



2021-2022 Teacher Leadership Cycle 2

Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID [redacted]

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): [redacted]

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.

Texarkana ISD's mission is to provide a superior education in a caring environment that inspires, challenges, and engages each student through a wide range of opportunities. As a district, we commit to development of a highly qualified and diverse staff that will promote high expectations for all. We will recruit and retain staff through a competitive compensation structure and continual opportunities for high level professional development and growth.

As a result of this grant award, TISD will be able to provide teacher leaders with the opportunity to collaborate and learn with a cohort of teachers pursuing their National Board Certification. Our initial goal is to build a cadre of exceptional teachers who will then become district leaders and mentors to others, while still fulfilling their desire to remain in the classroom. This process will allow us ongoing sustainability as members of this cadre become National Board Certified and are given the opportunity to serve as future cadre facilitators, collaborating, teaching, mentoring, and guiding their peers in the same process to become National Board Certified teachers. This is also in alignment with the development of our overall plan for implementation of the Teacher Incentive Allotment.

Texarkana ISD is a high needs district with 68% of our overall student population identified as economically disadvantaged. Fifty-two percent of our student population is considered at risk. Several elementary campuses have economically disadvantaged populations of higher than 90%, and our goal is to retain the highest performing and highest quality teachers at those highest needs campuses. We typically see those campuses with the highest needs also having the highest numbers of inexperienced teachers and the highest teacher turnover rates.

By providing our teacher leaders with this opportunity to become National Board Certified teachers, we believe that they will meet the needs of the whole student, including academic, physical, and social emotional needs resulting in increased student achievement and closing achievement gaps. This will also provide us the opportunity to incentivize our highly trained teachers and recruit them to serve our highest need students.

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
National Board Certified Cohort Facilitator: leading the cohort training	Has been certified by the National Board for Professional Teaching Standards. Participated in facilitator training for leading a National Board Certified Cohort model.
National Board Certified Teacher Mentor: meet with the candidate to provide mentorship and guidance on National Board Certification per the guidelines available through National Board.	Has been certified by the National Board for Professional Teaching Standards in the area of content that the Cohort Candidate they are mentoring is pursuing.

Goals, Objectives, and Strategies

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

Texarkana ISD ' s Goal: To increase the teacher retention rate to 88% lowering the turnover rate from 16.5% to 12% by May 2021. In 2018-19, the TISD turnover rate was 18.6% slightly above the state rate of 16.5%. In addition, TISD will place a priority focus on increasing the retention of high quality, experienced teachers at our highest needs campuses where 34.9% to 55.2% of the teachers have less than five years experience resulting in high turnover rates annually.

While TISD wants to support teachers in receiving this designation, our teachers also want the best professional growth opportunities available, and this grant will provide greater growth opportunities to already high quality, high achieving teachers. Many of our highest quality teachers do not want to leave the classroom, but their only avenue to advancement is to leave the classroom. This grant will allow the District to start with a strong cohort of teachers who can pay it forward to others in years to come, while accomplishing the goal of providing “ every student the opportunity to be taught by an accomplished teacher. ” TISD ' s goals, in alignment with the National Board ' s purpose, are to develop, retain, and recognize accomplished teachers and to generate ongoing improvement across our schools. This is a beginning step in our preparation for the upcoming Teacher Incentive Allotment. While work continues on the development of the overall plan, a strong cohort of teacher leaders can achieve designation with a National Board Certification.

Texarkana ISD will create a National Board Certification Cohort program model to allow a diverse cohort of highly-effective teacher leaders to pursue National Board Certification with wrap around support and guidance.

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.

Campus administrators will evaluate the teacher leader participants with announced and unannounced observations using the district approved evaluation system, the Texas Teacher Evaluation and Support System (TTESS). Teacher leaders and principals will follow-up monthly to discuss feedback from observations and suggested areas for growth.

Campus and district administrators will meet regularly to review the teacher leader's progress through participation in the cohort. TISD administrators will work with the identified/approved partner to ensure ongoing support and monitoring of all participants as they move forward in the National Board Certification Process.

