



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.

The Alamo Heights ISD will form a cohort to support selected teachers in their pursuit of National Board Certification (NBCT). The cohort will have 10 teachers, with the goal of completing NBCT within two years. Alamo Heights ISD will enter into an agreement with ESC, Region 20, to provide cohort support for content coaching, and component coaching, mentoring, and support.

Research shows that students of Board-certified teachers learn more than their peers without Board-certified teachers. Studies have also found that the positive impact of having a Board-certified teacher is even greater for minority and low-income students. As our district strives to improve academic outcomes for our at-risk students, we feel that helping our teachers reach NBCT certification will have a demonstrable impact on our students' academic performance.

It's no secret that districts with National Board Certified Teachers are characterized by better teacher morale and retention, and increased community involvement. It was during our most recent strategic review in Fall 2019 that surveys revealed a need in our district for teacher recognition and sense of belonging. We believe that providing a pathway to NBCT will demonstrate our commitment to investing in our teachers, and to increasing their professional stature. We expect that our commitment to recognition and belonging will have a positive impact on teacher retention rates.

A final consideration is our horizontal leadership structure at Alamo Heights ISD. To permit more staffing in the classrooms, and reduced teacher workloads, we have a lean management structure, with admin-to-teacher ratios much lower than comparable districts. Having more NBCT teachers on our campuses will provide additional teacher leadership, and thus drive continual improvement in instruction.

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
AHISD Cohort Mentor-Be present at each cohort meeting to provide mentoring to AHISD NBCT candidates	3+ Years teaching experience, AHISD employee, hold a NBCT certification. Existing
Campus Academic Deans-Provide leadership for the instructional program by ensuring sound curriculum development, vertical articulation, and staff dev.	Masters Degree, Minimum of four years related experience and/or training; or equivalent combination of education and experience, Valid Texas Teaching Certificate by the State Board for Educator Certification. Existing
Exec Dir. of C&I- Ensures the instructional program is effective, efficient, incorporates district goals, and supports student achievement.	3+ years teaching experience, 3+ years in instructional leadership role, Masters Degree in Education Administration. Existing
ESC, Region 20 NBCT Coaches-Mentors cohort members on study and preparation to pass requirements for NBCT certification	NBCT Certification, selection by ESC Region 20. Proposed

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 Goal:

To have 10 newly-certified NBCT teachers in our district within two years.

Sub-Goals to achieve Major Goal:

- Form a cohort consisting of ten teachers to support these teachers in completing the NBCT. The cohort will provide unity and pacing for NBCT candidates.
- Provide ample content coaching in three content areas to assist NBCT cohort members in passing their respective content exams.
- Provide ample component coaching, mentoring and support to help cohort members through the process of portfolio preparation and submission

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.

In the near term, Academic Deans and the Director of Curriculum and Instruction will monitor progress of cohort members toward their pursuit of NBCT. The pacing suggested by the National Board will be used as a metric, along with the health and regular teaching performance of cohort members.

AHISD NBCT-certified mentor will monitor attendance at cohort activities, and will track completion of course objectives. The mentor will report this information to the Academic Deans and the Director of C&I.

Once the teachers obtain NBCT, we'll evaluate student performance to gauge increases in academic performance for that teacher's students, comparing one years' students to the next. We'll compare benchmarks to semester assessments and STAAR testing results.

We will also be observant for indications of increased student performance for NBCT teachers when compared to teachers across the grade level. We will compare benchmarks to semester assessments based on familial TEKS, and STAAR testing.

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 cost of supporting 10 teachers in a cohort is \$23,250. This amount provides coaching and mentoring support services from 3/1/2021 through 9/30/2022, through ESC, Region 20. Any other program cost will be incurred by the cohort member. The district will provide facility space for the cohort, and will permit the use of any non-expendable teaching materials that aren't in use during cohort work time. NBCT fee reimbursement (up to \$1,900) will come from the district to the cohort member once NBCT certification is completed (Subject to continuation of HB3 TIA funding for that purpose).

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.

At present, our district leadership diversity is representative of our student population. When considering personnel assigned as instructional coaches, counselors, department chairs, campus administrators, and district administrators, the following percentages of total district student population vis-à-vis leadership emerge:

- White Students-53.1% White Leadership-53.6%
- Hispanic Students-39.5% Hispanic Leadership-42.8%
- Asian Students-3.2% Asian Leadership-1.8%
- African American Students-2.4% African American Leadership-1.8%
- Other/Two or More Races Student 1.8% Other/Two or More Races Leadership-0%

We will ardently promote this NBCT cohort to all of our faculty through repeated emails, communication council meetings, department chair meetings, and our district website. In fact, this has already begun with an email sent to all faculty on November 11th. We have issued an NBCT interest survey to all faculty members.

Our selection criteria includes measurement of affective traits (through a commercial, validated instrument that we currently use for hiring), analysis of student performance data, and review of faculty evaluations. Demonstrated leadership in campus activities will also be a factor. We will ask each teacher to submit an essay about their motives for pursuing NBCT.

We are presently doing equity and inclusion work in our district. Achieving and maintaining diversity in leadership that is representative of our student population will continue to be a strategic goal of our district.

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.

Teachers selected will be committed to a defined NBCT pathway from 3/1/2021 through 9/30/2021. District NBCT mentor will report attendance and monitor completion of each NBCT objective. Following is the proposed pathway that will be facilitated by ESC, Region 20 NBCT-certified coaches:

Program Requirements (Cont.)

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

Content Coaching March 1, 2021 - June 30, 2021

Component 1 - Facilitated by Texas National Board Coalition for Teaching Content Certified Coaches: Provide 10 content preparation coaching sessions held between March 1, 2021 - June 30, 2021

--Five (5) three-hour content specific sessions, Five (5) three-hour writers workshops

National Board Certified ESC-20 content coaches will provide ten (10), half-day content preparation sessions, held in support of Alamo Heights ISD NBCT candidates.

--Five (5) sessions will include a review of Component 1 content standards

and test preparation, with the remaining five (5) sessions facilitated through WritingWorkshops, which will include all content area candidates.

(Content coach preparation will include, and is not limited to: Review of content standards, 5 Core Propositions, preparation of material for session.)

Component Coaching, Mentoring, and Support

July 1 - September 30, 2021:

Component 4: Two (2) three-hour sessions in July' One (1) three-hour session in August, One (1) three hour session in September, Four (4), 1:1 coaching on Component 4 content, the week immediately following each of the July - September sessions listed above.

October 1, 2021 - May 31, 2022:

Component 2 & Component 3: Eleven (11) sessions Six (6) 1:1 Component coaching sessions

Program Cost \$23,250 for a cohort of ten teachers

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.

N/A

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

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.

Because the cost for replacing teachers is so high, we strive to retain every highly effective teacher. A large part of retaining teachers across the spectrum is to ensure engagement and a sense of belonging. We increase engagement and belonging through frequent and effective communication, by forming campus and district design teams that are representative of our community whenever we have a major initiative, and by soliciting faculty feedback when implementing new processes. This is the Alamo Heights way, and we enjoy an enviable faculty retention rate. However, it is crucial to take steps early in a new teacher's tenure in order to make them want to stay.

As we hire teachers representative of our student population, we place them in a formal induction and mentoring program. This includes assignment of a formal, trained mentor who meets with the teacher weekly, and completes two peer observation cycles in the first year. The department chair also meets with the new teacher weekly. The closest teacher checks in daily to ensure the new teacher is transitioning to our district as expected.

New teachers are placed in cohorts to complete courses on differentiated instruction and completion of microcredial. This important professional development supports our district's "Profile of a Learner". It also creates a sense of camaraderie among the new teachers. These courses are taught by our Academic Deans and Instructional Coaches within the teacher's first year.

By infusing our induction program with NBCT-certified teachers, we could have more "coaches" at each campus to guide newer teachers. These NBCT leaders will be sources of teaching excellence, and could inspire others to take the same path. Often, teachers chose to leave a district because of frustration. The NBCT teachers could serve as mentors to new or struggling teachers. NBCT teachers could be the difference in a teacher staying or leaving.

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