



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

Application stamp-in date and time

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**.

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):

N/A

Applicant Information

Organization Midway ISD CDN 161 903 Campus 000 ESC 12 DUNS 10-261-3944

Address 13885 Woodway Drive City Woodway ZIP 76712 Vendor ID 1746001082

Primary Contact Lorri Sapp Email lorri.sapp@midwayisd.org Phone 254-761-5613

Secondary Contact Mary Lou Glaesmann Email mary.glaesmann@MidwayISD.org Phone 254-761-5613

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 Lorri Sapp Title Director of Curriculum

Email lorri.sapp@midwayisd.org Phone 254-761-5613

Signature  Date 12/7/2020

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.

Midway ISD will create a cohort model with the mission of recruiting, preparing, and supporting high-quality teachers in achieving National Board Certification (NBC). Currently, there is little awareness of the NBC process among district teachers and administrators. The district seeks to implement a plan to attract highly-qualified teachers, prepare them to engage in and complete the NBC process, and ensure MISD students have access to high-quality teachers, such as those certified through the National Board process. Through the NBC process, teacher leadership will increase in MISD, as teacher leadership skills are inherent in the NBCT process.

The district will designate two cohort facilitators. Those facilitators will work with campus administrators to educate them regarding the NBC process and provide guidance in seeking out highly-qualified potential candidates. To aid in this effort, the facilitators will create recruitment videos and flyers to be distributed to all teachers and posted on the district website.

All interested teachers will be invited to participate in a NBCT Summer Investigation Series (5 meetings). In these sessions, the basic tenets of the NBC process will be unpacked, including: NBCT Standards, the Five Core Propositions of National Board, and component specifics. Teachers who fully and successfully engage in the Summer Series, including completing outside readings and reflections, will be invited to participate in Fall (1st Sem) Cohort Activities.

The fall meetings will include a deeper dive into the 4 components, unpacking the prompts and rubrics, video analysis practice, and writing instruction. During the fall (7 meetings), teachers in the cohort will begin collecting evidence and recording lessons, with the goal of beginning to write narratives by the winter break. For Spring (2nd Sem) Cohort Activities (3 + meetings), teachers will participate in at least two NBCT Writing Workshops to process and reflect on writing as a group. Teachers that successfully complete the Fall Cohort Activities and two Writing Workshops will be assigned to a mentor for one-on-one support, including specific feedback on written components.

While the Fall and Spring Activities will be for all certification areas, additional optional small group interest sessions will be offered related to specific topics and/or certification areas. By providing this intense cohort model for engaging in the NBC process, awareness across the district will increase, and the number of NBCTs available to teach MISD students will increase.

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
NBCT Cohort Facilitator--Lead all cohort activities; coordinate work of Mentors;	NBCT Certified, 3+ years as district PD presenter, successful completion of NBCT facilitator course, prior experience as NBCT Mentor, agreement to roles and responsibilities set by district
NBCT Mentor	NBCT Certified, successful completion of district NBCT Mentor course, agreement to roles and responsibilities set by district

Goals, Objectives, and Strategies

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

The goal of the Summer Investigation Series is to take a deep dive into the major tenets and understandings involved in becoming a NBCT. All NBCT work is based on: NBCT Standards, the Five Core Propositions of National Board, and specific component directions. Through a series of online and face-to-face meetings, interested teachers will read and annotate these documents ahead of time, and then discuss their understandings in small groups during the meetings.

The goal of the Fall (1st Sem) Cohort Activities includes a closer examination and interaction with specific NBCT requirements. Objectives under this goal include understanding: (1) specific component requirements, (2) pedagogical concepts designated in NBCT materials, (3) component prompts and rubrics, (4) video analysis, (5) types of writing required by NB (descriptive, analytical, and reflective). Activities to implement these objectives will include: pre-assigned reading, completion of a personal standard organizer, group discussions, practice video analysis as a group, decision-making support, and personal reflection.

The goal of the Spring (2nd Sem) Cohort Activities will be to support teachers through the writing process of their chosen components. Teachers will be asked to participate in at least 2 Writing Workshops where they bring pieces of their personal writing from any component and participate in peer revision exercises. Once teachers have participated in two Writing Workshops, they will become eligible to work with a personal NBCT mentor for further 1:1 support and feedback.

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.

Throughout the Fall and Spring Cohort Activities, NBCT rubrics will constantly be utilized as the measuring tool for any teacher work considered by peers during meetings or Writing Workshops. The rubrics will also be utilized for one-on-one feedback from Mentors. Within NBCT rubrics, and as an expectation in component artifacts, teachers will demonstrate the impact on student learning by decisions made regarding which student artifacts and/or test scores to include and analyze. In selecting these artifacts and data, the impact on student learning can be demonstrated in a variety of ways based on the certification area and specific component. Examples of data that may be included to demonstrate student outcomes include: state test scores, standardized assessments, district checkpoints, and student work samples showing improvement based on a rubric germane to the certification area.

The performance measure for the program will be the scores achieved by teachers on each of the components submitted for scoring to National Board. As part of each component, teachers will have to show in a "clear, consistent, and convincing" manner that their teaching practices have directly impacted student learning. Additionally, staff perception of the program will be analyzed via TEA surveys.