Teacher ownership of student academic growth and performance will be monitored through the use of Student Learning Objectives, curriculum-based unit and/or grading period assessments, pre- and post tests, portfolios, and/or the STAAR assessment, if applicable for the grade and content. The type of data used to measure performance or measure effectiveness could vary with the content.

Teacher leaders selected to participate in the National Board Cohort will ultimately complete their National Board Certification and will go on to serve as cohort facilitators and/or mentors for future National Board Certification Cohorts at TISD. With growing numbers of teachers participating in and completing the National Board Certification process, TISD will become increasingly close to the goal of every student being taught by an accomplished teacher. Teacher retention will also increase as more teachers have the opportunity to participate in this high quality professional development and grow in their ability to meet the needs of the whole student.

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.

The proposed budget will allow for a diverse group of fifteen highly-effective teachers to be selected as teacher candidates to participate in a pre-approved provider's National Board Certification Cohort program. Their participation will include a National Board Certified facilitator for the cohort and a National Board Certified Teacher mentor leading them through the analysis of certification requirements in preparation for required portfolio and assessment entries. Selected teacher candidates will also explore the five core propositions for accomplished teaching. Funding these diverse selection of teacher candidates in such a cohort, also allows rich collaboration with other teachers and their NBCT mentor throughout the process. The budget also supports the ability to provide any supplies and materials needed for the selected candidates to participate in the cohort, as well as any travel expenses that may be necessary.

Ultimately, the proposed budget creates an avenue for Texarkana ISD to have its own National Board Certified Teachers Cohort Program. Participants, who are now National Board Certified Teachers, will have the opportunity to expand their teacher leader role by becoming facilitators and/or mentors for a Texarkana ISD National Board Certification Cohort Program. Initially, it is the District's intent to provide additional compensation for these National Board Certified Teachers to serve in these roles as the local TISD program continues. Long term, the Texarkana ISD Teacher Incentive Allotment internal funding allocation will utilize a portion of the allowable ten percent of TIA awards to sustain the Texarkana ISD National Board Certification Cohort Program.

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.

Texarkana ISD values teacher input and thus provides opportunities for their thoughts and feedback through surveys and focus groups. Surveys and in-person conversations with TISD teachers have confirmed that they value learning that is relevant, engaging, and provides them with tools that can immediately be put into daily practice with their students. As a district, we must make opportunities for learning attractive to our teachers, especially those who can influence others and encourage them to pursue these high levels of growth.

TISD will implement a rigorous recruitment and selection process to identify a diverse group of highly effective teacher leaders that are committed to pursuing National Board Certification by devoting time and resources to the intentional recruitment of potential candidates representative of our student population through the District website, staff email notification, campus staff newsletters and various other avenues. Also, hold multiple National Board Certification Cohort Program Informational Overview Session for interested teachers that are followed with required Awareness of Commitment Session for serious applicants where TISD will vet the potential candidate ' s deep understanding and commitment to the rigors and time demands of pursuing National Board Certification.

Utilize an internal screening tool for selection that ensures a demonstrated track record of excellence, including an application with open response questions that provide insight to the applicants pedagogy, instructional practices in regards to student learning and verifies three years of teaching experience and serving as a current classroom teacher. The selection process will also utilize prior performance measures such as TTESS evaluation results and Student Learning Objective outcomes. Priority points will be considered for participation in other District leadership opportunities such as leading professional development or participating in the Texarkana ISD Leadership Academy as well as currently working on one of the campuses in the top quartile for economically disadvantaged/at-risk enrollment. Principal and colleague recommendations, commitment letter and individual interview with the selection committee will be required.

TISD is known as “ The Place to Be ” largely due to the opportunities that are afforded to our students as well as the caliber of teachers who are members of the Tiger Family. We have high expectations for what takes place every day in our TISD classrooms, and as we build this highly trained cadre of National Board Certified Teachers, we believe this prestigious opportunity can serve as a recruitment tool moving forward. This is a part of our plan for sustainability and growth as we continue to market for recruitment of diverse staff members that mirror our student population.

