



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.

Raymondville Independent School District (RISD) is home to 2,088 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). RISD employs a staff of approximately 340: 146.9 teachers, 30.9 professional support staff, 9.8 campus administrators, 7.3 central administrators, 50.6 educational aids, and 92.6 auxiliary staff. Our student population includes: 98.42% Hispanic, 1.15% White, 0.10% African American, 0.10% Asian, 0.05% Hawaiian/Pac Island, and 0.19% other. 86.02% of the student body is considered Economically Disadvantaged, 8.0% Limited English Proficient (LEP), 58.43% At-Risk, 8.05% Migrant, 24.3% Career & Technology, 6.94% Gifted and Talented, and 8.96% Special Education. Our mission is: "Raymondville ISD, in collaboration with the greater Raymondville community, will educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning." In addition, our Vision is: "Raymondville ISD will empower students to be life-long learners, successful individuals, and contributing members of the global community."

The 2019-20 District Improvement Plan includes multiple goals and performance objectives focused on recruiting, supporting, and retaining highly qualified teachers, staff, and principals by maintaining competitive salaries, fringe benefits, incentives, and leadership training and professional learning opportunities.

To advance our mission, vision, goals, and objectives, RISD requests Pathway 2 grant funding to support up to 8 RISD teachers across our 5 campuses in becoming National Board Certified Teachers. RISD will work with an approved Pathway 2 External Partner to offer a micro-credential-based preparation and support program to a carefully selected cohort of NBCT applicants. As part of the program, the applicants will master the key competencies associated with the National Board components by earning aligned micro-credentials. In the first year, the cohort will engage in virtual, one-on-one coaching sessions on a weekly basis. The coaches will support each teacher as they work to master the key skills underlying 2 of the 4 NBCT components by engaging in the micro-credentials aligned to each component. Coaches and teachers will access exemplar video content from the National Board ATLAS video library directly from links embedded in the micro-credential frameworks. The program will also foster collaboration amongst the teachers in online discussion rooms facilitated by the coaches. During the second year, the teachers will continue to work on micro-credentials focused on the most common areas where candidates struggle in the National Board process, while preparing to submit the final 2 components. The coaches will provide ongoing support until each participant earns certification. RISD will create opportunities for teachers who successfully complete the program to share their experience with other educators across the 5 RISD campuses to encourage additional teachers to earn National Board certification.

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
Program Director (Pathway 2 Partner): Work with RISD Program Director to implement the NBCT Support Program.	The Pathway 2 Partner (including but not limited to a Regional Service Center approved as a Pathway 2 External Partner) will provide a program director with demonstrated experience coordinating NBCT support programs.
Program Coordinator (RISD): Coordinate with the Pathway 2 Partner Program Director to implement the NBCT Support Program.	Existing Program Coordinator has 15 years experience in education with Curriculum & Instruction program design and implementation.
Program Campus Principals (RISD): Coordinate with the RISD Program Coordinator to implement the NBCT Support Program.	Existing Campus Principals have over 20 years experience in the education field with a history of developing effective strategies to over reach campus and district goals, and establish and maintain high standards.
NBCT Coaches: Provide weekly one-on-one virtual coaching to each NBCT candidate until certification is achieved.	Certified by the National Board for Professional Teaching Standards; Trained in cognitive coaching; to be hired and compensated by the Pathway 2 External Partner.

Goals, Objectives, and Strategies

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

In order to execute our stated mission and vision to "empower students to be life-long learners, successful individuals, and contributing members of the global community," it is critical that RISD recruit, support, and retain highly qualified teachers by maintaining competitive salaries, fringe benefits, incentives, and leadership training and professional learning opportunities. Therefore, the goal of this NBCT support program is to guide 8 RISD teachers through the process of earning National Board certification, which will make the teachers eligible to receive a "Recognized" designation on their certificate and obtain a salary increase via Teacher Incentive Allotment funding. Based upon the body of research regarding the benefits of NBCT certification, we expect these NBCTs to demonstrate enhanced instructional effectiveness in their classrooms, thereby empowering students across all 5 RISD campuses to be life-long learners, successful individuals, and contributing members of the global community.

Strategies/activities to meet the goal include: (1) Recruitment and selection of 8 qualified RISD teacher leaders to engage in the NBCT program (2) Designation of a highly-qualified RISD program director to work with the External Partner to coordinate, promote, and support the NBCT program; (3) Selection of a qualified Pathway 2 External Partner to implement a micro-credential-based NBCT support program with dedicated one-on-one virtual coaches to promote success for each teacher's component and micro-credential submission process; and (4) Consistent analysis of data regarding participant engagement and micro-credential and component earn rates to monitor the NBCT Program to ensure fidelity of engagement and program success.

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.

