



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation

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

Pre-award costs permitted from

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- 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.

Mesquite ISD is committed to growth and strives to build capacity with all employees in the organization. Over the last five years, the district has intentionally created a culture to identify teacher leaders, provide specific training opportunities, and additional compensation for these teachers to remain in the classroom to mitigate the teacher shortage. Our middle school campuses have led the charge by creating leads in each core content area where they are responsible for building the instructional and management capacity of the teachers in their departments. The leads in each department facilitate PLCs, data-driven instruction meetings, observe classrooms and give feedback.

The overall mission of the program is to create highly skilled instructional teacher leaders that directly impact the instructional effectiveness of their content areas, coach and support teachers to keep them in education, and attract teachers to the middle schools where we have experienced high turnover rates. The goal of the program is to create a school culture where highly effective teachers support and develop ineffective teachers through a continuous improvement cycle of observation, feedback, modeling, and practice. School leadership will strengthen the distributive leadership design as teacher leaders are coached and supported by campus and central administration on the levers of the Effective School Framework. The Executive Directors for Leadership Development (EDLDs) and the Executive Director of Assessment and Accountability will support campus administrators by partnering with Region 10 for continued professional learning and supporting implementation efforts.

Administrators and members of the instructional leadership team have received DDI training and an overview of Paul Bambrick-Santoyo's Get Better Faster. Our primary need is to dive deeper in this training with the teacher leaders to vastly improve action coaching on our campuses. Middle schools were specifically chosen because of the high turnover rates and Domain III scores that led to TIP plans. We know that we will never close the student achievement gap until we close the teacher quality gap by training and retaining teachers.

Grant funds would be used to pay the regional service center for training on student culture and Data-Driven Instruction which includes Lesson Planning with Formative Assessment and Observation and Feedback. Teacher leaders will receive compensation for training during the summer and money will be needed to pay for substitutes while teacher leaders observe, coach, and develop teachers.

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
Executive Directors Leadership Development - primary role is to supervise and maximize leadership potential of principals and future principals.	There are four EDLDs that oversee all of the schools in Mesquite. Each EDLD must have successful teacher and administrative experience. They support the implementation of the Effective School Framework, PLCs, and DDI.
Executive Director Assessment and Accountability - District Coordinator for School Improvement (DCSI), monitors Targeted Improvement Plans (TIP)	The existing ED has 15 years experience working with all 52 of the campuses improving student achievement. She is DDI trained and is an independent facilitator for the Effective School Framework.
Director Federal Programs - oversees Title funds and will facilitate the grant budget	The existing director has extensive experience managing federal grants.
Region X	Mesquite ISD has received DDI training for leadership teams for all campuses and Region X has coached district EDLDs on the implementation process. The partnership on DDI is in the second year.

Goals, Objectives, and Strategies

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

Goals and Objectives:

- Build the next team of 40 teacher leaders to reduce both the student achievement gap and the teacher quality gap.
- Develop and retain strong teachers.
- Create a sustainable culture of continuous improvement through PLC's, observation, feedback, and action coaching.
- Continue the district's commitment of building capacity in teacher leaders and compensating them for remaining in the classroom.

Strategies:

- Each middle school will identify a teacher leader in each of the 4 core content areas that will facilitate PLCs. They will be responsible for observing, coaching, and developing 3-8 teachers using Bambrick's framework.
- Teacher leaders and new leadership team members will participate in professional learning from Region X on Texas Instructional Leadership (TIL) content.
- Teacher leaders will be coached by the principals and Executive Directors of Leadership Development on TIL implementation, DDI, distributive leadership, building capacity, and Bambrick's waterfall.

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.

Student Outcomes:

Aggressive Monitoring - High, medium, and low student pathways will be created during PLCs using student exemplars, CFAs, DCPs, ERG data that monitors student growth, and quintile reports from Lead4Ward that shows student averages on district checkpoints. Each path will be chosen during planning time based on Know It/ Show It charts, conceptual understandings, and potential procedural errors.

Common Formative Assessments (CFAs) - Each teacher leader will help PLCs develop a CFA at least every 2 weeks at the beginning of the planning cycle to create the roadmap to rigor. CFAs will be analyzed using the DDI format and the reteach date, reassessment process, and time to revisit the reteach data will be set during this meeting. Teacher leaders will help teachers script and spar the reteach to perfect the plan. Teachers will practice live the reteach with emphasis on the parts that will be hardest to master.

