



# 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](mailto: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.

Plano ISD will work with an external provider to establish a cohort of 15 teachers who will work toward their National Board Certification over a two-year period. The end goal is for Plano ISD to have a self-sustaining National Board Certification Cohort program that will build a network of NBCTs across the district. Benefits of this approach include improving teacher efficacy, establishing professional growth pathways that allow educators to remain in the classroom, increasing the number of teachers qualifying for the Teacher Incentive Allotment, retaining high-quality teachers, and developing a system in which Board-certified educators within the district can mentor future Board candidates. The PISD National Board Certification Cohort aligns with Pillar 3 of Plano ISD’s Strategic Plan (Talent Acquisition, Support and Growth), which has the objective, “To ensure a quality school system, Plano ISD will hire, train and retain the most effective and talented workforce.”

Because Plano ISD does not currently have any NBCTs on staff in instructional or administrative roles, the district will apply for the external provider’s Professional Learning Facilitators Program, which not only provides training and mentoring for the Board candidates in the cohort but also supports the PISD Professional Learning Coordinator who will train to become a “Highly Qualified Professional Learning Facilitator” able to oversee the program in future years. The NBCT Facilitator Mentor in charge of the program will develop and co-facilitate monthly sessions for the cohort while training the PISD Professional Learning Coordinator to guide future candidates through the certification process.

**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
PISD Professional Learning Coordinator: Facilitate selection and administration of NB Cohort; train to become a PL Facilitator to sustain the future program	Existing position: Classroom instructional experience with a track record of excellence; expertise in staff development, professional learning, mentoring and instructional coaching at the district level.
NBCT Facilitator/Mentor paired with PL Coordinator to mentor and co-facilitate the cohort.	National Board Certified Teacher (from external provider) skilled in the facilitation of a cohort of National Board teacher candidates.
NBCT Teacher Mentors: Work with NB cohort teachers, providing support and guidance with regular check-ins during the NB process.	National Board Certified Teachers (from external provider), preferably certified in the same area as the candidates they are mentoring

**Goals, Objectives, and Strategies**

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

Objective 1: Increase the number of highly qualified educators across the district by supporting their candidacy for National Board Certification. Through an effective recruitment and selection process, the district will establish an initial cohort of diverse, qualified educators representative of the campuses and student population to become members of the cohort. In year one, through monthly meetings and support from mentors, cohort teachers will work together and individually to learn and submit two components toward their National Board Certification.

Objective 2: Train the PISD Professional Learning department to facilitate future cohorts of teachers for National Board Certification supported by qualified PISD educators. So that the district will have the knowledge and skills necessary to grow and sustain a National Board Certification program with district personnel and resources in the future, the PL Coordinator will co-facilitate the program under the mentorship of the NBCT facilitator provided by the external partner. Part of the recruitment process for candidates in PISD's cohort program will be the expectation that teachers mentor future candidates after they themselves receive their National Board Certification.

**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.

Performance Measures:

1. Member teachers will participate in all sessions of the PISD National Board Cohort, including the three-day conference and 10 monthly sessions. Success will be measured by attendance tracked by the PL Coordinator using PowerSchool.
2. Cohort participants will complete two of the four components for National Board Certification during the first year (2021-22), which could include the Content Knowledge assessment. During the second year (2022-23), cohort participants will complete the two remaining two components. Success will be measured by completion and submission of the components.
3. Students taught by National Board candidate teachers will show measurable gains in learning. As Board candidates complete components 2-4, they will be required to collect and reflect on data that demonstrates student learning and growth. Documented growth will be essential in teachers' success on their submitted application components.
4. The PL Coordinator will complete the Professional Learning Facilitator Program and gain the skills and knowledge to independently support board candidates in the district. Success will be measured by the implementation of a future PISD National Board Cohort not requiring the support of an external partner.

Connection to Student Outcomes: The National Board Certification process, by building teachers' capacities to reflect on their practice and their impact on student learning, leads to significant positive student learning outcomes. Additionally, having NBCTs on campuses throughout the district increases all educators' access to educators who can serve as models and leaders for instructional improvement, which will also lead to more widespread improvement in student learning.

**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 cover the costs associated with the program facilitated by the external partner, including the fees for the 15 National Board candidates and the one administrator who will be training to facilitate future National Board cohorts. It also includes two full days of substitute teacher coverage for each cohort member to allow cohort members to work on their candidacy submissions at facilitated work sessions during the contract day.

The district currently has funds allocated for a Teacher Leadership Cohort training program, which will build leadership capacity in teachers across the district. The PISD National Board Cohort will be another branch in the pipeline as an option for, but not exclusively available to, teachers involved in the larger Teacher Leadership Cohort.

In the future, Plano ISD will develop its own self-contained National Board Cohort program and use in-district staff as facilitators and mentors.

