



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation **ESSA, Title II, Part A**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, December 7, 2020**.

Application stamp-in date and time

Grant period from **March 1, 2021 - July 31, 2022**

Pre-award costs permitted from **Pre-Award costs are not permitted for this grant.**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Refer to the Program Guidelines for required attachments by Pathway.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT PERMITTED for this grant.

Pathway Selection: Please select ONE pathway.

- Pathway 1: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 6. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The LEA will implement the Texas Instructional Leadership modules on Lesson Planning & Formative Assessment and Data Driven Instruction with grant funds. The overall mission for this organization is to include building skills to successfully implement objective-driven daily lessons plans and formative assessment and to strengthen campus leaders in effective weekly data meetings by allowing the district to provide training and ongoing support for teachers to develop as instructional leaders. Specific needs of the organization is preparing, planning and practicing effective data meetings on campuses and developing highly aligned rigorous lessons that are designed for our students to be able to master TEKS by implementing strong execution of initial classroom instruction. The program will address these with critical components of a well designed lesson plan and effective data meetings that include, but not limited to: developing objectives, monitoring for lesson alignment, coaching formative assessment, preparing to lead data meetings, simulating effective data meetings and planning types of reteaching.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Lead Teacher -lead data mtgs, develop, collaborate & assist teachers on highly aligned lessons & formative assessments, promote common mission & practices	3 yrs teaching exp., demon. organizational, instructional techno. efficiency and comm. skills, ability to motivate, exhibit integrity, moral character, enthusiasm and initiative, knowl. and understanding of curr. devel. and prgm. evaluation.
Campus Administrators - collaboration and coordination with campus leadership team and TIL external staff and provide support to teacher leaders	prior experience in a campus leadership role, T-TESS trained, work closely and consistently with teacher leaders, participate and engage in TIL training, and collaborate with teacher leaders and TIL external staff
TIL External Staff - provide professional development, implementation support, and one to one coaching for teacher leaders.	TEA Texas Instructional Leadership facilitator training & Effective Schools Framework Facilitators

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Texas Instructional Leadership program is designed to build and strengthen leader's skills utilizing four different modules that all address goals and objectives through the SEE IT, NAME IT, DO IT model of practiced-based professional development. Create highly effective teacher leaders that will be able to support of teachers. The TIL modules utilize a job-embedded approach through three key pillars to ensure successful implementation. Face-to-Face/Virtual professional development, implementation support/planning and one-on-one coaching. Each of the three phases are required expectations for engaging in TIL.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Evaluation of the highly aligned and objective-driven lesson plans and formative assessments developed by teacher leaders during this process, student mastery of the Texas Essential Knowledge and Skills through DMAC data analysis & student formative assessment collected data, and observations in strong execution of initial classroom instruction. The TIL external partner will also submit a final report to the district on the completion, attendance, and mastery rate of the TIL training and coaching sessions. This will include a web-based teacher leader tracker for both Lesson Planning & Formative Assessment and Data Driven Instruction.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

To ensure the grant budget meets the needs and goals of the program, the district will partner with an approved external Teacher Instructional Leadership provider to deliver training as outlined in the grant assurances and will include a budget for professional development, implementation, one to one coaching, teacher leader compensation and substitute coverage for teacher leaders release time.

The district will utilize \$10,000 per campus for approved external TIL provider to deliver professional development, implementation and one to one coaching. The district will also include \$3,000 compensation per teacher leader that is selected to participate in the TIL program and up to \$800 per teacher leader for substitute coverage of teacher leader release time.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

The district will recruit and select a diverse group of teachers that demonstrate organizational, instructional technology efficiency and communication skills, and possess the ability to motivate people and exhibit integrity, moral character, enthusiasm and initiative. Demonstrate knowledge and understanding of curriculum development and program evaluation, organization of the content field, child growth and development, effective instructional strategies, classroom management, learning assessments and diagnosis and research related to learning. Teachers who have three years of experience in teaching and hold a valid Teaching Certificate in the area or grade level assigned. Teachers who have displayed collaboration in professional learning communities and facilitated data conversations/analyze data as tools to determine best classroom practices. The Teacher Instructional Leadership program modules, that the district has decided to implement, will be reviewed in detail by TIL external staff with potential teacher leaders that have been selected to participate in this program.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