District Checkpoints (DCPs) - Every 9 weeks quality interim end-goal assessments are locked-in and created by curriculum coordinators to monitor school and student progression on the TEKS. Data meetings are held with each school and the members include the principals, teacher leaders, EDLDs, Executive Director of Assessment and Accountability, and coordinators, when applicable. School-wide data patterns are identified along with teacher outliers. Focus will be placed on coaching the teachers in need of assistance and accelerating students based on ERG and quintile analysis. Highest leverage TEKS will be a priority for acceleration.

Teacher Retention:

Waterfall progression - Principals and teacher leaders will create systems on their campuses for monitoring the actionable and practicable small bites on the waterfall progression. Weekly teacher leader meetings with the principal will be held to discuss teacher improvement. EDLDs will monitor these meetings to provide feedback to principals.

New teacher / turnover statistics - campuses and EDLDs will monitor teacher turnover rates and exit interviews to track improvement in each campus' 3-year trends.

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.

All Mesquite ISD campuses, including middle schools, are Title I, Part A school-wide campuses and all funds are used to promote equity and support improvement of campuses. The district insures that all federal grant money will be considered in meeting the needs of each of the 10 middle school campuses. The Federal Programs Director and the Executive Directors of Leadership Development for the 2021-2022 Teacher Leadership Cycle 2 Grant will collaborate to insure equity and efficacy of funds and services for all 10 middle schools. Campus budgets funded locally are not adequate to fund the next level in distributive leadership needed to insure a more complete implementation of Paul Bambrick-Santoyo's, Get Better Faster coaching process and Data-Driven Instruction. This next level of training for core teacher leader department heads at each middle school will facilitate faster improvement and enable a shift in campus culture.

\$100,000 budget would include:

6100 - Payroll Costs- \$39,000 - stipends, subs, and extra duty pay – district will supplement stipends, subs, and extra duty pay, as needed

6200 – Contracted Services - \$60,000 – professional learning, \$510 PNP Equitable Share

6300 – Supplies - \$490

6400 – Travel – not expected

6600 – Capital Outlay – not expected

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.

MISD intentionally looks to employ underrepresented staff. Our district is 25% African American, 58% Hispanic, 13% White, and 78% economically disadvantaged. Our elementary campuses employ a majority of our Hispanic teachers; however, we are currently underrepresented in the middle schools. For the teacher leader positions, we will collect data on our current teacher leaders and intentionally seek out high potential leaders that would be representative of our student ethnic makeup. Campuses will be asked to actively recruit these candidates by marketing the program and highlighting the benefits of the position.

As a district, we expect campus administration to identify high potential employees and offer them leadership experiences and positions. We have created role-specific behaviors and professional resources for self-study that align to leadership characteristics. Our Excellence in Teaching Program (ETIP) provides up to \$12,000 a year for teachers to stay in the classroom and take on leadership responsibilities at their campuses. We partner with higher education institutions and the Regional Service Center alternative certification program to recruit teachers. Four years ago, we began offering commitment letters to MISD graduates for future teaching positions as a recruitment strategy that could help mirror our student population. We hope to see the benefits of this initiative in the spring.

Each principal has an Executive Director for Leadership Development that comes to campus at least twice a month for coaching and to help build capacity of the leaders. The EDLDs attend all district data meetings and have clear conversations about gaps in the data. This system allows central office a deeper look into the realities of the problems on campus which has led to more targeted professional learning such as PLCs, DDI, Student and Staff Culture, and Observation and Feedback. Principals, EDLDs, and teacher leaders turn the training around on campuses and continually update action plans based on progress and gaps. EDLDs calibrate walks, DDI meetings, give feedback on PLCs, and attend instructional leadership meetings. If a teacher leader is not producing better teachers with positive student outcomes, then the EDLD is holding the principal accountable.

Since EDLDs are in classrooms with teachers, they become familiar with teachers' student achievement. Identifying high potential leaders is part of the MISD culture that has continued to grow through intentional coaching with the principal and MISD's work with the Holdsworth Center. Principals receive monthly training on the Leading Through Ownership model, and we are creating pipeline programs for every level of leadership in the district. MISD has created leadership definitions for characteristics like Visionary Leadership, Leading for Equitable Outcomes, Capacity Development, and Effective Communication. Each person in the organization has free, unlimited access to the resources, can learn in our ETIP program, and be placed in capacity building situations that keeps our top prospects engaged with the district over time.

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.

