

Teacher and School Leader  
Incentive Program (CFDA 84.374A)

*Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)*

*Building Strong Human Capital Management Systems that support efficient schools and effective educators in the most rural and isolated areas of Alaska...*

Submitted by the Alaska Council of School Administrators/Alaska Staff Development Network

-in a Consortium with the School Districts of-

Alaska Gateway • Nenana  
NorthWest Arctic Borough • Yukon Koyukuk

Table of Contents

Part 1: Preliminary Documents  
Application for Federal Assistance (SF 424)  
ED Supplemental Information for SF 424, ED 524, SF-LLL, GEPA-427, SF 424B, ED80-0013

Part 2: ED Budget Information Non-construction Programs (ED Form 524)

Part 3: ED Abstract Form

Part 4: Application Narrative

Table of Contents .....	Page	i
(a) Need for Project .....		1
(b) Quality of Project Design		
1) Action Plan/Strong Theory & Measurable Objectives .....		12
2) Plans, Methods, Strategies and Activities		
Introduction.....		16
Component I: HCMS Analysis and Improvement I: .....		17
Component II: HCMS In Action: Visible Learning .....		21
Component III: Additional Activities Supporting an Improved HCMS.....		24
3) Evaluation .....		26
(c) Quality of Management Plan.....		28
(d) Adequacy of Resources		
1) For System Change and Improvement.....		35
2) To Build Local Capacity .....		38
3) For Sustainability .....		41
Endnotes.....		42

Part 5: Budget Narrative Attachment Form, Including Match Budget

Part 6: Other Attachments Form

- Appendices Table of Contents, with Page Numbers
- Appendix (A) Logic Model
- Appendix (B) Resumes, Consultant Bios and Organization Capabilities
- Appendix (C) MOUs
- Appendix (D) Indirect Cost Rate Agreement
- Appendix (E) High Needs Schools and Qualified Opportunity Zones
- Appendix (F) ESEA Section 2212(c) Requirements Crosswalk
- Appendix (G) Match Assurances
- Appendix (H) Letters of Support
- Appendix (I) HCMS Needs Assessment
- Appendix (J) Optimum HCMS

Appendix (K) Training Portal  
Appendix (L) Principal, Teacher, and Instructional Aide Training  
Appendix (N) National Board Certification for Teachers and Superintendents National Certification  
Appendix (M) Alaska Council of School Administrators Non-Profit Status

Part 7: Assurances and Certifications

- Assurances – Non-Construction Programs (SF 424B Form)
- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form
- General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)
- Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)

*Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)*

**Absolute Priority 1: Human Capital Management System** The *Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)* project will refine the HCMSs in four rural, isolated school districts serving very low income students in high need schools. The improvements to the HCMSs proposed by *IPRARS* will, among other things, refine current evaluation systems to reflect fair measures of educator performance, based in part on measures of student academic achievement, and provide our educators with high quality professional development based on needs linked to individual, school and classroom evaluations. See Project Design, pp. 12-21

**Absolute Priority 2: High-Need Schools** All of the 29 schools served by this project are high needs schools with 50 percent or more of enrollment from low income families, based on eligibility for free or reduced-price lunch subsidies. (Appendix E30)

**Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones** (up to 10 points). Of the 29 schools served by this project, 22, or 75%, are inside a Qualified Opportunity Zone. Of 2,915 students to be served, 2,677, or 91%, are within a Qualified Opportunity Zone. See Appendix E31 for list of QOZ schools and Census Tracts.

**Competitive Preference Priority 2: Applications from New Potential Grantees** (0, 2, or 5 points) The applicant for this grant, the Alaska Council of School Administrators (ACSA) and the Alaska Staff Development Network (ASDN), a division of ACSA, has never received a grant under this program, and neither have any member of the Consortium. Nor has the applicant (ASDN/ACSA) had an active discretionary grant under this program within the last five years, and this includes membership in a group application.