**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.

- a. To recruit and select a diverse group of 15 teachers for the PISD National Board Cohort, we will publicize widely on campuses, through district communications (website, social media, and email), and with targeted associations of diverse educators within the district. We will also ask campus administrators to encourage applicants who mirror their campus demographics. Information sessions prior to the application window will allow teachers to understand the benefits and requirements of National Board candidacy and expectations for the program. The selection process will include priority points for applicants from Title 1 campuses, campuses not represented in the PISD National Board Cohort, and campuses designated as requiring improvement.
- b. The selection process will include a written application, recommendations from a campus principal and a colleague who has observed the applicant's teaching, a commitment letter signed by applicant and principal, and an interview with selected applicants to determine qualifications, track record of student outcomes, and level of commitment. The written application will include personal data (including teaching experience) and several essay responses that will provide insight into the applicant's qualifications to participate in the cohort. Essay responses will be scored by an impartial panel who will be unaware of the identity of the applicants.
- c. The interview, professional recommendations, and written responses from the applicants will provide insight on the candidates' communication abilities, student outcomes, leadership potential, and level of interest and commitment. These areas will be included in the rubrics used by the selection committee members who review applications and conduct interviews.

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.

- a. Teachers taking part in the PISD National Board Cohort will participate in a three-day summer conference and 10 monthly sessions to guide them as they navigate the National Board candidacy process. Their main responsibilities during the first year will be to understand the process, attend the sessions, meet with their NBCT mentors, and complete two of the four required components for candidacy. During the second year, they will continue to meet monthly and will work to complete the final two components.
- b. In addition to working on their submissions, which will take a considerable amount of time that will differ from candidate to candidate, teachers will be required to attend a three-day summer conference in July (9 hours) and 10 monthly sessions led by the NBCT Facilitator (3.5 hours per session with two full-day pullouts on school days). They will also be encouraged to meet with their mentor during scheduled office hours.

**Program Requirements (Cont.)**

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

c. The success of teacher leaders participating in the PISD National Board Cohort will be measured by their attendance at cohort sessions and submission of the required components. Ultimately, the National Board will evaluate the teachers as each component is scored and teachers earn their NBCT designation.

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.

a. Plano ISD will partner with an external entity from the approved list to facilitate the National Board Cohort. We will follow the partner’s training plan for the year, which includes the following: The program will kick off with a three-day summer conference in July (“National Board Certification Support--How to Get Started”) where cohort teachers will review the National Board process, receive an overview of the year, begin an organizational plan, and review important content necessary to get started (9 hours total). The cohort will meet monthly 10 times throughout the year for half-day (3.5 hour) sessions with two of the sessions being full-day pullouts on school days. In these regular cohort sessions led by a NBCT Facilitator along with the PISD facilitator, candidates will review various topics related to the process such as dissecting the standards, analyzing student work, analyzing video, and understanding writing requirements. During year one, four monthly meetings will focus on Component 1, and four will focus on Component 2. The other two will involve reading and feedback for all components. Cohort members will receive ongoing support and coaching from a NBCT mentor provided by the external entity. Success will be measured by teachers’ submissions of the required components of the NB application. We will also survey the participating teachers at intervals to assess whether the training is providing them adequate support for their success and will make adjustments as needed.

b. Participants will also be able to receive support from their NB Mentor during weekly office hour check-ins. Plano ISD commits to supporting candidates through the entire board certification process by coaching and mentoring teachers while in the external provider-designed program, providing resources needed to complete program requirements, ensuring a district facilitator is available mentor these teachers, and providing support from content-area experts who will

**Program Requirements (Cont.)**

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

be available to answer questions, review participants' work, and provide feedback

c. The external partner will provide program facilitation and mentorship by National Board Certified Teachers who will work with the cohort members and will train the district facilitator to continue the work of the program in future cohorts.

**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.

a. Plano ISD's Strategic Plan for 2019-2023 devotes an entire pillar to Talent Acquisition, Support, and Growth. The overarching objective of this pillar states, "To ensure a quality school system, Plano ISD will hire, train and retain the most effective and talented workforce." Two of the strategies to reach this objective are (3.2) Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences, and reflective practice, and (3.3) Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

b. Several elements in the plan have been identified as specific action steps to reach the above targets:

- 1) Implement career coaching and development programs for identified employees.
- 2) Establish processes and support systems for growing all employees by advancing employee education, including but not limited to state and national certifications, post-secondary education and workforce certification programs.
- 3) Identify, design, and implement multiple learning pathways that are relevant to individual groups of employees.
- 4) Identify and leverage internal and external learning partnerships (i.e. experts in the field, mentors, cadres, coaches, externships, shadowing experiences) to provide specialized training.

The Employee Services Department, which houses HR and Professional Learning, has begun work toward these action steps. Leadership pipelines for administrators, aspiring administrators, and teacher leaders are rolling out in 2020-21 with some of the first-year cadres already underway. Pathways will be expanded in future years. Additional learning pathways initiated in 2020 include an Equity Cohort and a Google Certification Cohort.

c. By supporting teachers' development as they work toward National Board certification, Plano ISD will demonstrate a commitment to instructional excellence and to helping our teachers grow as professionals. Demonstrating belief in educators and providing for their continued career growth within the district are factors that will promote teacher retention. An expectation of the PISD National Board Cohort will be a commitment to a learning community, as well as participation and completion in the ESC coaching program. This aligns with PISD's work toward implementing career coaching and development programs. Our leadership pipeline work includes a strand for teacher leadership with multiple pathways. The PISD National Board Cohort will be a branch of the pipeline for teachers who want to grow as instructional leaders within their campuses without leaving the classroom. By leveraging the expertise of the external partners, we will have access to NB certified teachers and a facilitator who can guide us in developing expertise to implement our own self-sustaining program in the future.



**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**