
PROJECT NARRATIVE: TEAM LEAD

Together Everyone Achieves More Through Integrated Leadership (TEAM Lead), submitted by Center for the Study of Education Policy (CSEP) at Illinois State University (ISU) addresses:

- Absolute Priority #2* (Supporting Principal and Other School Leaders)
- Competitive Priority #1* (Promoting Diversity in the Educator Workforce)
- Competitive Priority #2* (Support for Personalized Learning Environments)
- Invitational Priority #1* (Support for the Use of Micro-Credentials).

SECTION A: QUALITY OF THE PROJECT DESIGN

The purpose of the SEED program is to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance educators. TEAM Lead will achieve the grant objective by implementing an evidence-based strategy that builds upon existing partnerships and practices to develop culturally competent school leaders from diverse backgrounds that can improve student outcomes, particularly for high-need students. TEAM Lead is designed primarily around two evidence-based studies: one demonstrating promising evidence and one demonstrating moderate evidence, as defined in the Federal Register. The project's key innovation is the combination of a proven effective principal time utilization strategy with an evidence-based leadership framework focused on instructional improvements. TEAM Lead theorizes that principals will increase the amount of time devoted to instructional leadership by implementing the School Administration Manager (SAM) process.

The increased time allows principals to engage teachers in a school-wide leadership framework focused on instructional improvement efforts. The framework is anchored by concepts of Integrated Leadership¹ and includes an intense emphasis on addressing instructional problems of

¹ Integrated Leadership is conceptualized in the research as a system of practices whereby principals and teachers mutually contribute to leadership activities that result in dramatic school improvement (Printy et al., 2010)

practice through a Cycles of Inquiry² approach. The project represents an innovative strategy to recruit, prepare, develop, and retain highly effective principals who can significantly increase student learning. **TEAM Lead will involve 101 schools in 48 districts, impacting over 44,000 students in rural, suburban, and urban areas.**

I. Exceptional Approach

TEAM Lead represents an exceptional approach to increasing principal effectiveness by providing professional development and coaching support to current school leaders that improve instructional and administrative leadership and the school's climate and culture. The project aims to increase the positive impact leadership has on student outcomes by building upon evidence-based strategies from studies that meet Promising and Moderate Evidence Standards, as defined in the Federal Register. TEAM Lead combines a promising time management strategy focused on increasing the amount of time a principal spends on instruction quality, with an evidence-based leadership framework that focuses the principal's time on building professional learning systems that have demonstrated positive impact on students. It provides a comprehensive system with an explicit focus on instructional leadership. Through the collaborative efforts of the principal and teachers in a community of practice focused on continuous inquiry, TEAM Lead will establish a culture of collective responsibility for improved student outcomes. To that end, the project involves the following inputs: 1) ongoing professional development, 2) one-on-one support from leadership coaches, 3) use of TimeTrack® software, 4) assistance from School Administrative Managers³, 5) effective protocols and tools for use by Instructional Leadership

² Cycles of Inquiry is a process employed by school-based professional communities that focuses their efforts on an improvement cycle that includes: problem identification; root cause analysis; strategy development and implementation; progress assessment; and re-assessment. (Birenbaum et al., 2009).

³ The project redefines an existing schoolbased position to redistribute many administrative tasks from the principal to appropriate staff members, so the principal can devote more time to instructional improvements.

Teams⁴, and 6) organizational structure and routines designed to increase teacher engagement. An illustration of the SAM theory of action can be found in Appendix F of this proposal.

Leadership Framework: Based on moderate evidence found by Nunnery, Ross, Chappell, Pribesh, and Hoag-Carhart (2011), the leadership framework included in TEAM Lead design involves ongoing training and support for participating principals, and supports for the following school-based organizational practices: 1) one-on-one monthly meetings between the principal and leadership coach; 2) monthly Instructional Leadership Team (ILT) meetings facilitated by principal; 3) bi-weekly grade-level and/or content area meetings facilitated by an ILT representative; 4) ongoing/job embedded professional development; 5) technical assistance; and, 6) multiple feedback loops to inform a continuous inquiry and improvement process. By implementing the leadership framework, principals and teachers collaboratively establish organizational routines to institutionalize effective practices and policies (Spillane, et al, 2011).

Qualifying Study and Overlap of Sample: A study of the leadership framework (Nunnery et al. 2011) found that over the course of three years, treatment schools implementing the leadership framework (i.e., the intervention) demonstrated statistically significant gains in both English/Language Arts (ELA) and math. Mean math scores in treatment schools had statistically significantly higher positive growth than comparison schools ($F(1, 1013) = 10.27, p = .001$). This difference results in an estimated effect size of $d = .14$ (p. 9). Treatment schools also had statistically significantly higher positive growth than comparison schools ($F(1, 1013) = 8.55, p = .004$), which results in an estimated effect size of $d = .11$ (p. 10). Through on-going and cohesive professional development and coaching support, the project ensured participating school leaders had the knowledge, skills, and tools to effectively set direction for teachers, support their staff in

⁴ Members of an ILT include the principal, assistant principal, teachers, department chairs, and/or other staff

improving instructional practices, and design an efficient organization that became a professional learning community (p. 2).

The qualifying study that forms the basis for the leadership framework was conducted in 38 elementary and middle schools (Nunnery, et al. 2011). TEAM Lead proposes to implement the strategy in 101 elementary, middle and high schools. 70 schools will be involved in the program evaluation, 16 schools that are currently implementing components of the TEAM Lead design will serve as demonstration sites, and 15 Catholic schools will be studied to better understand how the model can be implemented in private school settings. Participating schools are located in rural, suburban, and urban areas, and will be supported by local Regional Offices of Education and university partners. Over 60% of schools involved in the TEAM Lead project overlap in terms of setting with the sample in the qualifying study. While high school settings were not included in the qualifying study, another evaluation by Nunnery, Ross, and Yen (2010) examined implementation of the same intervention and included high schools in its sample. The earlier study found even greater positive student outcomes in high school settings than in the qualifying study.⁵ Additionally, nearly 50% of students that will be served by the TEAM Lead project are classified as low-income, which aligns with the population in the qualifying study.

The intervention in the qualifying study by Nunnery et al. (2011) was based on a strategy researched by Saunders, Goldenberg & Gallimore (2009) that engaged teachers in school improvement efforts. While the earlier study ultimately demonstrated positive impact on student achievement, Saunders and his colleagues identified a serious barrier to participating principals' ability to implement the intervention with fidelity. "Competing demands for their time and

⁵ The Nunnery, et al., 2010 did not meet WWC evidence standards due to methodological flaws in the equivalency determination. However, the findings from that study align with the later findings from Nunnery et al. (2011) and therefore indicate the model is appropriate as a high school intervention.

attention were typically cited as reasons for the lack of progress” (p.1015). With this known barrier in mind, the leadership framework included in TEAM Lead drew from the lessons learned from Saunders, et.al. Those changes improved fidelity of implementation and led to significant increases in student achievement that were found in both the Saunders (2009) and the Nunnery (2011) studies. To address the time barrier identified in the Nunnery (2011) study, TEAM Lead includes a time utilization process (SAM) that has been found to significantly increase principals’ time spent on instructional improvements (Turnbull et al., 2009).

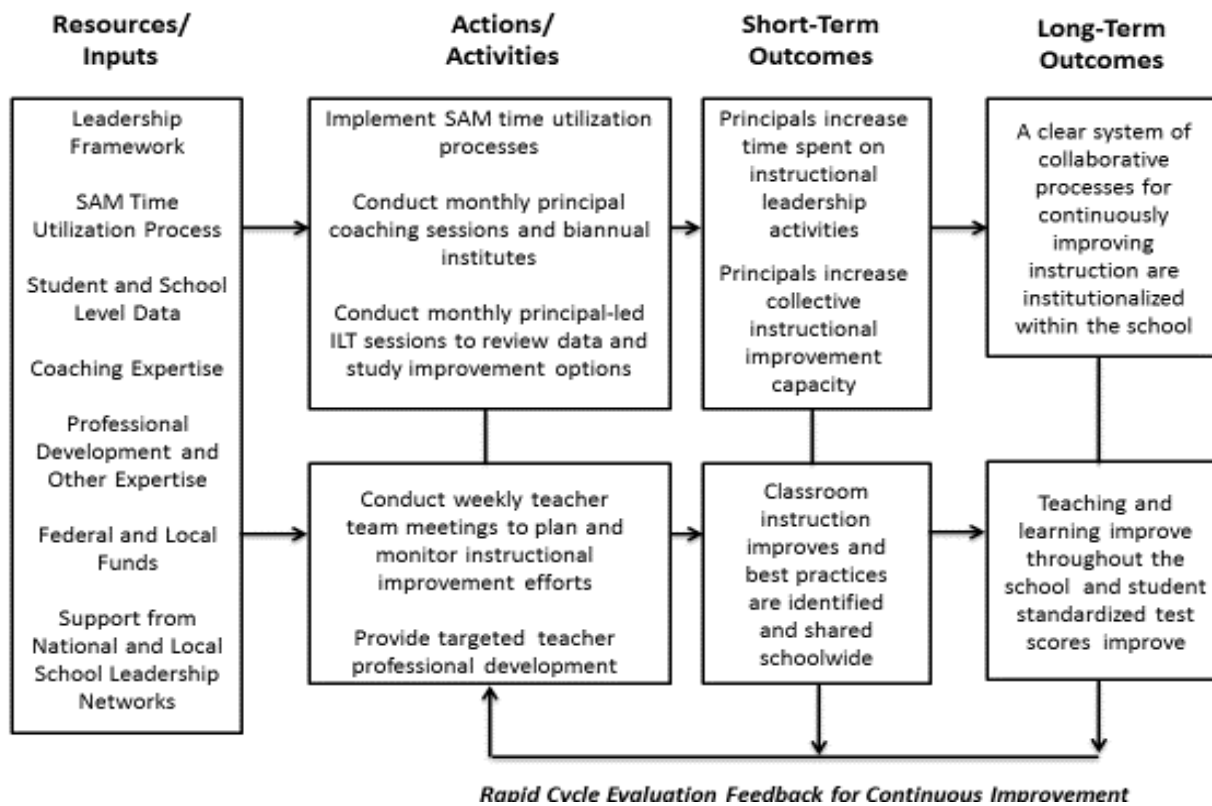
SAM Time Utilization Process: The National SAM Innovation Project (NSIP) developed a process to explicitly increase principals’ time allocation in the domain of instructional leadership. SAM is an ongoing development process that applies a unique set of tools and routines designed to transform a principal from a school manager into an instructional leader—focusing the principal’s time on activities directly connected to improving the learning environment. The SAM process is built on change theory that principals can increase student achievement by creating school conditions that improve teacher practice and student learning if they significantly increase the amount of time they spend as instructional leaders.

Policy Studies Associates (2009) found the SAM process successfully increases the amount of time principals devote to instruction: on average, increasing by nearly six hours/week in the first year of implementation; 8.5 hours/week in year 2; and nearly 12.5 hours/week by year 3. After 2 years, that is the equivalent of an additional 55 days per year devoted to instructional improvements (Turnbull et al., 2009). See Appendix F for details on the SAM process.

TEAM Lead Logic Model: By combining a time utilization process with the leadership framework, TEAM Lead addresses a known barrier to increasing principal effectiveness and improving school and student outcomes. Figure 1 illustrates the logic model for TEAM Lead.

Through project inputs and activities, TEAM Lead principals will demonstrate a positive change in: 1) time spent in areas related to instruction; 2) teacher engagement in school-wide improvement efforts; and 3) instructional quality in classrooms. Ultimately those short-term outcomes will lead to institutionalized processes that facilitate instructional improvements throughout the school and significant increases in student academic achievement.

Figure 1: TEAM Lead Logic Model⁶



Competitive Priority #1 (Promoting Diversity in the Educator Workforce): TEAM Lead proposes to increase the diversity of the leadership pipeline and increase the cultural competency of participating school leaders. Research shows that teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, are more effective in engaging student in learning, and have a greater positive impact on academic

⁶ See Appendix G for more information on TEAM Lead.

outcomes (Clewell, 2005; Pitts, 2007; Villegas & Irvine, 2010). Recent national data indicate that people of color represent 51% of the student population in public schools (NCES, 2017), but only 18% of the teaching profession (Boser, 2014). In Illinois, the current student makeup in IL includes 49% white, 26% Latino, 17% African American, and 5% Asian, while the current teacher workforce in the state includes 83% white, 6% African American, and 6% Latino (IL State Board of Education, 2016). Illinois ranked 43rd nationally on the state teacher diversity index: indicating great incongruence between the racial makeup of teachers and students (Boser, 2014). Because principals are drawn from the pool of teachers, it is important to pay attention to trends in the teacher pipeline. Concurrently, it is essential that we provide current leaders with supports that build their cultural competency and increase the focus on issues of equity.

TEAM Lead will operate within the state, which has dramatically increased attention to issues of equity and diversity in recent years. Effective September 2016, the IL General Assembly passed SB100, which requires sweeping changes to school disciplinary practices. Recognizing disparities in harsher penalties for minority students, the legislation supports schools to apply more equitable disciplinary systems and reduce severe forms of punishment. In June 2017, the IL General Assembly passed HB3869, requiring in-service training for school personnel on civil rights and cultural diversity, including strategies for mitigating racial and ethnic bias. While the law has yet to be signed by the Governor, the SEED grant will fund professional development for school leaders and principal candidates in the four partner universities, enabling practicing and pre-service principals to implement new equity policies in schools.

Participating ROEs will collaborate with partner universities to build regional capacity for district leadership succession planning efforts, including collecting regional supply/demand data, and recruiting/admitting more diverse principal candidates. Succession planning for principals/assistant

principals will better assure that the supply pipeline is consistent with projected vacancies and help districts to match dispositional and demographical characteristics of principals to demographic and cultural characteristics of the school and community. This will require regional implementation of effective talent management practices, particularly supporting rural district partners. TEAM Lead ROEs are well positioned to serve as local coordinating bodies between universities, districts, and communities.

Competitive Priority #2 (Support for Personalized Learning Environments (PLE)): The definition of PLE can be described as: 1) systems/approaches that accelerate and deepen learning by tailoring instruction to each student's needs, skills, interests, and strengths; 2) a variety of rich learning experiences that collectively prepare students for success in college and career; and 3) teachers' integral role in student learning: designing and managing the learning environment by enabling student voice and choice, and 4) providing students with expert guidance to help them take increasing ownership of their learning (Pane, Steiner, Baird, & Hamilton, 2015; Patrick, Worthen, Frost, & Gentz, 2016). The TEAM Lead leadership framework was informed by a 2015 RAND study that explored student outcomes in 32 schools that implemented personalized learning practices and found students significantly outperformed students in comparison schools in math and reading with an effect size of 0.27 and 0.19 (Pane, et. al., 2010).

Research involving PLEs informed TEAM Lead design at two levels: adult learning and student learning. Adult learning principles were incorporated and aligned to best practices promoted by the National Research Council (2000). Through TEAM Lead programming, district/university partnerships will provide a systemic approach to adult and student development focused on PLEs. This support includes, but is not limited to:

Support for personalized learning environments for educators:

- Ongoing one-on-one coaching support will be specifically focused on individual principal

- professional development plans;
- On-site professional development addressing specific problems of instructional practice, enhancing student engagement, and increasing student achievement;
- Principals and Instructional Leadership Teams engaging teachers in developing differentiated strategies to address specific problems of practice;
- District/University partners offering training/courses that increase understanding of personalized learning environments.

Support for personalized learning environments for students:

- Teacher teams will be supported in using the Cycles of Inquiry process applied to specific issues in meeting the personalized learning needs of their students;
- Teachers will be developed and supported in analyzing student-level performance data to identify individualized areas of need and strength, and will work in teams to identify strategies to promote each student’s learning;
- Teacher teams will be supported in developing and implementing strategies to increase student engagement and input in their learning (e.g. survey design, facilitating feedback sessions, applying cultural competencies).

Invitational Priority (Support for the Use of Micro-Credentials): TEAM Lead will develop and implement two aligned micro-credentials. Through the collaborative efforts of TEAM Lead universities and ROEs, the first micro-credential will develop principals that host, supervise, and assess aspiring principals. The second micro-credential will develop principals that implement the SAMs process. The purposes of the micro-credentials are to 1) support development of project participants; 2) promote implementation fidelity; 3) assist with dissemination, and 4) inform replication.

Table 1 outlines the design elements of the proposed micro-credentials.

Table 1: TEAM Lead Micro-Credentials

Micro-Credentials	Mentor Principal	SAM Principal
Targeted Group	Principals who supervise and assess assistant principals and aspiring principals	Principals that implement the SAM process in their schools
Developed By	TEAM Lead ROEs, District leaders, and university partners	National SAM Innovation Project and CSEP at ISU
Credential Delivery System	Targeted curriculum delivered through Illinois Administrators Academy trainings	Making Time Curriculum Modules that are on-line and password protected
Assessment	Competency-based assessment system aligned to principal performance standards	Validated competency-based assessments and action research

Skills Developed	Effective mentoring and coaching practices; developing others; focusing on improving teaching and learning	Time management, delegation, integrated leadership, engaging teachers in improvement efforts
Credentiaing Authority	Administered by ROEs and recognized by IL districts for those that supervise principal interns in pre-service programs	Administered by the National SAM Innovation Project and recognized by school districts nationally

II. Quality, Intensity, and Duration of TEAM Lead Professional Development and Support

The design of the TEAM Lead project was informed by three important elements: 1) the qualifying study that demonstrated effectiveness in increasing student achievement; 2) national standards for high quality professional development; and 3) a recent survey of principals and assistant principals that provided insight on specific local needs. These three elements demonstrate alignment of the TEAM Lead project to evidence-based indicators of quality, intensity and duration. First, as previously referenced, TEAM Lead is based on proven strategies that have demonstrated positive student outcomes through an increased focus on instructional improvements. The leadership framework outlined in Nunnery et al. (2011) is one of the only studies on principal professional development programs with causal proof of positive impact on student achievement (i.e. Tier II evidence). The success of the model stems from research-based, job-embedded training and coaching supports. TEAM Lead theorizes that the model will be further improved by the addition of a proven time management and distributed leadership process that addresses barriers found to inhibit fidelity of implementation (Sauders, et al., 2009).

Second, TEAM Lead designers explored the National Staff Development Council (NSDC) and Learning Forward Standards for quality professional development. The NSDC standards were developed through the contribution of 40 professional associations and are organized around three areas: content standards, process standards, and context standards. The Learning Forward Standards are a revision of the NSDC standards. Both include indicators of quality that informed TEAM Lead design. (See Appendix H for a crosswalk of standards and indicators).

Third, CSEP recently surveyed principals and asst. principals on their own professional development needs. The survey aligned to a meta-analysis by Robinson, Lloyd & Rowe (2008) that identified three broad domains of a principal's job that demonstrated evidence of impact on student outcomes: a) goal setting and planning, b) promoting and participating in teacher development, and c) planning, coordinating, and supervising curriculum and instruction. The survey involved 70 principals and asst. principals from 3 large districts located in each TEAM Lead area. Survey findings were consistent across all 3 areas and supported findings from the Robinson et al. study. Respondents indicated two areas most in need of development: *improving teaching and learning*, and *leading and managing change*. TEAM Lead professional development is aligned to partnering district and school needs and Learning Forward Standards.

TEAM Lead will ensure **quality control** by standardizing 80% of professional development and supports across regions, while customizing 20% of content, allowing the project to align support to specific school partners' priorities and needs. In terms of **intensity**, the TEAM Lead model offers extensive training and support. The first year of TEAM Lead provides participants with 100 hours of training and coaching support: group training (39 hours); one-on-one coaching/job embedded support (24 hours); conferences/differentiated professional development (29 hours); and networking opportunities (8 hours). **Duration:** Over three years, TEAM Lead offers nearly 300 total hours of training and support. TEAM Lead is an intensive professional development and support model that results in demonstrated changes in leadership and instructional practice, leading to improvements in student learning.

III. Collaboration of Appropriate Partners for Maximizing Effectiveness

The partnership structures involved in the TEAM Lead project were developed to maximize effectiveness and resources, while reducing redundancy and fragmentation in professional development service delivery. TEAM Lead is a collaborative effort involving 101 schools, 48

districts, 3 ROEs, 4 universities, a network of Catholic schools, and an external evaluation team. The project will impact over 44,000 students in rural, suburban and urban settings. Rural schools rarely have the capacity to secure or administer grants that would allow them to invest deeply in systemic approaches to talent management leading to increased effectiveness of their school improvement efforts. Developing regional networks to support their efforts is essential for success. TEAM Lead will demonstrate the regional approach is cost-effective and sustainable.

Roles of Partners: Due to the large number of partners it was essential for the TEAM Lead designers to differentiate role expectations for each of the partner groups. What follows is a very brief description of the responsibilities for each partner organization. Detailed descriptions of the organizations and key personnel can be found in Section C and Appendix I.

The fiscal agent, ***CSEP***, will provide leadership and direction for the administration of the project. Since inception in 1960, CSEP has conducted applied research and performed public service related to current and emerging policy issues affecting early childhood, K-12, and higher education. Important to the mission of CSEP is the intersection of research and practice. CSEP currently administers a USDE School Leadership Program grant involving 14 different partners⁷. The Project Directors have a proven track record of success with federal, state, and foundation grant programs involving multiple partners.

The ***Regional Offices of Education*** will provide coordination and direction for the participating ***Districts*** and ***Schools*** involved in the project. They will coordinate scheduling and support professional development in their areas, and will interface with the external evaluation team to ensure they have access to valid and reliable local data.

⁷ Partners include three TEAM Lead districts, the three TEAM Lead universities and the Greeley Center for Catholic Education (GCCE)

University partners will be trained and provide coaching support to participating principals. They will also partner with ROEs and districts to offer professional development and develop succession planning strategies for recruiting/retaining more diverse principals.

Fifteen *Catholic schools* were invited to participate in the project by the Greeley Center for Catholic Education (GCCE) at Loyola University - Chicago. GCCE has a longstanding relationship with Catholic schools across the state. In Illinois, nearly 300,000 students attend private schools (Private School Review, 2017). TEAM Lead designers were interested in exploring the extent to which the project could be implemented with success in private schools. Catholic schools were selected as a sample of private schools for two reasons: they require their school leaders to hold state certification, and their area superintendents currently participate in a professional learning community with public school administrators involved in TEAM Lead.⁸

Our *External evaluation* partners at the American Institutes for Research (AIR) will provide ongoing and frequent feedback through a Rapid Cycle Improvement (RCI)⁹ approach that will inform the continuous improvement process (see Appendix J and pp. 33 for more detail). AIR will conduct an evaluation designed to meet What Works Clearinghouse (WWC) Standards, collaborating with ROEs, districts, and the state to collect required data. Through TEAM Lead, ground-breaking research will be produced that demonstrates how highly effective principals can engage teachers to improve student outcomes at scale. TEAM Lead can also build local capacity to share lessons learned in implementation, sustain the project beyond the life of the grant, and encourage replication of proven practices.

IV. Focus on Greatest Need and Address Needs of Target Population

⁸ Superintendents that support Catholic schools in Bloomington, East Aurora, and Quincy currently collaborate in the IL-PART project with public schools in those areas. Their efforts are coordinated by GCCE.

⁹ Etchells, Ho & Shojania.(2015). Also referred to as Rapid Cycle Evaluation (Mathematica, 2014).

An essential element of the TEAM Lead design is that the project is targeted to ensure equal access to a quality education for all students, especially high-need students. To that end, we specifically targeted rural schools and/or Title I schools. The proposed project will impact over 44,000 students, of which 47% receive free or reduced lunches, and roughly 13% have special needs. Further, 59% of schools are located in rural areas.

CSEP has seen strong demand from districts and private schools for collaboration to identify and train highly effective school leaders. CSEP has collaborated with school districts and universities around the state to identify, prepare, and develop transformational school leaders ready to take on the challenges of today's high-need and hard-to-staff schools (See Appendix K for information on the IL-PART Project). Superintendents throughout Illinois have expressed concern regarding the shortage of effective principal candidates to fill positions (Illinois Principals Association, 2016). Research shows this to be particularly true for rural schools. According to Caitlin Scott & Jennifer McMurrer (2015), rural schools face much greater challenges to attract and retain high quality teachers and leaders than urban and suburban communities. Further, Hargreaves, Parsley, and Cox (2015) cited specific barriers presented by distance to the supports teachers and leaders need to improve practice and implement proven strategies. While TEAM Lead was configured to draw a cross-section of schools from rural, suburban, and urban settings, particular attention will be paid to rural areas supports.

There is no doubt the principal has a significant impact on the school's learning environment. However, the principal cannot transform a school alone. TEAM Lead was designed with the understanding that school leadership must be understood and defined more broadly than just the position of principal. In order to improve practice at scale, principals must engage effective teachers in on-going efforts to improve instruction. This is particularly crucial as school systems

around the country face steep principal attrition rates, with an estimated 27% annual principal turnover rate in high-need districts (School Leaders Network, 2014). Constant change in leadership brings turmoil and lack of clarity, and no one suffers more than high-need students.

TEAM Lead will address the target population by: 1) reducing turnover by ensuring principals are adequately supported and teachers are engaged in school improvement efforts; 2) reducing job-related stress by providing training and support to implement effective time management and integrated leadership practices; 3) improving student learning conditions by increasing the cultural competency and diversity of those who make decisions that impact equity; and 4) providing strategies and supports for teachers to improve personalized learning environments. These approaches are designed to address student needs and build leadership capacity in schools to mitigate the impact of principal turnover. These are areas worth concentrating efforts, as research indicates that principal retention has a positive effect on student achievement, particularly in high-poverty schools where the principal constitutes ¼ of the total school influence affecting a child's academic performance. Research indicates it takes on average up to 3 years to regain positive momentum in math and ELA performance after principal turnover. (School Leaders Network, 2014)

SECTION B: SIGNIFICANCE

I. Magnitude of the Expected Outcomes

TEAM Lead was designed around the same principles that led to significant success documented in the study by Nunnery et al. (2011).¹⁰ Given the strong connection between the two programs, we feel confident that TEAM Lead participants will demonstrate a level of impact at least as strong as the participants in the qualifying study. Additionally, AIR has worked

¹⁰ Treatment schools demonstrated statistically significantly significant gains in math and ELA (estimated effect size of $d = 0.14$ in math and $d = 0.11$ in ELA (p .9-10).

closely with CSEP to identify and secure commitments from 48 district superintendents that will provide a sufficiently powered sample size for the impact analysis of the project. A total of 70 public schools will participate in the TEAM Lead evaluation, and AIR will identify at least 140 comparison schools from among a larger set of Illinois public schools. Power analyses conducted on the proposed sample found that if no intervention schools exit from the study, the minimum detectable effect size (MDES) for student achievement is 0.14, while at a 10% attrition rate the MDES is 0.15. The MDES for school climate, principal practice, and principal retention is 0.36 at 0% attrition and 0.38 at 10% attrition. Because our analysis of the impact of TEAM Lead on average school instructional quality will be based on a smaller number of schools, the MDES for this analysis will be larger, ranging from 0.72 at 0% attrition to 0.75 at 10% attrition. Details of power analyses used to establish the MDES are described in Appendix L.

The assumption that TEAM Lead will demonstrate at least equivalent impact as the qualifying study is further supported by the inclusion of a strategy to address a known barrier to implementation of the leadership framework, which was identified in an earlier study by Saunders et al. (2009). By combining the evidence-based leadership framework with a proven strategy for increasing a principal's time spent on instruction (SAM process), TEAM Lead is confident that the improved model will increase the positive impact the project has on student outcomes. Based on the magnitude of these anticipated results, TEAM Lead will inform the field on how to implement integrated leadership practices that engage teachers in instructional improvement efforts and result in increased achievement by high-need students.

II. Cost Relationship to the Number Served and Anticipated Benefits

TEAM Lead involves a total of 101 schools (70 treatment sites, 16 demonstration sites, and 15 private schools), and will impact over 44,000 students. The cost per student for the TEAM

Lead intervention is roughly \$0.50 per student/per year, or \$1900 per participant/per year.¹¹

While the latter calculation may seem steep, that basic calculation does not take into consideration that the model involves developing the principal, the assistant principal and the instructional leadership team in each school. The scale of the project, while extensive, is appropriate given seven key indicators:

- 1) To reach a significant effect size, the evaluation requires a large sample;
- 2) The SAM process is currently being implemented in over 800 schools nationwide (in rural, suburban, and urban settings); and the leadership framework has been successfully implemented in Title I schools. It also relies upon improvements to existing school structures rather than introducing new structures;
- 3) TEAM Lead key personnel have experience delivering high-quality professional development, leadership coaching, and school improvement supports;
- 4) TEAM Lead relies on existing school support and oversight systems (e.g., ROEs and Districts) that maximize resources;
- 5) TEAM Lead provides adequate resources to ensure the project achieves its goals on time and within budget;
- 6) TEAM Lead includes RCI strategies designed to test and modify TEAM Lead components into effective practices that are well-defined, co-constructed, with strong organizational contexts of support; and,
- 7) TEAM Lead project directors have a proven track record of success in exceeding goals in leadership projects of this size (see IL-PART outcomes in Appendix K).

III. Purposes, Activities, and Benefits Incorporated into Ongoing Programs

The TEAM Lead model has great potential to be sustained by the existing school-wide, district, and regional structures upon the completion of the grant due to four main strategies: 1) the model capitalizes on existing structures; 2) a RCI will inform on-going continuous improvement and allow for the identification of variable and invariable aspects of the model, addressing the necessary tension between the need for standardization and customization to local needs; 3) as capacity is built within schools, districts, and regions to support the model, financial resources from grant decrease over the project life; and 4) ROEs will support on-going

¹¹ The calculation includes all direct costs for implementation, but does not include costs for evaluation, incentives to comparison schools, or costs for the administration of the grant.

implementation and replication, which is particularly valuable to rural and high-need schools.

First, the TEAM Lead project capitalizes on existing school structures (teacher teams, instructional leadership teams, etc.) and supports principals in developing routines and processes that make those structures more effective in improving teaching and learning throughout the school. There is a heavy focus in the first six months of the grant on changing routines and processes to allow the principal to spend more time on instruction and engage teachers in a more targeted manner in instructional improvement. Intensive coaching and implementation supports for TEAM Lead principals at the start will result in the strategies becoming more quickly routinized and institutionalized, leading to more sustained incorporation into the daily activities and structures of the school. Additionally, a RCI process conducted by the external evaluation team will involve collecting and reporting data that provides insight on: fidelity of implementation to the model in participating schools; progress monitoring on implementation milestones; evidence of organizational improvements occurring in TEAM Lead schools; documentation of organizational context, and recommendations for any course corrections necessary to produce greater progress in TEAM Lead schools that are not showing high organizational improvements. Monitoring and making course corrections to the TEAM Lead project throughout the grant will result in greater institutionalization and sustainability of the model and fidelity of replication (RPS, 1994).

Second, the external evaluation will identify variable and invariable aspects of the TEAM Lead framework: variable, meaning those negotiable aspects that can be customized to a specific context; and invariable, being those that are fixed or non-negotiable aspects of the design that impact effectiveness. By identifying the variable and invariable aspects, the TEAM Lead Project Advisory Committee will collaborate on the development of a sustainability plan for ensuring the

invariable elements of the model continue after the funding ends. The identification of variable and invariable aspects will also assist with project replication in other schools and regions.

Third, the funding for the TEAM Lead project is anticipated to decrease as capacity is developed at the school and district levels. The SAM process is designed to scale back supports (thus also reducing costs to the school by up to 30% each year) as the principal continues with the process for multiple years. By Year 3 of the grant, the project directors will have costed out the TEAM Lead project and we will work with the TEAM Lead Project Advisory Committee to develop a plan for cost sharing or matching institutional funds after the grant ends. The costed out model will also be shared with other districts interested in replicating the project.

Lastly, the organizational capacity of the ROE will be developed throughout the grant with the goal of the ROE to continue to support the work after funding ends. The focus on building the ROE's capacity to serve as a "Leadership Talent Management Hub" addresses a key policy gap in the state that was identified in a 2014 report by the Illinois School Leadership Advisory Council (ISLAC)¹². One recommendation by ISLAC was to, "Determine geographic boundaries for school districts to access regional or neighborhood partnership 'hubs' to optimize and equalize resources for training and supporting principals throughout the state" (p. 4)

From the start of the grant, the project directors and project evaluators will work with the three ROEs to develop a mechanism for tracking activities and supports provided by the ROE related to principal development – ensuring cohesion between grant activities and other initiatives supporting principals in the region. Methods for analyzing the information will be developed and shared, and the project directors and ROE Team Lead directors will identify areas

¹² ISLAC was jointly convened by the IL State Board of Education and the IL Board of Higher Education to develop a five-year strategic plan to support and sustain the pipeline of high-quality principals across the state. To access the full ISLAC report, see: <http://illinoischoolleader.org/advisorycouncil/>

of overlap (where costs/services can be consolidated and shared) and new needs/gaps. By Year 3, the services and supports of each ROE will be determined, based on 2 years of consolidated expenditures from TEAM Lead and any other initiatives aimed at principal development. The data will be shared with the Regional Advisory Committees and the Project Advisory Committee to develop a strategic plan for how the “Leadership Talent Management Hubs” can be sustained within the three ROEs, and how the services can be replicated.

IV. Dissemination and Replication

The SAM network currently serves 22 states, each having a statewide structure for support and networking at the local and state levels. Through this network, TEAM Lead can reach over 874 schools in 22 states allowing for broad and rapid dissemination of the findings from the TEAM Lead project. NSIP’s national reach and work in rural schools will also help create networks for dissemination and replication with those working in remote locations.

With increasing attention on integrated leadership practices and teacher engagement models, along with a dearth of research on the efficacy of leadership strategies, many state and federal policymakers and funders will be interested in the results of TEAM Lead. With SEED funding, we will be able to move the TEAM Lead model from an innovative idea to an effective practice that can be offered through the new Illinois State Board of Education (ISBE) IL-EMPOWER system (using Title II funding in state ESSA plan) (see Appendix M for information on IL-EMPOWER). TEAM Lead will also leverage its strong relationships with the Illinois P-20 Council, which includes key organizational stakeholders to influence local state policy and practice. That expectation was shared in letters of support for TEAM Lead from the IL Secretary of Education (Chairperson for P-20 Council) and the Executive Director of IEA (Chairperson for Teacher and Leadership

Effectiveness Committee). In order to reach both researchers and practitioners, project staff will present TEAM Lead at a variety of forums, including state conferences (e.g. IL Principals Assoc., Illinois' Human Resource Directors Conference), and national conferences (e.g. AERA, NASSP, NAESP, UCEA, etc.). Dissemination efforts will include rural, suburban, and urban outlets. Funding for travel is included in the TEAM Lead budget.

For replication to be successful in a variety of settings, a 'one-size-fits-all' approach is not advised. However, it is essential to understand the invariable aspects of the project and other more flexible/variable aspects that can be tailored to specific contexts. One of the most common barriers to successful replication is the inability to articulate the key elements required for success (RPS, 1994; Uvin & Miller, 1996). The proposed TEAM Lead external evaluation includes a process for monitoring fidelity of implementation across all TEAM Lead schools and will identify the variable and invariable elements of the model. Building on a recent study (Goldring, et al, 2015) that identified four specific invariable aspects found to result in strong fidelity of implementation in the SAM model: 1) voluntary commitment to implementing SAM, 2) participation in baseline data collection, regular use of the TimeTrack® software and SAM daily meeting process, and 4) ongoing coaching, AIR will explore those and other elements of TEAM Lead. Identifying the essential elements will improve implementation and ensure those wishing to replicate TEAM Lead have ample information. The RCI process will examine elements of implementation between TEAM Lead school sites, including between public and private school sites. Also, TEAM Lead intends to open source all protocols and tools developed for the project and to the extent possible, will disseminate specific descriptions of the key organizational elements involved in the design.

Lastly, the project design builds upon and improves common school structures and

processes of knowledge transmission (e.g. ILTs, teacher-teams, etc.), and combines them with an innovative time management process that is proven to increase the principal's attention to instructional improvements. The project improves upon common elements by implementing research-based strategies to develop and utilize effective leadership teams, differentiate principal coaching and support specific to each site, and standardize routines and protocols aimed specifically at addressing instructional problems of practice. TEAM Lead artifacts, including explicit project goals, objectives, measures, activities, targets, and logic model, along with external evaluation feedback and reports, and rapid cycle feedback on processes and structures demonstrate an exceptional approach to improving principal effectiveness and will allow for project replication in a wide variety of schools.

SECTION C: MANAGEMENT PLAN

I. Measurable Goals, Objectives, Outcomes, and Activities

TEAM Lead is designed to support principals in developing and institutionalizing effective processes and routines focused on improving teaching and learning. Table 2 outlines the specific goals, objectives, targets, measures, and activities included the project design.

Table 2: TEAM Lead Project Design Overview

<i>GOAL 1:</i> Develop highly effective principals in partnering schools that increase the amount of time devoted to instructional improvements
<i>OBJECTIVE 1.1:</i> Training and coaching support will be provided to 101 principals aimed to increasing time spent on instructional practice.
<i>TARGETS 1.1:</i> 90% of schools in the evaluation will implement the SAM process with fidelity, and demonstrate an increase in time spent on instructional improvements
<i>Measure 1.1a:</i> Baseline time utilization data collected prior to participants completing training
<i>Measure 1.1b:</i> Number of principals that complete SAM training and begin implementation
<i>Measure 1.1c:</i> TimeTrack will indicate time utilization on an on-going basis
<i>Measure 1.1d:</i> Analysis completed annually to determine extent of change in time usage

<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
<i>Activity 1.1a:</i> Collect baseline time utilization data through a standardized multi-day shadowing process and repeat annually	AIR Evaluators; NSIP Director and State Coordinator; SAM staff; TEAM Lead Co-Directors; ROE reps; participating principals
<i>Activity 1.1b:</i> Train leadership coaches, principals, and a school-based staff member on SAM process	
<i>Activity 1.1c:</i> Monitor and analyze time utilization data to inform coaching and determine extent of change; AIR, TEAM Lead directors, and NSIP provide feedback on fidelity of implementation and make recommendations	
<i>Activity 1.1d:</i> Support SAM implementation through coaching	
<i>Activity 1.2a:</i> Collect implementation and organizational data from all TEAM Lead schools to monitor fidelity of implementation and organizational results.	
<i>Activity 1.2b:</i> Collect data quarterly on participating schools to monitor the following: 1) what is the level of fidelity of implementation of the SAM process? What is impeding implementation of schools not experiencing high fidelity? Are organizational improvements happening in TEAM Lead schools? What organizational structures are changing within the school to make this improvement? What changes can be made that will result in greater improvement?	
<i>Activity 1.3c:</i> Compile results into individualized short reports that are shared quarterly with each TEAM Lead principal and SAM coach to determine strategies for improvement in monthly coaching	
<i>Activity 1.4d:</i> Compile aggregate results by region that are shared at quarterly regional advisory committee meetings to determine changes in support or practices that need to be made to allow principals to spend more time on instructional activities.	
<i>Activity 1.5d:</i> (Year 3) Share non-negotiable and negotiable components of TEAM Lead identified through external evaluation by AIR with Regional Advisory Committees and Project Advisory Committee to determine agreed up components for fidelity of replication.	
<i>Activity 1.6d:</i> (Year 3) Share and disseminate TEAM Lead model and data with other ROEs, districts, and universities in and outside of state to assist with replication with fidelity.	
GOAL 2: Develop highly effective principals in partnering schools that improve instructional quality by engaging teachers through the Leadership Framework	
OBJECTIVE 2.1: Provide training, coaching, and other support to 101 principals to ensure implementation of the Leadership Framework with fidelity.	
TARGETS 2.1: 90% of principals in the evaluation will implement the leadership framework with fidelity; 90% of will participate in monthly leadership coaching sessions; 75% will participate in summer and winter institutes; 70% of teachers participating in ILTs will report increased levels of engagement in school-based decision making; 50% of teachers participating in ILTs will report increased levels of engagement in school-based decision making; and 70% of teachers observed in participating schools will indicate a change in instructional practice.	
<i>Measures 2.1a:</i> Number of principals that complete training and begin implementation	
<i>Measure 2.1b:</i> Number of principals that participate in monthly coaching sessions and institutes	
<i>Measure 2.1c:</i> School Climate and Culture survey, interviews & document review	
<i>Measure 2.1d:</i> Number of principals that meet monthly with the ILT, and ensure biweekly teacher team meetings are focused on instructional improvements (meeting agendas)	
<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
<i>Activity 2.1a:</i> Train principals & teachers on Leadership Framework	AIR Evaluators; TEAM LEAD Co-Directors; Coaches
<i>Activity 2.1b:</i> Support implementation of the Leadership Framework by providing coaching, tools, and resources	

<i>Activity 2.1c:</i> Coaches, AIR evaluators, and principal monitor progress toward the Leadership Framework system becoming an established school routine; TEAM Lead directors and external evaluators from AIR provide feedback on fidelity of implementation and make recommendations for improvement	(from university partners); ROE reps, participating principals and other school staff
<i>Activity 2.1d:</i> Principal meets monthly with Leadership Coach; Principal develops ILT agendas and meets monthly with the ILT; ILT members set agendas and meet biweekly with teacher teams; ITL members collect teacher team agendas and data and monitors progress; Principal and ILT implement continuous improvement	
<i>Activity 2.2a:</i> Collect implementation and organizational data from all TEAM Lead schools to monitor fidelity of implementation and organizational results.	
<i>Activity 2.2b:</i> Collect data quarterly on participating schools to monitor the following: 1) what is the level of fidelity of implementation of Leadership Framework? What is impeding implementation of schools not experiencing high fidelity? Are organizational improvements happening in TEAM Lead schools? What organizational structures are changing within the school to make this improvement? What changes can be made that will result in greater improvement?	
<i>Activity 2.2c:</i> Compile results into individualized short reports that are shared quarterly with each TEAM Lead principal and SAM coach to determine strategies for improvement in monthly coaching	
<i>Activity 2.2d:</i> Compile aggregate results by region that are shared at quarterly regional advisory committee meetings to determine changes in support or practices that need to be made to better support TEAM Lead principals with teacher engagement.	
<i>Activity 2.2e:</i> (Year 3) Share non-negotiable and negotiable components of TEAM Lead identified through external evaluation by AIR with Regional Advisory Committees and Project Advisory Committee to determine agreed up components for fidelity of replication.	
<i>Activity 2.2f:</i> (Year 3) Share and disseminate TEAM Lead agreed upon model and data with other ROEs, districts, and universities in and outside of state to assist with replication	
GOAL 3: Develop highly effective principals in participating schools that positively impact student learning, particularly for high need students	
OBJECTIVE 3.1: Provide training, technical assistance, coaching, tools and resources to 101 principals to support participating schools in demonstrating positive student growth	
TARGETS 3.1: 80% of schools in evaluation will demonstrate positive student growth; 70% of schools will demonstrate positive student growth with subgroups of high-need students; 70% of schools will demonstrate greater positive student growth than comparison/non-participating schools; 70% of principals will remain in leadership positions in the district during the life of the grant; and 70% of schools will demonstrate a positive rating on state climate/culture survey, and better than state outcomes on other indicators (e.g. student & teacher attendance, teacher turnover, etc.)	
<i>Measure 3.1a:</i> Student growth on PARCC (Elem & Middle) or SAT (HS) at TEAM Lead participating schools vs. a group of comparison schools	
<i>Measure 3.1b:</i> Student growth on PARCC or SAT by high-need students at TEAM Lead participating schools vs. a group of comparison schools.	
<i>Measure 3.1c:</i> ROE human resources records will be used to determine employment status	
<i>Measure 3.1d:</i> Climate and culture survey data and other indicators included on the Illinois School Report Card, published annually by the IL State Board of Education (ISBE).	
ACTIVITIES	RESPONSIBLE
<i>Activity 3.1a:</i> TEAM Lead will provide on-going training to principals on effective strategies for engaging teachers in instructional improvement efforts, cultural competencies, and personalized learning.	AIR Evaluators; TEAM LEAD

<i>Activity 3.1b:</i> TEAM Lead universities will provide on-going, context specific coaching support to participating TEAM Lead principals, and ILT members	Co-Directors; NSIP ED and IL Director; Leadership Coaches (from university partners); ROE & District representatives, and principals and other
<i>Activity 3.1c:</i> TEAM Lead directors and partners from ROEs and universities will provide technical assistance to districts and principals and engage them in the development of various tools and processes focused on increasing efficiency and effectiveness in instructional improvement efforts	
<i>Activity 3.1d:</i> External evaluators through RCI process will provide ongoing feedback on fidelity of implementation, progress toward goals, and improvement	
<i>Activity 3.1e:</i> TEAM LEAD directors, AIR evaluators, partnering ROEs and districts will develop data sharing agreements and develop ongoing system of data collection, sharing, reporting to provide feedback loops for progress monitoring	
GOAL 4: ROEs, working collaboratively with universities, will build internal capacity to serve districts with leadership succession planning efforts, including collecting regional supply/demand data to help districts with identifying and filling projected leadership vacancies as well as working with universities for recruiting and placing more diverse principal candidates.	
<i>OBJECTIVE 4.1:</i> ROEs, universities and districts will come to shared understanding of what constitutes a high-potential candidate and develop a pipeline of well-trained, diverse school leaders.	
<i>TARGETS 4.1:</i> 50 teachers participating in TEAM Lead activities will be identified as high-potential school leaders and at least 50% will enroll in a principal preparation programs during the life of grant	
<i>Measure 4.1a:</i> Partnering ROEs, districts and universities will develop an understanding of emerging leader competencies/performance indicators (year 1). A list of high-potential candidates will be collected by each ROE, in collaboration with leaders familiar with the candidates' performance (years 2-3), and projected vacancies in area schools.	
<i>Measure 4.1b:</i> Partnering universities will report annually the number of TEAM Lead teachers that have enrolled in principal preparation programs	
<i>Measure 4.1c</i> Partnering ROEs and/or districts will report number of TEAM Lead members considered, interviewed, and/or hired as asst. principals or principals.	
ACTIVITIES	RESPONSIBLE
<i>Activity 4.1a:</i> ROE will develop a list of projected vacancies over next five years in area schools as well as compile a list of current candidates in principal preparation programs and anticipated completion date.	Leadership Coaches (from university partners); ROE & District representatives, and participating principals
<i>Activity 4.1b:</i> ROE and District leaders will collaborate with university faculty to discuss and develop an agreed upon set of indicators of high potential candidacy for teachers involved in TEAM Lead (as principal prep candidates, and separately to fill assistant principal or principal positions). Indicators will be considerate of dispositions of cultural competency.	
<i>Activity 4.1c:</i> University faculty in collaboration with ROE and district will recruit and enroll outstanding teachers involved in the TEAM Lead project	
<i>Activity 4.1d:</i> ROE and/or district personnel will hire outstanding teachers involved in TEAM LEAD project as asst. principals/principals	

II. Plan to Achieve Goals on Time and Within Budget

Table 3 outlines the milestones and activities aligned to the intervention, including the project external evaluation, including the RCE (feedback system) and management plan.

Table 3: TEAM Lead Timeline & Milestones

Milestones	Y1 - 2017-18		Y2 - 2018-19		Y3 - 2019-20	
	Fall	I Spr	Fall	I Spr	Fall	I Spr
<i>Implementation</i>						
Readiness for treatment sites & identify comparison sites	X		X			
SAM & Leadership Framework training						
On-going coaching support	X	X	X	X	X	X
Identify challenges & corrections		X		X		X
<i>On-Going Activities</i>						
Monthly Directors/Coaches Mtgs.	X	X	X	X	X	X
Monthly Coaching Sessions	X	X	X	X	X	X
Monthly ILT Meetings	X	X	X	X	X	X
Weekly Teacher Team Mtgs.	X	X	X	X	X	X
Weekly Time Track Review	X	X	X	X	X	X
Summer /Winter Institute	X	X	X	X	X	X
Regional Advisory Committee Mtgs.						
Project Advisory Committee Mtgs.	X	X	X	X	X	X
<i>Data Collection & Analysis</i>						
Climate & Culture Survey		X		X		X
Student Assessments			X		X	
Classroom Observation Reports	X	X	X	X	X	X
Principal Retention			X		X	
Principal Prep Enrollment			X		X	
Quarterly RCI Reports	X	X	X	X	X	X
Annual Evaluation Reports		X		X		X

The TEAM Lead management plan includes an overview of the management structure, personnel involved, key responsibilities, an implementation timeline aligned to activities, and indicators of progress toward goals. A detailed budget narrative is attached to this proposal, indicating how SEED funds will be allocated for each year of the project. Each year’s budget is adequate to fully implement the proposed activities with fidelity to the proposal model.

Oversight, Key Personnel, Responsibilities and Time Commitments: TEAM Lead represents a collaborative effort involving 3 ROEs, 48 districts, 4 universities (ISU, NCC, WIU, LUC), and 2 Catholic Diocese. Partnering ROEs include 2 located in rural areas (in central and southwest Illinois) and 1 in a suburban area (west of Chicago). TEAM Lead will impact 101 schools, serving over 44,000 students. Schools involved are primarily from rural areas (59%),

with 30% from suburban and 11% from mid-sized towns. See Appendix D for formal MOUs between C SEP and ROEs, along with commitment letters from 48 districts and 4 universities.

TEAM Lead will be housed at the CSEP at ISU. The *Co-Project Directors* will be responsible for project administration, fiscal oversight and supervising project implementation at partnering organizations. Each ROE and Greeley Center for Catholic School Education (GSSE) will employ *Project Coordinators* to coordinate activities in participating schools. Data collection and sharing will be supported by part-time *Data Specialists* in each area. Project Coordinators and Data Specialists will collaborate with the *External Evaluation Team*, project Co-Directors, and *Regional Coordinators* to support the development of professional learning communities under the direction of *Regional Advisory Committees*. They will also support bi-annual *Project Advisory Committee* meetings coordinated by Co-Project Directors.

TEAM Lead is designed to build upon existing organizations in order to plan for sustainability from the very beginning. SEED funds will allow ROEs to build internal capacity to support, sustain, and grow the project. In Illinois, ROEs are legislatively created education agencies that provide supervision and support to all public schools in their region. Developing the capacity of the ROEs is a strategy to support greater fidelity of implementation, as isolated rural districts may not have the ability to do the work without support and a local network of similar schools from which to learn.

The 3 TEAM Lead ROEs, located in different parts of the state, include rural, suburban, and urban schools. ROE # 1 serves 6 rural counties in southwest/central Illinois, covers 3,236 square miles, and includes 20 districts/71 schools serving approximately 20,000 students. ROE #1 will partner with Western Illinois University (WIU) in the project. WIU is currently partnered with the Quincy Public Schools in ROE #1 in the USDE-funded IL Partners

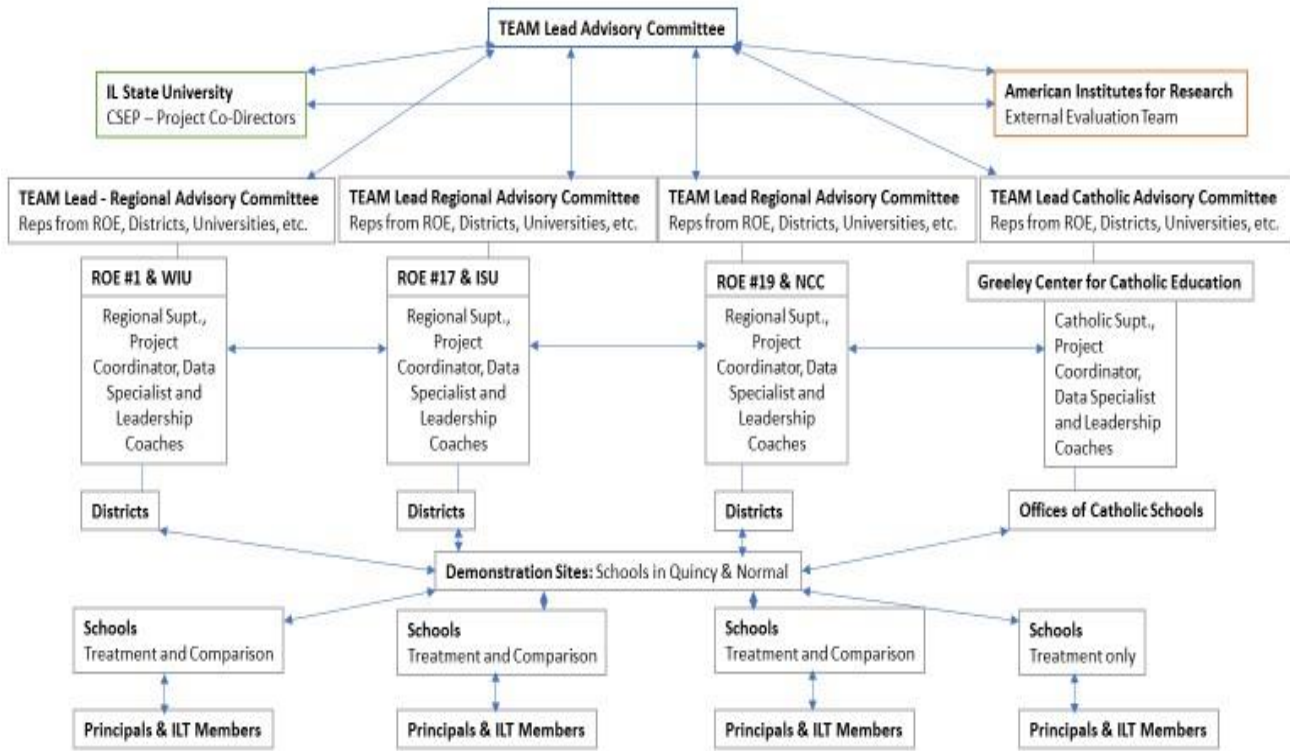
Advancing Rigorous Training (IL- PART) project. Similarly, ROE #17 is located in central Illinois, serves rural school communities and Bloomington/Normal, has a longstanding relationship with ISU, and is currently a partner in the IL-PART project. ROE #17 includes 30 districts/ 102 schools serving 37,487 students. ROE #19 is located in suburban DuPage County about 40 miles west of Chicago. It includes 42 districts/278 schools serving over 155,200 students. ROE #19 has a longstanding relationship with North Central College (NCC) and will continue that partnership through TEAM Lead.

To explore how the model might be replicated in private schools, and to identify the extent to which factors that inhibit or facilitate implementation might be different in private school settings, TEAM Lead engaged GSSE in identifying and coordinating inclusion of Catholic schools in the project. A subset of Catholic schools was selected to participate because they are currently part of a network of private schools coordinated by GSSE and focused on instructional leadership and building leadership capacity. The 15 Catholic schools included in the TEAM Lead project are located in high need areas, including Chicago and Rockford.

TEAM Lead builds upon existing partnerships. The 3 ROEs and Catholic schools partnering with the GCCE were chosen to participate in TEAM Lead because of their ability to capitalize on existing processes and trusting relationships established through prior district/university partnership efforts. University, district, and evaluation partners in TEAM Lead currently participate in a pre-service, principal preparation project (IL-PART) focused on building a strong pipeline of highly-trained, effective principals for high need schools. The combination of TEAM Lead and IL-PART allows project partners to maximize resources to create a cohesive continuum of school leadership support, from aspiring through retiring phase.

Figure 2 outlines the organizational chart including the partners involved in the project.

Figure 2. Organizational Chart for the TEAM LEAD Project



ISU will act as fiscal agent for this project. TEAM Lead Co-Directors Drs. Erika Hunt and Alicia Haller will be responsible for the fiscal and organizational management of the grant, and will provide direction for the project, including: 1) day-to-day management and grant administration; 2) coordinating project implementation with assistance from partner ROEs, districts, and universities (including GSSE working with Catholic schools); 3) coordinating data sharing with the external evaluation team; 4) ensuring compliance with performance reporting; and 5) facilitating the continuous improvement process for the project in collaboration with the Project Advisory Committee.

Table 4 below provides a list of key personnel that will be involved in TEAM Lead, brief background descriptions, amount of time they will devote to the project; and their roles in TEAM Lead. Key project personnel were selected based on their professional experience, areas of expertise and commitment to project implementation. Many have worked together for

multiple years through the IL-PART project. Relationships and trust built through previous work will mitigate challenges and delays that often occur in the initial implementation of a project.

Table 4: Key TEAM Lead Personnel & Responsibilities

Name	Affiliation	Background	Time	Role in Project
Project Key Personnel				
Erika Hunt	Center for the Study of Education Policy: ISU	IL-PART Co-Director, member of IL P-20 Council; Appointed to the IL School Leader Taskforce; PhD in Ed Organ. and Leadership	0.5 FTE	Co-Director; Provide leadership, planning, and admin oversight to the project, facilitate Advisory Committee
Alicia Haller	Center for the Study of Education Policy: ISU	IL-PART Co-Director, former principal; previous chief officer for principal dev. for Chicago Public Schools; PhD in Ed. Policy	0.5 FTE	Co-Director; Provide leadership, planning, and admin oversight to the project, facilitate Advisory Committee
Lisa Hood	Center for the Study of Education Policy: ISU	Experience managing data coordination for large scale projects; PhD in Ed Psychology	0.5 FTE	Project Evaluation Manager – coordinate with advisory committees, project directors, and AIR in continuous improvement based on RCI data
TBD	Center for the Study of Education Policy: ISU	Experience with developing and providing professional development	1 FTE	Prof. Dev. Coordinator –will coordinate identification and development of PD with districts, ROEs, and universities
TBD	Center for the Study of Education Policy: ISU	Experience with working with large data sets; human resource experience for succession planning	1 FTE	Project Data Coordinator – will coordinate data between ROEs & AIR; work with ROEs/ GCCE to build capacity for succession planning and diverse pipeline
Partners Key Personnel¹³				
Roberta Hendee	Illinois SAM Project	IL SAM Director; former human resource director, principal, teacher	Project based	Manage the local coordination SAM process and serve on the Project Advisory Committee
Jill Reiss	ROE #1	Elected Regional Supt; former Assist. Regional Supt. and elementary school principal	in kind	Oversee district participation in the project and serve on Project Advisory Committee
Diane Wolf	ROE #17	Assist. Regional Sup.; former prof. dev. director for ROE; EdD in Ed. Adm. & Policy	in kind	Oversee district participation in the project and serve on the Project Advisory Committee
Darlene Ruscitti	ROE #19	Elected Regional Supt; appointed to the board of IBHE; Ed.D. in Ed. Admin.	in kind	Oversee district participation in the project and serve on the Project Advisory Committee
Evaluation Key Personnel				

¹³ SEED will fund a TEAM Lead project coordinator for each of the 3 ROEs and Greeley Center for Catholic Education as well as a data coordinator for 3 ROEs. In-kind staffing support will be provided by each grant partner.

Matt Clifford	American Institutes for Research (AIR)	Principal Researcher and PI on studies on educator effectiveness; former curriculum director and teacher; PhD in Ed Leadership	Project based	Co-Principal Investigator on TEAM Lead evaluation
Melissa Brown	AIR	Oversees AIR's work in 28 US DOE-funded grants	Project based	Evaluation Administrator
Eric Larson	AIR	Senior Economist, former teacher, PhD in Economics	Project based	Co-Principal Investigator on TEAM Lead evaluation

See Appendix I for TEAM LEAD key personnel and partner curriculum vitae and resumes.

The Co-Directors, Drs. Hunt and Haller, have a successful track record of managing large federal-, state-, and foundation-funded grant projects. The two currently serve as co-directors of the \$4.6M USDE School Leadership Program-funded IL-PART project. Currently in Year 4 of a 5- year grant, the IL- PART project has stayed within budget each year and has met milestones toward reaching and exceeded project targets by the end of grant. Appendix K provides evidence of successful project management through the IL-PART grant. As many of the same partners of IL-PART will be involved with TEAM Lead, we anticipate similar positive outcomes from the proposed project.

Although Team Lead is a project focused primarily on in-service supports, it will rely on many successful strategies of IL-PART project (primarily a pre-service principal preparation program) allowing the project to progress on time and on budget. Those strategies include:

- 1) Nurturing relationships among partners to build and maintain trust and communication in order to meet organizational needs and achieve mutually developed goals;
- 2) Identifying variable and invariable elements of the model and determining cost projections, (e.g., Appendix K includes a cost projection of IL-PART Internship Model);
- 3) Focusing from the beginning on building the capacity of partner organizations (e.g., ROE, districts, universities) to sustain the work after the grant ends;
- 4) Developing multiple networks and platforms for partners to communicate and reflect on the work through quarterly Regional Advisory Committee meetings and bi-annual Project Advisory Committee meetings.
- 5) Developing a process of continuous improvement that values and includes an external evaluation exploring fidelity of implementation and impact.

The external evaluator for the proposed project, American Institutes for Research (AIR), has

been an integral partner in the IL-PART project. AIR evaluators provided regular, on-going and meaningful feedback to inform course corrections, leading to better outcomes.

Key personnel represent a variety of roles at partner institutions and were chosen based on previous success developing robust district/university partnerships. They will apply those experiences and relationships to ensure that TEAM Lead meets expected milestones. Key personnel will facilitate sharing of data and identifying best practices. Critical will be the in-kind support of the three IL-PART Coordinators, providing cohesion between pre- and in-service principal supports for principals and facilitate learning within and across regions.

To maximize the impact of the robust university/district partnerships, partnering ROEs have outlined specific expectations in formal Memoranda of Understanding (Appendix D includes MOUs; letters of commitment from 48 Superintendents; and administrators from the four university partners). Appendix D also includes letters of support from IL Secretary of Education and Executive Director of the IL Education Association, both serving in key positions on the Governor's P-20 Council, an important entity for disseminating results of this project to policymakers and promoting TEAM Lead as part of a statewide policy agenda.

To engage leadership from partner organizations substantively, TEAM Lead will convene a Project Advisory Committee. As part of an on-going oversight and continuous improvement process, partnering superintendents, district administrators, faculty, project staff, AIR evaluators, and consultants (e.g. those supporting rural schools, and those working on diversity and cultural competencies) will meet bi-annually, to review data, discuss progress toward goals, and explore mechanisms for sustainability and replication. Regional Advisory Committees will also be convened quarterly and led by the ROE Team Lead coordinator. Each meeting will include data reporting and information following the RCI process. Regional

Committees will include representatives of TEAM Lead principals, TEAM Lead coaches, ILT members, Human Resource Directors, and union representatives. A crucial TEAM Lead partner is the External Evaluation Team, composed of highly trained and experienced researchers from AIR. Lead evaluator Dr. Clifford is a nationally-recognized expert in educator effectiveness (see Appendix A for evaluators' resumes).

III. FEEDBACK LOOPS AND CONTINUOUS IMPROVEMENT PROCESS

While this project includes a rigorous evaluation designed to measure outcomes associated with the project, the project will also employ the Rapid Cycle Improvement (RCI)¹⁴ approach with on-going, regular feedback loops that inform continuous improvement efforts and necessary course corrections. AIR evaluators in collaboration with TEAM Lead Co-Directors will apply RCI methods to explore the level of organizational change among participating schools. The goals of RCI are to provide real-time information monitoring each schools' progress, and ongoing feedback to support improvement of TEAM Lead activities and outcomes. This formative evaluation process will better document the organizational context of the TEAM Lead schools including the staffing and operational systems and level of commitment. ROE Project Coordinators will collect specific process measures on a monthly basis, including each schools' activities and challenges. Quarterly Formative Feedback Reports will be developed by ROE coordinators and include a 1 page visual summary of the initiative's progress through data benchmarks. The reports will be aggregated and reported at quarterly Regional TEAM Lead meetings. The regional TEAM Lead meetings will build the internal process for accountability of continuous improvement among each TEAM Lead school.

¹⁴ RCI is described in greater detail in Section D of this proposal and in Appendix J.

SECTION D: EVALUATION PLAN

The TEAM Lead theory of action (see Appendix G) is based on the premise that principals who increase the amount of time they spend on instruction and engage teachers in instructional improvement efforts will improve instructional quality schoolwide and increase student learning. The theory of action will be implemented in a diverse set of schools with a wide variety of students, and will be analyzed according to school type (i.e., elementary, middle, high schools), urbanicity (i.e., rural, suburban, etc.), baseline level of average student performance, and other classifications. AIR has designed an external evaluation aligned with the theory of action.

I. Methodology for Providing Periodic Assessment of Progress Toward Goals

The TEAM Lead evaluation will include a Rapid Cycle Improvement (RCI) approach that provides a system for periodic assessment and targeted feedback that informs continuous improvement efforts and course corrections. The RCI practice is illustrated in Figure 3.

Figure 3: Rapid Cycle Improvement Approach



The RCI for the TEAM Lead project will be based on the following questions:

1. What are we trying to accomplish with the TEAM Lead Project?
2. How is TEAM Lead being implemented in all participating schools?
3. What organizational improvements are occurring in TEAM Lead schools? Are some organizational improvements happening in some schools but not others? Are there identifiable elements that may contribute to differences in performance?

4. For TEAM Lead schools that are not demonstrating organizational improvements, what changes can be made that will result in greater improvement? For TEAM Lead schools that are showing organizational improvements, what structures/practices need to be sustained for the results to continue?

The purpose of the RCI approach is to gain actionable feedback that allows for adaptation of the model to occur in ways that may have a greater positive impact in a shorter amount of time. The RCI in the first year will include a process checklist and in years 2-3 will utilize an organizational change checklist. While the process checklist will assist with fidelity of implementation evaluation, the organizational checklist will focus on studying organizational and structural changes occurring in the participating schools. Feedback from the RCI will be provided to the Regional Advisory Committees and the Project Advisory Committee to inform continuous improvement efforts/oversight responsibilities.

II. Methodology for Ensuring Valid and Reliable Performance Data on Relevant Outcomes and Meeting WWC Evidence Standards

The study includes formative and summative components. The summative component, addressed by Research Questions 1 and 2, is explored through an impact analysis that employs rigorous methods to determine whether TEAM Lead participation is associated with improvements in schoolwide student performance and instructional quality changes. *The impact analysis employs a quasi-experimental design that meets What Works Clearinghouse Evidence Standards with reservations.* The study's formative component, addressed by RQ3 to 4, follows an RCI approach that supplies CSEP with timely data to improve and strengthen implementation of TEAM Lead across diverse education contexts¹⁵. The formative components gather implementation data from 70 Illinois public and 15 parochial schools located across four areas of

¹⁵ See Appendix J for more information about the Rapid Cycle Improvements approach.

the state.¹⁶ The inclusion of parochial schools allows TEAM Lead to understand how implementation may be facilitated or inhibited in a private school context.¹⁷ Table 5 outlines alignment of project goals and research questions, and identifies data sources for each question.¹⁸

Table 5: TEAM Lead Goals, External Evaluation Research Questions, and Data Sources

Project Goals	Research Question (RQ) and Sub-Questions	Data Sources
Goal 3	RQ1: What were the effects of TEAM Lead participation on student achievement? Did effects differ across students with different characteristics and/or across school types?	°Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math student-level test scores ¹⁹ ° Scholastic Aptitude Test (SAT) ²⁰
Goal 3	RQ2: What were the effects of TEAM Lead participation on school ELA and math instructional quality in comparison to similar schools that did not participate?	°Classroom observations conducted by experienced externalevaluators trained in the use of the validated framework, and assessed on inter-rater reliability
Goal 1	RQ3. To what extent did school culture and teacher access to instructional leadership change in schools that participated in TEAM Lead in comparison to similar schools that did not participate?	°SAM TimeTrack data collection tool °IL Regional Offices of Education data °IL 5 Essentials Survey data
	Sub-Question 3.1 Did principals in TEAM Lead spend more time on instructional leadership activities than principals in other, similar schools?	°SAM TimeTrack principal time use data collection tool.
	Sub-question 3.2 Do principals that participate in TEAM Lead remain in their schools at a rate higher than principals in other similar schools? Does the impact of TEAM Lead on principal retention vary based on school characteristics?	°Illinois Regional Offices of Education provided principal retention data
	Sub-question 3.3 Did teachers in participating in TEAM Lead schools experience changes in school culture in comparison to other, similar schools?	°IL 5 Essentials Survey data—state provided school climate/culture survey of staff, students, parents, dev. by U of Chicago
Goal 2	RQ4: To what degree was TEAM Lead implemented with fidelity across participating TEAM Lead schools?	°Phone interviews with TEAM Lead public/parochial principals & project partners ° Project documents review

¹⁶ ROEs #1, #17, and #19, and Catholic schools in Rockford and Chicago. For information on sampling see p. 39.

¹⁷ Private schools are not required by the state of Illinois to complete the PARCC or SAT exams.

¹⁸ AIR will also collect district-provided principal performance evaluation data, schooldemographic data, and human resource data to report on measures included as Government Performance Results Act (GPRA) indicators for the SEED competition, 1) % of participants that serve high-need students; 2) % of participants that serve concentrations of high-need students and are highly effective; 3) % of participants that serve concentrations of high-need students, are highly effective, and serve for two years. CSEP will report on the cost per participant, based on TEAM Lead budget expenditures

¹⁹ IL requires all public elementary and middle/junior high schools to annually administer the PARCC assessment.

²⁰ The SAT is administered as the Grade 11 state assessment in Illinois high schools beginning in 2016–17.

Valid and Reliable Data: For the impact analysis, student-level PARCC and SAT extant data will be requested from the state board of education and analyzed by the evaluation team. AIR will collect qualitative and quantitative data to measure the fidelity of implementation and evaluate the impact of TEAM Lead on time spent on instructional leadership, instructional quality, and school culture. See Appendix O for a detailed data collection timeline.

Table 6: Evaluation Data Collection Activities

Data Source	Description	Sample
Student-level PARCC and SAT data	To make PARCC scale scores and SAT scores comparable across grades, subjects, and years, the scores will be normalized within each grade, subject, and year. The normalized score will represent the extent to which the student scores higher or lower than the average student in that grade, subject, and year, relative to the overall distribution of student achievement in that grade, subject, and year among all schools (TEAM Lead and comparison schools) included in the study.	PARCC and SAT scores will be requested from ISBE for treatment and comparison schools, and will include 2016–17 (pre-intervention baseline); and 2017–18; and 2018–19 (post-intervention). Impact analysis will be conducted in Y3 (2019-20).
District administrative data	Data involving student characteristics, including student LEP status, free or reduced lunch eligibility, and student race/ethnicity, will be collected from school districts and a descriptive analysis will be conducted.	Characteristics of students attending TEAM Lead and comparison schools will be collected in fall of Y2 & Y3.
TEAM Lead Participant extant data	AIR will conduct a descriptive analysis of the TEAM Lead participant extant data (including gender, race/ethnicity), role and position, enrollment year in study, school and district	Team Lead participant extant data will be requested semi-annually (each fall and spring) in Years 1-3
Classroom Observations using FFT	The Framework for Teaching (FFT) is a validated observation protocol used for scoring instructional quality in ELA, math and other subject areas. AIR has experience in using FFT for intervention impact assessments. AIR will utilize experienced consultants who are trained and certified in FFT to conduct the observations. AIR will also annually employ a video-based training system and reliability assessment to ensure inter-rater reliability. Classroom observation data will be collected annually from a sub-sample of randomly selected schools in the intervention and comparison groups. Once selected as school observation sites, AIR researchers will randomly select teachers within those schools for observations. The set of schools selected for observation will be consistent throughout the three-year study, with the goal of trying to detect changes over time in the aggregate ELA and math instructional quality score for each school.	Classroom observations will be collected at the beginning of Year 1 (to establish baseline), and in March of Year 1. They will then be completed once in each of the Years 2 and 3. Twenty randomly sampled schools from the treatment group and 30 randomly sampled comparison schools will be observed in each year. A minimum of 3 hour-long classroom observations of ELA and math lessons will occur per school.
SAM Time Track Data	Principals in participating K-12 public and parochial schools implementing TEAM Lead will use an online SAM TimeTrack Calendar to record activities on a daily	AIR will collect SAM TimeTrack data (from calendars and annual

	basis and specify their time use by categorizing their activities as “instructional,” “managerial,” or “personal.” Additionally, NSIP conducts annual time track assessments through the placement of observers who shadow principals for 5 days coding their activities at specific intervals throughout the day. AIR will conduct a descriptive analysis of both forms of time track data with the goal of summarizing, describing, and comparing results across TEAM Lead principals in the study.	observations) from all 85 participating public and parochial TEAM Lead schools ²¹ semi-annually (each fall and spring) in Years 1-3.
The Illinois 5Essentials Survey	The Illinois <i>5Essentials</i> Survey is a validated survey of PK–12 teachers, staff, and parents that measures school culture and leadership effectiveness. This survey, administered statewide by UChicago Impact, ²² is provided by the state and can be used as an indicator of performance in the Illinois’ principal evaluation system. The survey includes five constructs: <i>Effective Leadership, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction</i> . AIR will create scale scores for each of the five constructs using Rasch model for ordered categories (Andrich, 1978; Rasch, 1980; Wright & Masters 1982; Wright & Stone, 1979). Scale scores will provide a quantitative measure of frequency/intensity of individual’s responses. AIR will average scale scores within each school-by-year combination to create aggregate measures of school culture	2016-17 <i>5Essentials</i> survey data represent pre-intervention baseline. Surveys from Years 1-3 will be used as outcome data to analyze the impact of TEAM Lead on instructional leadership and school culture. These data are available only for public schools ²³ . Survey data will be requested and analyzed annually each spring in Years 1-3
Principal Retention Data	AIR will collect principal retention data from the three ROEs. AIR will also conduct a descriptive analysis of retention data and document the reasons for leaving (e.g., retirement, promotion to district central office)	AIR will collect principal retention data for all intervention and comparison schools on an annual basis each spring in Years 1-3.
District-Provided Principal Performance Data	As a condition of participation, districts will agree to provide principal performance data to AIR. AIR will request the evaluation ratings for all participating TEAM Lead principals to report out the percentage of administrators who are rated as “highly effective.” AIR will also conduct a descriptive analysis of the district-provided principal performance data.	Performance data will be collected for all principals participating in TEAM Lead annually each spring in Years 1-3
TEAM Lead Participating Principal Interviews	60-minute, semi-structured phone interviews will focus on the utility and effectiveness of the TEAM Lead structures and tools, and the challenges and successes in implementation. Specifically, interviews will provide an understanding of the experiences of individual school principals as they engage in the TEAM Lead intervention. The interviews will be used to document the challenges faced and progress made by the TEAM Lead principals	20 randomly selected TEAM Lead principals from participating public schools (out of 70) and four TEAM Lead parochial principals (out of 15) will be interviewed annually in Years 1 to 3. The group will be re-sampled

²¹ Seventy of the treatment schools will be public schools and 15 will be parochial schools.

²² The data from the 5Essentials Survey are owned by ISBE, not UChicago Impact.

²³ Private schools in Illinois are not required by the state to complete the Illinois *5Essentials* state-wide survey.

	and to examine the extent to which an integrated leadership system has been established in schools. Interviews will be conducted by phone, transcribed, and analyzed using NVivo qualitative research software to code transcripts using key analytical categories.	annually to ensure that no principal is interviewed more than once over the three- year study. Interviews will be conducted with a stratified random sample of principals to ensure representation of each ROE and years of principal experience.
TEAM Lead Partner Interviews	The purpose of these 60-minute phone interviews will be to discuss the extent of the support provided to TEAM Lead schools, efforts and steps at tailoring support to meet the needs of each principal and their school, and to explore overall successes and challenges related to implementation. Interviews will be conducted by phone, transcribed, and analyzed using NVivo qualitative research software to code the transcripts using key analytical categories.	Interviews with up to 8 TEAM Lead partners will be conducted annually each fall. Participants will be purposefully selected to represent each of 3 partnering ROEs, NSIP, & CSEP & must be highly knowledgeable or involved in implementation of TEAM Lead project.
Program Documents Review	AIR will analyze TEAM Lead program documents to describe and explain program implementation. Documents will include agendas, participant lists, presentations or learning modules, and other documents that provide a deeper understanding of the key components of project.	Program document reviews will be collected semi-annually (each fall and spring) in Years 1-3.

Impact Methodology: To ensure strong internal validity of the study, program schools and comparison schools must be well matched on key characteristics that are likely to be associated with the outcomes of interest. Matching techniques will be used to identify schools that are statistically equivalent at baseline with the treatment schools on measures of the outcomes of interest or factors correlated with that outcomes. These baseline factors include student achievement and demographics, as well as school type (elementary, middle, high), among others. The set of comparison schools will be selected so that differences in mean baseline achievement of the treatment and comparison groups are less than 0.20 standard deviations of the pooled sample. A quasi-experimental design with differences in mean baseline outcomes of 0.20 standard deviations or less is able to meet WWC evidence standards with reservations (What Works Clearinghouse, 2014). AIR will incorporate covariate adjustment in our outcome analyses to address remaining imbalance, if any, in key covariates after matching. By virtue of covariate

adjustment, AIR will both reduce selection bias due to covariate imbalance and enhance the precision of the program effect estimates and hence the statistical power of the analyses.

We are interested in the extent to which the project impact on student achievement varies across student subgroups and school types. In addition to estimating an overall impact of TEAM Lead on student achievement, AIR will measure whether there are differential effects for students with low baseline test scores and English language learners (ELLs). Similarly, we are interested in the extent to which the impact of TEAM Lead on school-level outcomes (such as school culture or principal retention) may vary across schools with different characteristics. In addition to estimating an overall effect of TEAM Lead on these outcomes, we will estimate an overall effect of each of the school-level outcomes, as well as differential effects for rural schools, schools with low baseline test scores, schools with large shares of ELLs, and elementary, middle, and high schools. Because it may take some time for impact of TEAM Lead to manifest itself in student test scores and other outcomes, we will estimate effects of TEAM Lead for both the year of initial implementation (Year 1) and the following year (Year 2).²⁴

The research design includes a sufficiently powered sample size for the impact analysis. Details of power analyses to establish the Minimum Detectable Effect Size (MDES) are described in Appendix L. If no intervention schools exit from the study, the MDES for student achievement is 0.14, while at a 10% attrition rate the MDES is 0.15. The MDES for school climate, principal practice, and principal retention is 0.36 at 0% attrition and 0.38 at 10% attrition. Because our analysis of the impact of TEAM Lead on average school instructional quality will be based on a smaller number of schools, the MDES for this analysis will be larger, ranging from 0.72 at 0% attrition to 0.75 at 10% attrition.

²⁴ Student performance scores for Year 3 will not be available until the grant has been completed.