*The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:*

*(a) Need for Project (25 points)*

**Introduction:** Four rural Alaska high needs school districts and the Alaska Council of School Administrators came together to create a strategic partnership resulting in the *Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)* project. Districts differ greatly in geography but what they share in common is a pressing need to improve the academic success of the students they teach, primarily because they suffer from their inability to attract and retain highly quality teachers and school administrators. At 36%, Alaska's rural schools have a much higher annual turnover rate than the US annual teacher turnover rate of 16%.<sup>i ii</sup> Districts constantly recruit new teachers in the Lower 48 States. Unfortunately, year after year staff come and staff go, creating a constant churn that negates the District's investments in these educators in areas such as professional development, building cultural understanding, and fostering community acceptance. These educators teach some of the hardest to serve and most at-risk students in the nation based on poverty, and language and cultural challenges.

**Geography Challenges:** Many schools are located in Native villages with limited access, no public roads and are only accessible by bush aircraft, snowmachine in the winter or the use of frozen rivers as roads in extreme freezing temperatures. This rugged terrain, changing weather conditions and remoteness prevents even planes from easily accessing village schools.

Following are snapshots of the districts in our consortium.



Bordering the Bering Sea is the **Northwest Arctic Borough School District**. Of our four participating districts it is the largest in student population and the most remote. A total of 319 educators (teachers, principals, instructional aides) educate the 1,934 (95% Native) students. None of its 12 schools in 11 villages are on the road system meaning access is by snow machine in the winter, riverboats in the summer, or airplanes anytime. This area has been occupied by Inupiat Eskimos for at least 10,000 years and was the hub of ancient arctic trading routes. With a size of 35,898 square miles, its treeless landscape is larger than 13 states.

The **Yukon-Koyukuk School District's** ten village schools are located along the Yukon, Koyukuk and Tanana river systems, a geographic area larger than the state of Washington (encompassing about 65,000 square miles of territory; larger than 30 states!). More than 98% of the district's students are Athabascan Alaska Natives. A total of 102 educators (teachers, principals, principal teachers, instructional aides) educate the 516 (94% Native) students. Travel to eight of its ten communities is by small aircraft, riverboats or snow machines, with two communities accessible by a primitive road system.

**Alaska Gateway School District (AGSD)** has seven schools spread out in an area of 28,000 square miles, an area larger than 10 states. Its entire eastern border touches Canada and the Alaska Highway, constructed during WWII, cuts through the District and provides Alaska's

only overland link to the lower 48 states. This area is known for its extremes, with temperatures being measured from -71 to +99 °F. A total of 71 educators (teachers, principals, principal teachers, instructional aides) educate 238 (75% Native) students.

**Nenana School District (NCSD)** is a six-square mile single-site district on the road system, located 60 miles south of Fairbanks. The district is one of the few in Alaska that has a 9-12<sup>th</sup> grade boarding school that attracts students from across the State. A total of 19 educators (teachers, principals, instructional aides) work with 227 (57% Native) students.

Our project will serve a total of approximately 255 teachers, 70 principals, 150 paraprofessionals and 2,497 Alaska Native children in 35 schools within four partner school districts.

(i) *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

### **Human Capital Management System Gaps & Weaknesses**

All four participating districts have a Human Capital Management System (HCMS). However, each HCMS tends to be fragmented and disconnected from workforce and instructional improvement. Below is a summary of a recent needs assessment and gap analysis of their most identified challenges. See sample District response in Appendix I48 - I51)

#### **Summary: Gaps and Challenges in Districts' Human Capital Management Systems**

##### **Recruitment**

Constant recruitment because of high staff turnover. Use traditional methods such as job fairs, Alaska Teacher Placement, and personal recruitment from staff alma maters. High pay, and help with moving expenses. At times, provide housing. Make effort to recruit in areas of District need but sometimes just need a warm body. Often need to recruit into Fall with some vacancies not filled until January, or often not at all.

##### **Teacher Professional Development and Support**

Use of data to drive Professional Development (PD) uneven. Use Video Teleconferencing often. Send teachers to conferences but little follow-up to share knowledge/practices learned

there. Some districts pay for classes, but the gain remains with one teacher. Use Professional Learning Community (PLC) model in every District but it is implemented in an uneven and fragmented way. Little job-embedded PD.

**Principal Professional Development and Support**

Guided discussion time set aside but often sidetracked with need to walk through District “to dos” checklist. Pay for classes; send to conferences. Set goals for year but PD loosely coupled to those. Many schools are so small they have a “Principal/Teacher” and little admin PD given to them.