Because a significant body of research documents that students with a NB Certified teacher perform at a higher level on various assessments compared to peers on average, each new NBCT within RISD should result in improved student outcomes. Therefore, RISD will evaluate program success based upon the mandatory performance measures from page 11 of the Program Guidelines, including the percentage of cohort members who successfully earn National Board certification.

RISD will use tools provided by our External Partner to track the following data to evaluate program engagement and gauge the effectiveness of project strategies and activities: (1) the number of NBCT component-aligned micro-credentials each participant engages in on a monthly and annual basis; (2) the number of micro-credentials each participant earns on a monthly and annual basis; (3) the number of NBCT components each participant submits to earn on a monthly and annual basis; (4) the number of components each participant earns on a monthly and annual basis; (5) the hours of virtual coaching sessions logged per participant; (6) the number/percentage of participants who successfully earn National Board Certification at the end of the 2-year program; and (7) data documenting the recruitment and selection process.

During the program term, the engagement data will alert RISD when assistance may be needed to ensure each teacher maintains progress towards completion of 2 components in 2021-22, 2 components in 2022-23, and all micro-credentials aligned to each component prior to and concurrent with the respective component submission process. Following the end of the program, the data will show success of the program (the number of candidates who successfully earn National Board certification), as well as metrics showing how the program components (coaching sessions and micro-credentials) relate to National Board component earn rates.

RISD will also survey and interview program participants and their students on a regular cadence to obtain the following qualitative data: (1) survey and interview feedback from participants regarding their perceived impact of the program and their NBCT certification on their job satisfaction, leadership skills, instructional effectiveness, desire to remain employed at RISD and (2) survey and interview feedback from RISD students regarding the students' perception of the impacts on instructional effectiveness in the classrooms of teachers who earn NBCT certification as part of the program.

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 detailed in the spreadsheet will help RISD meet its needs and goals by partnering with an External Partner to launch an inaugural cohort of National Board Certified Teacher candidates who will each receive: a micro-credential preparation program targeting the areas that keep most teachers from earning Certification on first attempt; 1:1 virtual coaching to support the preparation and submission of the National Board Certification components; a license for National Board's ATLAS video library. Because the coaching and facilitation is included in the fees paid to the External Partner, RISD will not be using the grant funds to pay coaches, mentors, or facilitators separately.

RISD hopes to support future cohorts of National Board Certified Teacher candidates based on the success of this first cohort, and availability of funding such as Title II or future grant opportunities.

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.

RISD is made up of five campuses: L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville High School (9-12), and Raymondville Options Academic Academy. RISD will recruit and select up to 8 National Board candidates that are representative of the student population of our district. Ideally, RISD would like to ultimately have at least one NBCT at each campus. However, for purposes of this initial NBCT support program, RISD will prioritize selection and placement based upon a combination of application quality and areas of demonstrated need for improvements in instructional quality.

We will work with our External Partner to use research-based best practices to design a recruitment plan and application materials to recruit and select candidates who are committed to meeting the rigors and time demands of pursuing National Board Certification. RISD will publicize the program and recruit applicants through a outreach efforts designed to reach all teachers through a variety of modalities. The marketing materials will convey key information regarding the program elements and timeline, the career advancement opportunities associated with National Board certification, and the application requirements. The outreach will include but not be limited to: on-site and/or online meetings; webinars (which will be recorded and available for playback); FAQs and fliers posted on the District's website and social media pages; direct emails to all RISD teachers; and presentations by current NBCTs and the selected External Partner.

Interested teachers must first complete an application packet to demonstrate that they meet certain minimum qualifications, which will include but not be limited to: at least 3 years of teaching experience, a demonstrated track record of excellence improving student outcomes, evidence of strong interpersonal skills, and a demonstration of leadership potential. In addition to providing evidence of these qualifications, each applicant will be required to submit an essay describing their commitment to fully engaging in the National Board certification process and the key elements of the support program (weekly coaching, collaboration with other cohort members, engagement in the micro-credentials aligned to the NBCT components, and submittal of the portfolios required to each each NBCT component). After reviewing the application materials, RISD and the Pathway 2 External Partner will interview the top candidates to select the final cohort members.

As required by the mandatory performance measures described on page 11 of the Program Guidelines, we will include data documenting the recruiting process and outcomes in our Performance and Evaluation measures.

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.

Each teacher leader who is selected for the NBCT candidate role will have the following responsibilities: (1) Work to earn NBCT certification within a 2-year period; (2) Attend one-on-one coaching sessions with a virtual coach 2-4 times/month; (3) Work to earn a series of micro-credentials aligned to the NBCT components; (4) Participate regularly (at least bi-weekly) in online discussion forums with fellow cohort members regarding NBCT topics; (4) Submit the materials required to earn each of the 4 NBCT components within the required time periods; and (5) Work with fellow cohort members to promote the benefits of National Board certification with the RISD community.