Data will also be gathered regarding the recruitment and selection process for the cohort. This will include demographic data describing the cohort in relation to the MISD student population. Data regarding completion rate and ratio of Facilitators/Mentors to teachers will also be analyzed.

The scope and sequence for the Summer Investigation Series and Fall and Spring Cohort Activities will be evaluated based on survey data collected from participants, as well as the success rate for candidates passing specific components.

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.

MISD will utilize 2 Facilitators @ \$3,000 each per year. This will allow a specialized focus on Early Childhood and Middle Childhood Certification areas and Early Adolescent, Adolescent, and Young Adulthood areas. (Total=\$6,000)

6 Mentors will be utilized at \$1,500 per year. Each mentor will provide 1:1 support for 2-3 teachers, with 10+ hours of support for each candidate. Each Mentor will provide a minimum of 30 hours total support for all teacher candidates assigned to them combined. (Total=\$9,000)

Mentors and Facilitators will be MISD employees, so the above two categories will be Professional Staff Extra-Duty Pay.

Each candidate will be allowed two days of sub costs paid for by the grant. Substitute coverage days for candidates may be used to work on NB component submissions, to meet with NB mentors, or to pursue other learning experiences specifically related to candidacy or development of certification components. Sub costs will be covered at \$100 per day X 15 teacher candidates X 2 days each. (Total=\$3,000)

Materials, including ATLAS subscription for district (Total=\$2,000)

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 MISD student population consists of 12% Blacks, 4% Asian, 24% Hispanic, 57% White, and 3% two or more ethnicities. In contrast, our instructional staff is 4% Black, 1% Asian, 2% Hispanic, and 93% White. Our principals are 10% Hispanic and 90% White, and our central office cabinet level leadership is 40% Hispanic, 60% White.

In selecting teachers to fill the Cohort slots, special attention will be given to recruiting teachers in the underrepresented minority groups. This will occur by Cohort Facilitators training the campus principals in a series of district principal meetings, with follow-up provided to each individual principal for accountability and to ensure excellent minority teachers have been contacted in meaningful ways by their principals. Principals will be trained to identify teachers, especially minorities, who have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and have leadership potential.

All interested teachers will be invited to participate in a NBCT Summer Investigation Series (5 meetings). Along with delving into the NBCT topics, teacher candidates will be asked to submit sample portfolio artifacts that demonstrate excellence in improving students outcomes, excellence in working with colleagues/parents, and leadership skills. These artifacts will be related to those that may be used in eventual submission of the NBCT components. Teachers who fully and successfully engage in the Summer Series, including completing outside readings, reflections, and artifact submission, will be invited to participate in Fall (1st Sem) Cohort Activities.

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.

During the Cohort year(s), the role and responsibilities of the teachers will be to participate fully in the Cohort and successfully submit at least 2 components. Inherent in the process of pursuing each component of certification, especially Component 4, is the requirement to demonstrate teacher leadership. NBCT takes a full year to attain, thus teacher leader activities will be designated once certification is achieved. District teacher leader activities post NBCT certification will be tailored to fit the skills and talents of those achieving certification.

Success of the teacher leader activities embedded in the NBCT process will be measured by the scores obtained on submitted components to NB.

Program Requirements (Cont.)

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

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.

The district will use two MISD employees, both of whom are NBCTs, to act as facilitators.

During the Summer Investigation Series, the candidate group will meet 5 times for 90 minutes each session. Content will include exploration of NBCT Standards, the Five Core Propositions of National Board, and specific component directions. The Summer Series will serve as the onboarding into the Fall/Spring Cohort Activities. The success of the summer series will be measured by the quality of teachers who commit to the Fall/Spring Cohort Activities.

During the Fall, the candidate group will meet 7 times for 1 hour each session. Content will include: (1) specific component requirements, (2) pedagogical concepts designated in NBCT materials, (3) component prompts and rubrics, (4) video analysis, (5) types of writing required by NB (descriptive, analytical, and reflective). The success of the fall session will be determined by the number of teachers who begin writing components for submission, and the quality of those submissions.

During the Spring, the candidate group will meet for a minimum of two Writing Workshop for 2 hours each. Also, two meetings will be held for 1 hour each in preparation for Component 1, the assessment.

In addition, Mentors, also NBCT certified, will provide a minimum of 10 hours 1:1 support for each candidate including reading/responding to written components and coaching conversations.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

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.

Our district is currently pursuing and creating goals related to the retention of highly effective teachers representative of our student population. Under the direction of the Assistant Superintendent for Administrative Services, a Multicultural Committee of diverse stakeholders has been actively meeting to formulate district goals and action steps to address diversity/equity issues, including increasing the diversity of our staff. The implementation of this grant program will become a piece of the district's action plan. The current diversity/equity plan is in its infancy, with a timeline of implementing several steps by the end of the 2020-21 school year. Once accepted for this grant program, the elements will be integrated into the evolving district plan.

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	8,252
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	8,252
4. Total current-year program allocation	7,000
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	7,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0.85
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	7014

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