



**2021-2022 Teacher Leadership Cycle 2**

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

NOGA ID

[Redacted NOGA ID]

Authorizing legislation

**ESSA, Title II, Part A**

This LOI application must be submitted via email to [lolapplications@tea.texas.gov](mailto:lolapplications@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):

N/A

**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.

Bartlett ISD is a high-needs, rural, single-campus district approximately 40 miles north of Austin. The campus profile shows that over 85% of the student population is economically disadvantaged, 20% are English learners, and approximately one-third of the students do not meet standard on state STAAR exams (2019 data). Changes in district and campus leadership since July 2019 have impacted teaching and learning on campus to create a culture of excellence and a focus on building internal capacity. Additionally, the community is growing and student enrollment numbers have increased as the district's positive reputation becomes more widespread. Due to the growth of surrounding communities and Bartlett itself, district leadership anticipates continued growth over the next five years and recognizes the need to establish high-quality instructional leadership systems before that time. The mission of the program that would be implemented at Bartlett ISD is to influence teaching practices, philosophy, and collaboration at all levels to improve student outcomes. In order to achieve that, the district will design and implement a system in which teacher leaders serve as primary resources for other teachers in terms of instructional planning, delivery, and improvement. These teacher leaders would directly support staff in providing high-quality data-driven instruction that improves outcomes for all students, but specifically for the populations mentioned above. By creating a climate in which teachers serve as peer mentors and excellence is rewarded, the district hopes to become a model for other similar schools.

**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
Existing: Superintendent. Responsible for overall program supervision.	Standard superintendency qualifications
Existing: Director of Special Programs. Responsible for project management aspects.	Principal certification, teaching certification and experience, school improvement experience, curriculum & instruction expertise, instructional leadership expertise
Existing: Campus Principals. Responsible for supervising teacher leaders.	Standard principal qualifications
Proposed: Teacher Leaders	Certification in good standing, more than 3 years experience, demonstrated success in improving student outcomes (including assessment data)
Proposed: ESC partner(s)	Approved professional development provider

## Goals, Objectives, and Strategies

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

### Major Goals:

1. Build internal capacity for instructional leadership
2. Leverage talent/interest to grow culture of excellence
3. Demonstrate district commitment to rewarding excellence and achievement

### Strategies:

- Identify teacher leaders based on talent, interest, and evidence
- Establish program and personnel success criteria
- Train teacher leaders in evidence-based practices that meet or exceed success criteria
- Create scheduled time for teacher leaders to learn, practice, and implement program components
- Create scheduled time for teachers to work with teacher leaders in teams
- Monitor and record program activities and outcomes to determine effectiveness and adjust as needed
- Monitor and record impact on instruction and learning to determine effectiveness and adjust as needed
- Provide program updates to all stakeholders and allow for input and feedback toward program improvement
- Evaluate teacher leaders and program overall, make needed changes
- Identify success strategies and replicate those as expectations of the school

## 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.

Bartlett ISD will collect data on all of the performance measures indicated in the guidelines, as follows:

1. Outcomes of recruitment and selection process: identify and document the nominees' demographic data as it relates to student population data; create and publish a nomination/application evaluation rubric; identify final candidates.
2. Ensure enough qualified candidates are selected to support 30 teachers grades Pre-Kindergarten through 12.
3. Align coaching, observation, feedback, and other collaborative meetings to annual TTESS calendar and in conjunction with teachers and principals.
4. Use qualitative survey data to improve campus climate to increase retention rates, and develop a long-term strategy to recruit additional diverse teachers.
5. Provide, evaluate, and act on no fewer than two climate surveys annually.

### Instruments (Tools) for Data Collection:

- Observation calendar, agendas, and notes
- Feedback agendas, notes, and follow-up data
- Climate surveys and results (all stakeholders)
- Student achievement data (periodic benchmarks, BOY/MOY/EOY testing data, ongoing formative data)
- Perception checks (interviews, reflections, focus groups)
- TTESS rubrics
- Peer feedback

### Processes:

1. Develop yearly calendar with training dates, meeting dates, and scope of work for this project ("mark the touchpoints")
2. Create and implement data protocol for district-wide use
3. Create and implement standardized obs/feedback instruments
4. Create and implement expected outcomes for each touchpoint (immediate goals)
5. Communicate success criteria to all stakeholders
6. Launch, monitor, evaluate, and adjust