RISD will measure the teacher's success using data showing frequency of engagement with their virtual coach, data showing each teacher's progress towards earning each micro-credential and NBCT component, and ultimately, data showing the number of micro-credentials and components that each teacher earns during the 2-year program term.

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

RISD will also survey and interview the teacher leaders participating in the program to gather qualitative data on their perceptions of the support program, the benefits of virtual coaching, the quality of each virtual coach, the quality and ease of use of the platform provided by the External Partner for virtual coaching and micro-credential submissions, and their thoughts regarding how they are applying the competencies they have mastered while earning the NBCT components in their classrooms. Similarly, we will also survey the participants' students to gain insight regarding their perception of changes in educator effectiveness and engagement.

As teachers progress through the support program and their National Board Candidacy they will present during district PLCs to share their experience to help identify and encourage them toward this advanced certification. The vision is for the National Board Certified Teachers to grow and become part of who Raymondville ISD is, raising the expectations, student outcomes, and positive culture district-wide.

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.

RISD will use the grant funds to purchase an NBCT support program from an external entity. RISD will choose the external entity from the Pathway 2 External Partner list posted with the LOI. At a minimum, the External Partner must offer a set of research-backed micro-credentials aligned to key NBCT competencies, a coaching staff composed of NBCTs who are trained in cognitive coaching and mentoring, and an online portal designed to facilitate virtual coaching/mentoring, cohort discussion rooms, and micro-credential submissions. The partner must commit to guide up to 8 RISD teachers through the process of submitting all 4 NBCT components over a 2-year period, including 2 component submissions during Year 1. As required by the grant guidelines, RISD will identify the specific External Partner during the award negotiation process. The External Partner must provide the following key supports for the NBCT candidates over the course of 2 years:

1. Virtual coaching and mentoring by trained coaches who have earned National Board certification and been trained in cognitive coaching. In addition to one-on-one participant coaching/mentoring to support the micro-credential and NBCT component submission processes, the coaches will also facilitate discussion and collaboration within the cohort of participants through online discussion forums provided by the Pathway 2 External Partner.
2. A professional learning program designed to assist participants in mastering the key issues that are often challenging to NBCT candidates. The program must include micro-credentials and access to an ATLAS subscription. In addition, the program must be delivered via an online portal with a demonstrated record of reliability and ease of use.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

3. The online platform must also provide for ongoing data exports to enable RISD to track program success and monitor participants' progress on a continuous basis. RISD will work with the coaches provided by the Pathway 2 External Provider to analyze the data exports regarding participant engagement to ensure that the NBCT candidates are actively engaged with their virtual coaches, are consistently building the portfolios necessary to earn micro-credentials and NBCT components, and are on schedule to earn the micro-credentials and components within the proposed timeline (2 components in 2021-22; 2 components in 2022-23; all micro-credentials aligned to each component to be completed prior to and concurrent with the respective component submission process.)

Program Principals will check in weekly with Cohort Teachers in the program to ensure that existing PLCs are utilized, when possible, to work on the micro-credentials, meet with their coach, and work on their National Board components.

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 2019-20 District Improvement Plan includes multiple goals and performance objectives focused on recruiting, supporting, and retaining highly qualified teachers, staff, and principals by maintaining competitive salaries, fringe benefits, incentives, and leadership training and professional learning opportunities. To advance these goals and objectives, RISD will use the Pathway 2 grant funding to support up to 8 RISD teachers across our 5 campuses in becoming National Board Certified Teachers. Using the funds for the NBCT support program will increase retention of highly effective teachers because research consistently shows that schools with NBCTs are characterized by better teacher morale, higher retention, and increased community and parent satisfaction. In addition, the NBCTs will be eligible for a "Recognized" designation on their certificates and increased salaries pursuant to the new TIA NBCT salary incentives.

Because the National Board consistently reports that teachers who have a mentor and/or coach during the certification process are more likely to earn certification, RISD will work with our External Partner to ensure that each candidate receives weekly coaching by a certified coach who is trained in cognitive coaching strategies. The coaches will conduct individual check-ins with each educator to ensure progress in NBCT component preparation and submission. In addition, the coaches will act as cohort facilitators to foster collaboration amongst cohort members, provide guidance, and recommend relevant learning resources (including ATLAS materials). In turn, the program participants will be encouraged to share the lessons they have learned with other RISD educators to promote increased collaboration amongst all staff. This will improve the working atmosphere at our campuses and encourage additional teachers to pursue National Board certification following the completion of this initial program. As more RISD teachers earn National Board certification, we expect rates of job satisfaction, campus morale, and teacher retention to continue to rise.

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