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 participating in this pathway will be expected to participate fully and actively within the National Board Certification Cohort. Participants will be expected to attend and be active contributors at eight required seminars, which will be scheduled once a month, primarily held on Saturday, during the school year. Attendance will be required at a National Board Cohort Conference to be held on a Saturday prior to portfolio due dates. Work toward the development of the portfolio will need to be completed weekly. Participants will be expected to access their email to check for communication from the cohort facilitator or individual mentor at least once every 24 hours. On average, the participants will devote a minimum of 33 hours of preparation per month over the nine month program. Participants will also be expected to meet all deadlines and complete all parts of the process within the National Board Certification Cohort.

During the monthly seminars, participants will delve into the five core propositions for accomplished teaching, the different types of writing required for national board submissions, how to successfully create teaching videos, and how to analyze

Program Requirements (Cont.)

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

student work. Participants will collaborate with other teacher participants within the cohort as well as their National Board Certified Teacher mentors in their certification area.

Teacher leader participants will continually self-reflect on their teaching practices and participate in peer review sessions. The selected candidates will also schedule monthly reviews with the campus principal to review progress, discuss classroom walkthroughs and set goals for future walkthroughs/observations to ensure implementation of learning. Progress will be monitored throughout the process to ensure that teacher leaders are on track for completion.

In addition to the above, teacher success will be measured using student performance data, such as, Student Learning Objectives, curriculum-based unit and/or grading period assessments, pre- and post tests, portfolios, and/or the STAAR assessment if applicable for the grade and content.

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.

Texarkana ISD will partner with a pre-approved external entity to execute our National Board Certification Cohort program model. Through the cohort model, teacher candidates will receive support through a series of at least eight meetings and 1:1 National Board-focused mentoring. Cohort facilitators and mentors have been previously certified by the National Board for Professional Teaching Standards. Each of the eight meetings led by a National Board Certified facilitator will last approximately six hours. Through the course of the year this will mean approximately 48 hours. At a minimum the participant will receive 10 hours of mentor support focused on the National Board components. Texarkana ISD will support the external entity's expectation for meeting time between mentors and candidates. The district will also establish a system for tracking mentor-candidate interactions, including the number, duration and frequency of meetings.

Prior to a final commitment for participation in the National Board Certification Cohort, the teacher candidate must participate in an Awareness of Commitment Session that is held by the District. This session reiterates the demands of the cohort model and reviews the participants commitments in participating.

Campus leadership is committed to allowing participating teacher leaders additional time as needed for meeting with their NBCT mentor, finalizing program submissions and support in providing resources that may be needed for the teacher leader's success. Emotional support and encouragement from campus administrators for those participating is critical to the participants' momentum through the program and seeing their own success come to fruition.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

District and respective campus leaders will schedule check-in times with each participant at designed intervals throughout the process with the primary focus on acclimation to the program model, possible obstacles experienced and supports for overcoming them and most importantly celebrating in their success and learning throughout the program.

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.

Texarkana ISD's Goal: To increase the teacher retention rate to 88% lowering the turnover rate from 16.5% to 12% by May 2021. In the District's continuing effort to increase teacher retention, particularly retention of highly effective teachers, implementation of a National Board Certification Cohort program provides teachers with an equitable opportunity for the highest quality professional development. Teacher participants will also achieve eligibility for Teacher Incentive Allotment money upon completion of National Board Certification. In addition, teacher participants who complete the cohort program and National Board Certification will be given priority when applying for teacher leader positions in the district and will be given priority for positions on high-need campuses. Participation in a National Board Certification Cohort provides teachers with a sense of ownership in their professional growth and advancement. Participants will develop a sense of community within the cohort through networking and support of one another. Completion of the program will allow participants to go on to serve as mentors to other participants in subsequent years. Through partnership with a pre-approved provider, the following will be accomplished:

- * Supported implementation of program components by the pre-approved provider, along with support from LEA administration.
- * Implementation of a structured program, proven to be successful, with an established calendar of meetings/activities and timeline for program completion.
- * Mentors and facilitators to support teachers through the entirety of the year-long program, with individualized meetings and assistance.

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