- Teach at least 50% of the day.
- Create systems that align lesson and unit plans to the scope and sequence.
- Facilitate PLCs and collaboratively create tightly aligned CFAs to state standards.
- Help staff understand how standards relate to the rigorous expectations of student work and how this aligns to the lesson plans.
- Facilitate data-driven instruction meetings that explicitly link data to strategies that adjust instruction.
- Assist in the development of Know It/ Show It Charts, teacher exemplars, and re-teach plans.
- Teach staff how to thoroughly review student work to identify procedural and contextual gaps.

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

- Observe the reteach by monitoring the exemplar teacher first and observing the same content teachers back-to-back to identify the gap in the plan
- Create and adjust student interventions based on misconceptions.
- Monitor re-teach data and measure against district data.
- Record DDI meetings and provide the videos to the principals and EDLDs for feedback.
- Frequently observe new and struggling teachers classrooms.
- Implement action coaching using tools from Bambrick's waterfall.
- Create shared routines and procedures for the classrooms and transitions.
- Own and exemplify the shared vision, mission, and values of the school.
- Be the brand.
- Actively recruit teachers with diverse experiences.
- Intentionally network and search for talent.
- Participate in interviews and select candidates based on school's common values and campus needs.
- Own their learning and attend professional development to improve leadership skills.
- Attend weekly leadership meetings with the leadership team for capacity development.
- Lead committees and contribute to the development of the Campus Improvement Plan.
- Track CIP implementation and celebrate successes.

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.

Mesquite will partner with Region X, an approved capacity builder by the Texas Education Agency, to provide training for Student Culture and Data-Driven Instruction, which includes Observation and Feedback and Lesson Planning with Formative Assessment. The DDI training will equip teacher leaders and new leadership team members with the skills to facilitate and coach data meetings. The Observation and Feedback training will help campus leaders develop strong systems and routines to develop effective teachers. Student Culture training will help principals and teacher leaders create student culture routines and monitoring systems that support the positive culture. Campus leaders will learn how to develop lesson plans informed by data that are tightly aligned, rigorous, and data-driven with Lesson Planning and Formative Assessment training.

Face-to Face Professional Development - 3 to 4 days of content. Two days of intensive kickoff during the summer and 1 day in the fall and 1 day in the winter.

Coaching - 3-6 coaching visits on a monthly basis with the EDLDs to support the principals. One professional development day.

Implementation Support - school walkthroughs with the EDLD, sharing videos of coaching and professional development with campuses, and submitting data and artifacts that support TIL training implementation.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

Measures of Success:

- Student growth and achievement
- Principal and teacher leaders mastery of action steps
- Paul Bambrick Santoyo's rubrics as guidance for mastery

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.

Due to the teacher shortage MISD's priority is to hire, train, and retain effective teachers. We travel to or virtually participate in multiple job fairs, brand our schools, and use social media leverage to find teachers. For five years, we have been signing commitment letters with our graduates who want to return and teach in MISD. Our Personnel Department does a fantastic job of finding teachers during the shortage, but we continue to struggle with mirroring our student population.

Each district uses different methods to appeal to teachers. MISD has an employee health clinic that will see all non-emergency patients. The health center is convenient and the pharmacy is located on site. One can go to the doctor in an hour and leave with a prescription for less than \$30.00. The Excellence in Teaching Program (ETIP) rewards teachers financially to stay in the classroom. If a teacher goes through all levels of the program and stays in the classroom, he/ she can earn an additional \$12,000 a year. Principals work with ETIP teachers on campus leadership goals.

Each campus has a foundational mentoring program, and the district hosts a new teacher camp to start teacher learning before the first day of school. All of our instructional specialists work with the Professional Learning Department on mentoring new teachers. Instructional specialists meet each six weeks to review personal goals and cover topics that help them be better at coaching.

Over the last five years, we have been building capacity in principals by fostering their leadership development. The Executive Directors for Leadership Development work closely with principals on the development of their instructional leadership teams. Every two weeks, principals receive small action steps that are checked on the next visit. Each month, principals learn about PLCs, DDI, and we have started Bambrick's waterfall. Teacher leader teams are learning with the principals, and the EDLDs support the schools implementation. These small action steps are modeled from top leadership to teachers learning real time in the classrooms.

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" value="Students"/>	Barrier	<input type="text" value="Cultural and linguistic diversity, visual and hearing impairmnts"/>
Group	<input type="text" value="Teachers"/>	Barrier	<input type="text" value="Shortage of qualified personnel (SPED)"/>
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" value="30,466"/>
2. Enrollment of all participating private schools	<input type="text" value="170"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="30,636"/>
4. Total current-year program allocation	<input type="text" value="100,000"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="100,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="3"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="510"/>

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