Teacher leaders in this grant pathway will prepare, plan and practice leading data meetings, develop and collaborate with teachers on highly aligned rigorous lessons designed for student mastery in TEKS, promote common visions and practices with others, develop expertise to assist teachers, create & monitor effective daily objective driven lessons for content/grade level educators through observations/conversations/feedback. Teacher leaders will be matched and assigned with 3-8 teachers they will support on their campus. Teacher leaders will be provided with at least five hours per month to support other teachers based on the TIL training content and professional learning communities will be lead by teacher leaders. Campus administrators will support leaders in their roles by monitoring and observing professional learning communities, reviewing activities documented by teacher leaders, periodic check-in meetings with teacher leaders for feedback on program implementation and processes.

Program Requirements (Cont.)

2. Teacher Leader Role & Responsibilities (Cont.):

[Empty response box for item 2]

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

Content:
 Lesson Planning and Formative Assessment addresses critical components of well designed lesson plans that include crafting lesson objectives, developing objectives & exit tickets, creating exemplar responses & success criteria, monitoring for lesson alignment, practicing aggressive monitoring & show call, responding to formative assessment through reteach, and coaching formative assessment.
 Data Driven Instruction addresses components of effective data meetings that include preparing to lead data meetings by fully unpacking learning standards & assessment items, creating exemplar responses & success criteria, analyzing student work for gaps and errors, preparing & scripting data meetings, practicing and simulating effective data meetings, and planning types of reteach, for example modeling and guided discourse.

Frequency:
 Lesson Planning Professional Development: 3-4 days of face to face professional development, 1 day of implementation planning, 6 days of one to one coaching for each of the sixteen teacher leaders.
 Data Driven Instruction Professional Development: 2 days of face to face professional development, 1 day of implementation planning, 6 days of one to one coaching for each of the sixteen teacher leaders and others (campus admin).

Duration:
 Lesson Planning Professional Development: 66 hours Data Driven Instruction Professional Development: 54 hours

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

Measuring Success:
 Classroom observations, PLC meeting with school leaders, evaluating student work, facilitate data conversations & analyze data, conduct teacher conferencing, scope & sequence, student learning objectives, lesson planning & assessment reviews and provide feedback.

Additional Support:
 Strong commitment from both district and campus administrators, implementation support and one to one coaching from campus administrators.

Qualifications of TIL external staff: TEA Texas Instructional Leadership (Relay Graduate School of Education and Teaching Trust), New Teacher Academy, Coaching and Mentoring Academy, ASCD Building Teacher Capacity, Cognitive coaching, Common Instructional Framework, TEA Reading and Math Academy Trainers, TEA Effective School Framework Facilitators.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

The grant will help provide training and ongoing support for teachers to develop as instructional leaders. With the assistance of the TIL program, teacher leaders develop into highly effective teachers, which will be utilized and turned around in assisting other teacher in becoming highly effective teachers. This allows the district and campus to create an environment that ensures campuses have effective, well-supported teachers. Our goal is to increase support and promote opportunities for teacher growth and advancement as well as building capacity at each campus by contributing to the development of effective professional development. Providing teacher leaders with opportunities to develop other teachers on campus by supporting release time to engage in those leadership activities on a monthly basis, providing teacher leaders opportunities to lead data driven professional development communities, and developing highly effective teacher leaders that will support and assist other teachers.

- Monthly teacher leader meetings/collaboration/observation with each assigned teacher
- Weekly PLC teacher leader lead data meetings
- TIL staff direct support totaling 120 hours
- Monthly Campus Leadership Team Meetings
- Campus administrator support and coaching

The implementation of this grant program will assist the district and campus goals of increasing the support for teachers by creating teacher leaders through the grant. Teacher leaders, within the campus, are developed into highly effective teachers. Campuses will have effective well supported teachers by utilizing these new teacher leaders to help support and assist all teachers.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment