

## ABSTRACT

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**Project Title:** *Accelerated Preparation of Leaders for Underserved Schools (A-PLUS): Building Instructional Capacity to Impact Diverse Learners*

**Goals:** (1) prepare 100 in-service school leader candidates for leading the education of English learners (ELs) and low-income students (LIS) with a master's degree and advanced certification; (2) prepare 1,800 in-service school leaders for building instructional capacity at the campus level in the education of ELs and LIS, (3) prepare 100 practicing principals for building instructional capacity at the campus level in the education of ELs and LIS; (4) prepare 200 practicing principals and school leaders (campus leadership teams) for building instructional capacity at the campus level in the education of ELs and LIS via a Summer Leadership Institute over two summers and (5) prepare 120 practicing principals and school leaders for building instructional capacity at the campus level in the education of ELs and LIS via a randomized controlled trial (RCT) with a School Enhancement/Turnaround Intensive Leadership Professional Development Intervention over 3 years.

**Expected Outcomes:** 2,320 principals/school leaders prepared to lead the building of instructional capacity and campus-level initiatives via 5 components with 2 rigorous RCT studies, 1 quasi-experimental evaluation study, as well as evaluative components with qualitative approaches. There have been no RCTs assessing the impact of principal preparation related to student achievement and teachers' instructional capacity, particularly on high-needs campuses.

**SEED Purpose and Contributions:** A-PLUS addresses: **Absolute Priority 2** through 5 components (a) increases numbers of highly-effective principals or other school leaders in schools with high concentrations of high-need students in applying evidence-based practices, (b) uses and evaluates strategies that are supported by promising evidence and moderate evidence, (c) prepares leaders for enhancing educators to improve personalized learning, (d) provides professional development activities to current leaders virtually and face-to-face, and (e) provides virtual professional development (VPD) activities to school leaders for advancing culturally-responsive pedagogy and turning around classrooms and schools. Dissemination of information will be via a variety of media, conferences, and websites; **Competitive Priority 1** with at least 51% of the leaders who identify as Hispanic/Latino, African American, Asian, or Multi-racial; **Competitive Priority 2** by evaluating the (a) type of standards-based personalized learning environment (PLE) that the leaders can support through a practicum in leadership on high-needs campuses with large numbers of ELs, (b) virtual mentoring/coaching (VMC)—offers support of the leaders in their development of PLEs for improved culturally-responsive instruction, (c) improved diversity understanding with family-parent-community involvement/engagement, and (d) campus/classroom programming based on data within schools; and **Invitational Priority** with micro-credentials (local TAMU certificates and state-approved certificates).

**Policy and Practice:** New policies/practices regarding principal intern residencies, new practices of delivering VPD to leaders in leadership professional learning communities (PLCs); new concepts of PLCs to become grounds of innovation as leaders work together to find problems and determine creative solutions; new policies on principal preparation based on a RCT; new apps related to reflective practice and decision-making developed; Summer Leadership Institute refined, evaluated, and scaled; school enhancement turnaround project policies; technology used for VMC real-time to provide on-the-spot feedback in meetings and in classrooms with no delays.