**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.

A budget of \$29500 would provide Bartlett ISD the ability to support 4 teacher leaders in their learning and practice over the course of one school year. This amount includes the necessary funds for Texas Instructional Leadership training, professional planning time, extra duty for additional activities outside the contracted school day/year, payroll costs for substitute teachers used during the year, stipends for the teacher leaders, and any teaching or learning materials that improve program outcomes. The budget would be revisited no less than monthly to ensure effective and efficient use of funds; the results of the reviews would determine future actions (for example, a reduction in the number of substitute days in a budget shortfall, or additional work time for teachers/teacher leaders in a budget surplus).

**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.

First, we will use student achievement data and observation data to selectively recruit teachers from the district into the program. As our student population is over 65% Hispanic, it is important that we reflect that diversity in our selection. Bartlett ISD leadership will also refer to studies published by RAND, the University of Pennsylvania, Northwest Comprehensive Center, and the guidance of the Texas Education Agency and the Center for Effective Schools to design a program that aligns to current best practices and the state's vision for high-performing schools. In order to ensure teacher leaders have a demonstrated track record in improving outcomes, teachers will provide historical performance data and evaluations as evidence of their effectiveness. District leadership will also seek peer input regarding potential candidates to determine the level of relational and leadership skills, and applicants will submit a personal statement to indicate their interest in and commitment to the program and the expected outcomes.

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.

**Role and Responsibilities:** teacher leaders will serve as primary coaches, planning partners, improvement specialists, and instructional support guides for the other teachers on campus. They will work with campus principals to ensure district instructional goals are understood by teachers and that teachers receive the support and assistance they need to meet or exceed these goals.  
**Activities:** each month, the teacher leaders will attend TIL activities, meet together as a cohort, provide updates on program progress to district leadership, meet with district staff for strategic planning and adjustment, and meet with individuals and groups of teachers for the purposes of planning, observation, modeling, feedback, and continuous improvement.  
**Success Measures:** principals and district staff will observe teachers and teacher leaders to monitor growth toward goals established at the beginning of the program, including student achievement data, perceived effectiveness, peer feedback, personal reflections, etc. The quantitative and qualitative data would be tracked in an accessible location (internal server).

**Program Requirements (Cont.)**

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

[Empty response box for section 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.

The grant requires that teacher leaders would attend TEA's Texas Instructional Leadership training and the district supports this plan. As district leaders and/or teacher leaders identify additional relevant training, the teacher leaders would also be given the opportunity to attend those sessions (examples might be TASA Midwinter or ASCD sessions). Content would include data-driven instruction, action coaching, effective observation/feedback, climate/culture, lesson planning, and assessment - all elements of the Effective Schools Framework. Teacher leaders would attend training monthly (or every 6-ish weeks) according to program requirements, for an approximate total of 80 hours across the school year, including during the summer. Additional supports we will provide include the use of substitute teachers during coaching conversations and trainings, a possible reduction in teacher workload (TBD), and monthly check-ins with district and campus leadership to ensure participants' needs are met. All district leadership are highly qualified, and one staff member has previous experience with TIL trainings and deep knowledge of the ESF. Any supports the district feels they are unable to provide at the desired level will be provided through the Region 13 ESC, and the district will ensure there are no barriers to accessing those supports.

**Program Requirements (Cont.)**

**3. Teacher Leader Training & Support (cont.)**

[Empty response box for item 3]

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.

Bartlett ISD recognizes the need to recruit more diverse teachers that accurately reflect our student population. As the community grows, we also understand the need for more teachers. We want to use this grant to make our district more attractive to potential employees not only for our payroll and benefits package, but also as a district that demonstrates our commitment to staff growth, learning, and longevity within the district. We want to show we are committed to our community, our students, and our teachers; this is one indicator of that commitment. We want to be a campus of distinction, different from others, and we would use this grant as the catalyst for generating those sustainable systems typically found in larger districts. When we have the reputation for being a great place to work, with high standards and a culture of excellence that still provides a family atmosphere, we will not lose teachers to other districts. This, in turn, will help us continue to improve even more, as we will have experienced staff who are fully immersed in the existing culture. Further, we hope that this culture and potential reputation will make our district a place people seek to work in - we want to be a destination for those who want nothing less than the best.



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**