statement/goals or strategic plan.

**ENTRIES WILL RECEIVE BONUS POINTS IF THEY MEET THE FOLLOWING CRITERIA:**

### COMMUNICATES WITH RELEVANT STAKEHOLDERS.

Examples include: dissemination of information about the program, program changes and evaluation results to the community, including media, city and county agencies, community-based organizations or other appropriate community members; partnerships with businesses or other community representatives in program development or implementation; evidence that the community is aware of the program and understands its goals; opportunities and mechanisms for the community to share and address concerns and suggestions about the program on a regular basis.

### COMMITTS TO ENSURING THE NEEDS OF ALL STUDENTS ARE MET.

Examples include: evidence that the program demonstrates a commitment to serve all students who could benefit from the program, including: participation of students who are representative of the student population at the school; distribution of information about the program to all students; opportunity for interested students who meet program criteria to participate; assistance provided as needed to furnish access for all; etc.

### CONCEPTS CAN BE REPLICATED.

Examples include: Evidence that the program has already been or could easily be replicated; written goals and procedures; availability of staff to discuss the program and demonstrate effective strategies; appropriateness for a different student population or staff; minimal needs for special facilities or equipment; reasonable costs for initial implementation and training.