**Teacher Evaluation**

All have modified teacher evaluation systems, because existing models (e.g., Danielson) “too cumbersome and time consuming”. Only one uses digital format, with others saying its too training intensive and complex. None do inter-rater reliability checks. Tie to PD and teacher support is loose. Some have only three levels of performance. In one case a district does collaborative teacher evaluation.

**Principal Evaluation**

Different evaluation models used by all; some are very old and may be outdated. No separate evaluation for the Principal/Teacher. All based on Alaska Standards or cross walked to them. Some districts have district office “site advocates” do observations and walk throughs when visiting sites, with these collectively discussed to give evaluation recommendations to Superintendent. No link to PD plan.

**Teacher Performance Pay/Incentives**

No district has performance pay, but all have incentives. These take the form of extra pay for committee work, paid conferences, one r/t ticket to their village school assignment a year, workshops that count towards certificate renewal/advancement on pay scale, lots of professional development, well paid from the get go, pay for extra duties in school, free housing (not universal), help with moving expenses.

**Principal Performance Pay/Incentives**

Again, no district has performance pay, but all have incentives. All principals have paid conferences and courses and some are provided housing; paid to complete certain training modules; earn extra days off or cash outs for extra duties they accept. Like teachers, a generous pay and benefits package.

**Career Advancement**

Generally, career advancement occurs informally, with district leaders encouraging able teachers to become principals, and able principals to move into district leadership. Teachers are open to teacher leadership roles but there are few opportunities, no formal structure to obtain them, and no training.

**Retention**

This is a huge problem. Yet, none of the four Districts reward retention other than through the pay scale, which earns staff more dollars for every year of experience. All districts in the State pay based on experience, so leaving one district to go to another is not penalized, except for the need to re-earn tenure.

**Dismissal, Tenure, Placement**

All Districts use their evaluation process to inform tenure and dismissal decisions. Placement decisions are more uneven but generally work well. Applicants apply for specific schools, and in

an interview with administrators a determination is made as to the fit of the applicant to the school needs and community makeup.

In our planning sessions with Districts about their Needs Assessments as *IPRARS* was developed, the most often expressed gaps and challenges in their HCMSs are:

- Teacher and principal retention
- Unwieldy teacher evaluation system
- Ineffective school-level professional development
- Dearth of opportunities for teacher and principal career advancement, including leadership opportunities
- Failure to recruit specialized teachers, such as in Special Education, and,
- Complete absence of Performance Based incentives either for individuals or schools.

**Student Achievement Gaps:** Students in the target schools are experiencing large academic achievement gaps in English/Language Arts and Math as illustrated in the chart below. Not passing state proficiency tests is one indicator that students will fall behind academically and not graduate. (Source: AK EED, Report Card to the Public, 2019-2020)

<b>PEAKS (Performance Evaluation for Alaska’s Schools, Spring 2019)</b>				
District	E/LA Proficient and Above	E/LA Below/Far Below Proficient	Math Proficient and Above	Math Below/Far Below Proficient
Alaska Gateway	14.0%	86.0%	12.2%	87.8%
Nenana	33.7%	66.3%	30.6%	69.4%
NW Arctic	10.0%	90.0%	11.2%	88.8%
Yukon Koyukuk	15.2%	84.8%	19.3%	80.7%
State Results	39.3%	60.7%	35.7%	64.3%

**COVID-19: A Devastating Impact on Student Learning Loss** The Coronavirus (COVID-19) struck Alaska unexpectedly and drastically impacted our schools. This pandemic halted all activities in our schools and communities. Our state faced unprecedented challenges to

mitigate and stop the Coronavirus (COVID-19). As cases of COVID-19 skyrocketed, our Governor took drastic action by closing all schools statewide on March 13 for the remainder of the school year and summer. Consequently, this created a “Learning Loss” by students losing 3 months of learning that places them further behind academically. Before the Coronavirus, less than **one-fifth** of Alaska students were **meeting** state proficiency tests in English and Math. These previously low-performing students are now faced with school closures and no summer school. This creates the perfect storm for academic under-achievement leading to educational failure without high quality teaching by highly effective teachers.

**Student Characteristics and At-Risk Factors in Participating Districts** Research has found that minority students in high poverty schools and ELL students are more likely to be at-risk and result in larger academic achievement gaps compared to their peer without these characteristics. The tables below illustrate the high number of students in at-risk categories in consortium schools. Note that 100% of these schools are High-Need.

Northwest Arctic Borough School District	School Enroll.	% Alaska Native	Students in Poverty – FRL	High Need School	Opportunity Zone
Ambler School	77	97.01%	100.00%	Y	Y
Aqqaluk HS/Noorvik ES	228	91.54%	100.00%	Y	Y
Buckland School	178	99.39%	100.00%	Y	Y
Davis-Ramoth School	268	97.19%	100.00%	Y	Y
Deering School	51	97.92%	100.00%	Y	Y
June Nelson Elementary	361	83.86%	85.47%	Y	Y
Kiana School	119	93.28%	100.00%	Y	Y
Kobuk School	55	97.78%	100.00%	Y	Y
Kotzebue MS/HS	330	79.88%	97.39%	Y	Y
McQueen School	164	98.14%	92.74%	Y	Y
Napaaqtugmiut School	163	98.71%	100.00%	Y	Y
Shungnak School	69	100.00%	88.35%	Y	Y
<b>Target Totals</b>	<b>2,063</b>	<b>94.56%</b>	<b>96.07%</b>	<b>12</b>	<b>12</b>

<b>Yukon-Koyukuk School District</b>	<b>School Enroll.</b>	<b>% Alaska Native</b>	<b>Students in Poverty – FRL</b>	<b>High Need School</b>	<b>Opportunity Zone</b>
Allakaket School	33	96.55%	100.00%	Y	Y
Andrew K. Demoski School	49	93.02%	100.00%	Y	Y
Ella B. Verneti School	16	100.00%	80.00%	Y	Y
Jimmy Huntington School	80	91.36%	100.00%	Y	Y
Johnny Oldman School	18	88.24%	100.00%	Y	Y
Kaltag School	23	100.00%	33.68%	Y	Y
Merrelaine A Kangas School	26	82.615	100.00%	Y	Y
Minto School	50	90.70%	76.06%	Y	Y
Rampart School	15	100.00%	100.00%	Y	Y
<b>Target Totals</b>	<b>310</b>	<b>93.61%</b>	<b>90.19%</b>	<b>9</b>	<b>9</b>

<b>Alaska Gateway School District</b>	<b>School Enroll.</b>	<b>% Alaska Native</b>	<b>Students in Poverty – FRL</b>	<b>High Need School</b>	<b>Opportunity Zone</b>
Dot Lake School	11	88.89%	91.42%	Y	N
Eagle Community School	15	13.33%	93.32%	Y	N
Mentasta Lake School	32	100.00%	100.00%	Y	N
Tanacross School	13	80.00%	100.00%	Y	N
Tetlin School	38	97.37%	100.00%	Y	N
Tok School	186	48.89%	95.63%	Y	N
Walter Northway School	51	95.92%	100.00%	Y	N
<b>Target Totals</b>	<b>346</b>	<b>74.91%</b>	<b>97.09%</b>	<b>7</b>	<b>0</b>

<b>Nenana City School District</b>	<b>School Enroll.</b>	<b>% Alaska Native</b>	<b>Students in Poverty – FRL</b>	<b>High Need School</b>	<b>Opportunity Zone</b>
Nenana School	212	57.21%	68.30%	Y	Y
<b>Target Totals</b>	<b>212</b>	<b>57.21%</b>	<b>90.19%</b>	<b>1</b>	<b>1</b>

(Source: AK EED, Report Card to the Public, 2019-2020)

(ii) *The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes (as defined in 34 CFR 77.1(c)) using existing funding streams from other programs or policies supported by community, State, and Federal resources.*

Alaska’s constitution requires the State to fund 100% of education costs, with a base student allocation set with some adjustments for local area cost differentials, and the number of special needs and Career and Technical Education students. Organized boroughs and cities can supplement the base student allocation through taxation, and most of them do; however, our

participating districts (and we will include Nenana in this group because of their minuscule tax base) are located in unorganized areas of the state and rely exclusively on State and federal revenue sources for their operations. This will explain the lack of community resources to support the relevant *IPRARS* outcomes.

That said, the districts are very diligent in adding external funding that support the relevant outcomes. We identified the following sources and programs:

<b>Similar/Related Efforts in the Area of:</b>	<b>Funding Used to Support This Effort (Name all that apply)</b>
Recruitment	<b>Title IIA</b> (Purpose is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality. This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention.)
Teacher Professional Development	<b>Title IA</b> (Purpose is to provide financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards), School Improvement Grants ( <b>SIG</b> - Purpose is to provide extra funds to a State's lowest performing schools to improve student outcomes); <b>Title IIA</b> ; Federal Innovative Approaches to Literacy Program ( <b>IAL</b> )
Principal Professional Development	<b>Title IIA; IAL; SIG</b>
Student Achievement	<b>21<sup>st</sup> Century Grants</b> (after-school learning and enrichment opportunities); <b>Quality Schools</b> (increase student achievement through the methodical improvement of schools); <b>Title IA; Title IV</b> (student support and academic enrichment); <b>Indian Education</b> (supports efforts to improve school programs that serve Native Alaska students); Rural Education Achievement Programs ( <b>REAP</b> ) (funds to serve very small, isolated districts with limited resources); Alaska Native Science and Engineering Program ( <b>ANSEP</b> ); <b>Carl Perkins</b> Career and Technical Education Programs.
Professional Learning Communities	<b>Title IA; Title IIA; IAL; 21<sup>st</sup> Century; SIG</b>
Teacher Career Ladder	<b>Title IIA</b>
Developing/Refining your Evaluations	<b>Title IIA</b>
Retention	<b>Title IIA</b>

(iii) *The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.*

Participating Districts are engaged in various initiatives to improve teacher and student learning. This proposal will allow these efforts to be incorporated into a coherent and coordinated HCMS.

<b>Current District Initiatives to Improve Teacher and Student Learning</b>	
Alaska Gateway	Teacher Induction Program, Strategic Planning, Blended Learning Initiative, Embedded Professional Development; Course Reimbursement Program, Personalized Professional Development
Nenana	Safe and Civil Schools, PLCs, Visible Learning initial implementation, Project Based Learning
NW Arctic	Safe and Civil Schools, PLC's with Purpose (data driven), Calibrated Teacher Effectiveness Tool, Transitions to Higher Education and Career Opportunities, Child Study Teams for Response To Intervention (RTI), Professional Development Thru Technology, Grow Your Own Career Pathways
Yukon-Koyukuk	RTI, Research-based instruction, Family Literacy Nights, Books at Home, Instructional Time Allocations, Project-Based Learning, Professional Development tied to District's Steps Toward Educational Progress and Partnership (STEPP) plan
State of Alaska	<ul style="list-style-type: none"> <li>• Alaska Teacher Mentoring Program (ATMP) - Provides expert teacher mentors to 1<sup>st</sup> and 2<sup>nd</sup> year teachers; limited numbers of districts and schools served.</li> <li>• Alaska School Leadership Academy - Designed to provide early career principals with a collegial cohort that is engaged in networking, skill building and mutual support across the state.</li> <li>• <i>Alaska's Education Challenge</i>, a State initiative to boost student achievement developed by groups of education practitioners, parents and child advocacy groups, with measurable goals.<sup>iii</sup></li> </ul>

These district initiatives and the proposed project activities will support and assist schools to meet the state's rigorous academic standards for students as developed and required by the Alaska State Department of Education and Early Development.

(iv) *The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.*

## **SCHOOL LEADERS**

Schools and districts across the country are struggling to recruit and retain high quality teachers and administrators. Failing to meet this challenge is associated with negative student outcomes. Alaska's efforts are complicated by the state's unique characteristics, including geographic remoteness, lack of medical care, extreme weather, isolation and cultural differences. A recent study conducted by Education North West (2019) found that 36 percent of teachers and 38 percent of principals working in a rural-remote Alaska school (*IPRARS* schools!) did not return to their school the following year, compared to 19 percent for both teachers and principals working in an urban Alaska school.<sup>iv</sup> The main reasons for leaving are:

- most teachers in Alaska come from outside the state and may have a difficult time adjusting
- working conditions in Alaska schools can involve serving in multiple roles and teaching multiple grade levels and/or subject areas; teacher workload, lack of satisfaction with district leadership, and challenges with community integration also contribute to teachers and principals leaving
- living conditions can include extreme weather conditions, months with no sunlight, months with no darkness (the “midnight sun”), and the isolation of living in a remote community, without roads, access to supplies or entertainment, lack of medical care and poor internet, and,
- Alaska salaries have become less competitive in the regional job market.

**Summary: How *IPRARS* is addressing the needs of school leaders and students?**

Teachers and principals receive timely feedback that they can use to improve their performance and support student learning, and *IPRARS* mentoring that supports and develops school leaders reduces the likelihood that principals will leave their schools or the profession. District leaders will examine the usefulness of their principal support and evaluation systems with an eye toward sustaining practices that are helpful and creating new mechanisms and supports as needed. This

project reduces stated obstacles to professional development, especially lack of time, by exploring remedies such as staff support that frees up educator's time, offering professional development at times and locations that are more convenient for staff using Teacher Leaders, and working professional learning into the district feedback, evaluation, and mentoring systems. *IPRARS* also offers relevant student achievement gain content (e.g., Hattie's Visible Learning), supports students' social and emotional development, and leads school efforts to improve student achievement.

*(b) Quality of the Project Design (30 points)*

*The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:*

- (i) *The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).*

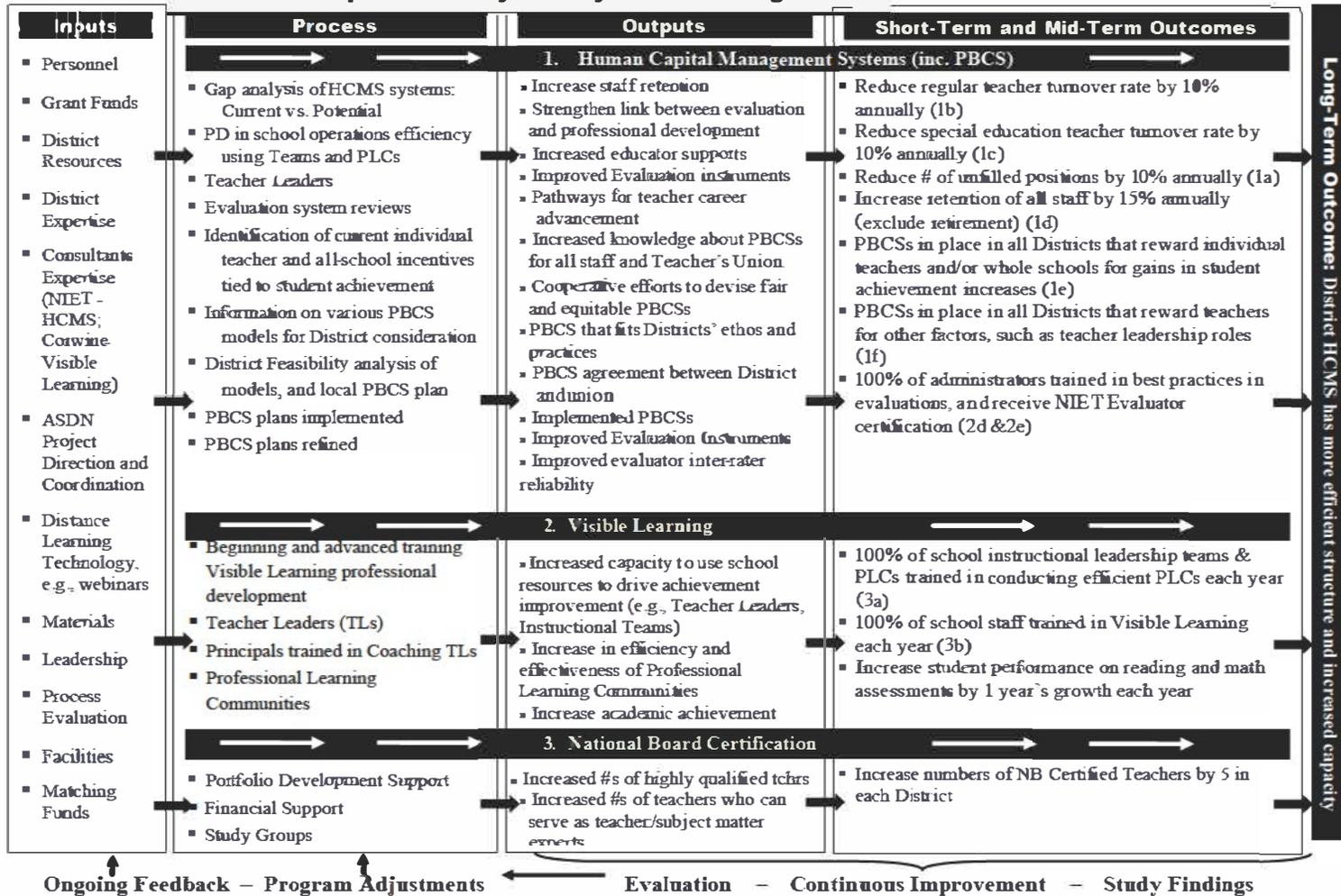
*Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)* is a collaborative effort by four Alaska School Districts (Alaska Gateway, Nenana, Northwest Arctic Borough, Yukon-Koyukuk) and the Alaska Staff Development Network (ASDN), the state's largest provider of professional learning for educators. ASDN is a division of the Alaska Council of School Administrators (ACSA).

How We Planned & Designed our Program - We developed our program design by conducting a strategic, comprehensive and inclusive needs assessment and gap analysis to ensure that schools and students' needs, and the magnitude of those needs, were identified. The assessment involved stakeholder virtual planning meetings, principal input meetings, school surveys and partnership planning meetings. This informed our program design by developing an effective and efficient program to meet the needs of schools and students. We also conducted a thorough literature review of relevant program and strategies and incorporated those findings in

our strategies. Lastly, we used a Strong Theory and Logic Model to guide our planning and activity connectedness.

Rationale for Selecting Services - Strong Theory & Logic Model - Our rationale and theory for selecting programs, curricula and services for target schools and students is based on the principles of the U.S. Department of Education's definition of a strong theory. A strong theory is a rationale for the proposed process, product, strategy, services or practice that is typically illustrated in a Logic Model linking the relationships between key program components, indicators and measures/ outcomes - theoretically and operationally. This conceptual framework is a hypothesis that connects the proposed theory of services/activities to the intended outcomes/ measures (Lawton, Cicchinelli & Kekahio, 2014). According to Harvard Researcher Carol Weiss, strong theory is often referred to as a Pathway of Change, Logic Model or Theory of Action. Our Logic Model includes the Inputs, Process, Outputs, and Outcomes Measures as illustrated here:

**IPRARS – Rationale Represented by Theory of Action Logic Model**



Based on the HCMS needs of the consortium and our planning, (see HCMS survey sample, Appendix I48-I52) we developed the following *IPRARS* Goals and Objectives that align with USED TSL Program’s purpose and GPRA Measures:

Goals	Objectives
<p><b>Goal 1: Enhance the Participating Districts’ Human Capital Management System (HCMS), including a Performance Based Compensation System (PBC)</b></p>	<p><b>Objective a:</b> Reduce the number of unfilled teacher and principal positions in each participating District on August 20 of each year by 10%. <i>(Note: Most of the participating schools are so small this must be an aggregate measure. See school size charts, pp. 4-5)</i></p> <p><b>Objective b:</b> Reduce the regular classroom teacher turnover rate in each District by 10% annually, using SY 2019-2020 as a baseline.</p> <p><b>Objective c:</b> Reduce the Special Education classroom teacher turnover rate in each District by 15% annually, using SY 2019-2020 as a baseline.</p> <p><b>Objective d:</b> Increase the retention of District teachers by 15% annually, using SY 2019-2020 as a baseline. (Exclude retirement)</p> <p><b>Objective e:</b> By May, 2021, each District will institute a pay for performance system that includes individual teacher and/or whole school student achievement gains.</p> <p><b>Objective f:</b> By May, 2021, each District will institute a pay for performance system that rewards schools and/or teachers for other important factors, such as evidence of effective Professional Learning Teams, use of school embedded master teachers, number of micro-credentials earned by staff, etc.</p>

Goals	Objectives
<p><b>Goal 2: Improve the Teacher, Principal/Teacher, and Principal Evaluation and Support System</b></p>	<p><b>Objective 2a.</b> By June, 2023, nine (9) teacher and three (3) principal support strategies and associated incentives will offered by each District, such as pay for courses, attendance at conferences, and bonuses for school-wide student achievement gains.</p> <p><b>Objective 2b.</b> By December 2020, analyze all Districts’ current evaluation systems, pinpoint weaknesses, and suggest modifications.</p> <p><b>Objective 2c.</b> Each Project Year 100% of supervisory staff, including principals, will receive training in evaluation best practices, and each school will receive training in implementing and operating effective Professional Learning Communities and Instructional Leadership Teams.</p> <p><b>Objective 2d.</b> By June, 2023, 100% of supervisory staff, including</p>

	principals, will obtain <i>IPRARS</i> project Evaluator Certification from the National Institute for Excellence in Teaching (NIET).
--	--

Goals	Objectives
<p><b>Goal 3: Increase Student Achievement in High Needs Schools</b></p>	<p><b>Objective 3a.</b> Each year, conduct at least 10 trainings for principals, teachers and instructional aides on elements, strategies and practices of highly effective schools, such as school-based instructional leadership teams, using data to drive professional development and instructional programs, professional learning communities, teacher leaders, inter-school coaching and mentoring, etc.</p> <p><b>Objective 3b.</b> Each year, conduct at least 10 trainings for district-level staff, principals, teachers and instructional aides on John Hattie’s Visible Learning, a highly effective, research-based strategy for boosting student achievement.</p> <p><b>Objective 3c.</b> By May of each year, students who have attended the school at least 170 days will make one year gains in math and reading performance, as measured by MAPS, Dibels, or AIMS WEB.</p> <p><b>Objective 3d.</b> By June, 2023, each District will have five (5) teachers earn National Teaching Board Certification.</p>

**Introduction.** *IPRARS* begins with an examination of the effectiveness and quality of each Districts Human Capital Management Systems (HCMS). This is followed by activities to improve and expand each District’s HCMS for teachers, principals, and district office staff; this includes Performance Based Compensation. A major effort tied to improving the HCMSs will address the professional development and support needs of teachers, principals, and instructional aides in High-Need Schools who are in the best position to raise student academic achievement and close the achievement gap between high- and low-performing students.

**COMPONENT I: HCMS ANALYSIS AND IMPROVEMENT**

The challenges evident in the way HCMSs now operate will be addressed by *IPRARS*, with the participating districts improving the structures used to boost school performance, and

the capacity of their staff to impact student learning. Improving structures and capacity involves this project working with two nationally recognized consulting teams: 1) the National Institute for Excellence in Teaching (NIET), a national leader in performing district HCMS reviews and assessing the quality of educator evaluation systems, and 2) Corwin Press Visible Learning, the only licensed provider of John Hattie’s groundbreaking Visible Learning research on instructional strategies that have the greatest impact on learning and teaching.

Strengthening Educator Performance Evaluation Using evidence-based research, NIET will review each district’s current teacher and principal rubrics, policies, and artifacts and conduct an assessment of current evaluation data management practices and systems. Also examined will be samples of principal and teacher evaluator feedback. All of this will result in a report tailored to each district’s evaluation instrument and processes, necessary because no districts use the same evaluation framework. (E.g., some use Danielson, some Marzano, some their own.)

Training in evaluation best practices/materials continues the work that districts can use to strengthen their evaluation systems. This can include such integral practices as pre-conference, evidence gathering and post-conferencing. Another key activity to ensure evaluations are consistent across administrators is annual Evaluator Certification. Here, evaluators are trained and annually certified in teacher evaluation using the District’s own rubrics. To earn certification the candidate’s evaluation is compared to a NIET expert’s evaluation of that same teacher. If the evaluations differ greatly, certification is not granted until inter-rater reliability is established. We encourage districts to include their Teacher Leaders<sup>1</sup> input, as these Teacher

---

<sup>1</sup> Teacher Leaders are those exemplary teachers who others look up to, and are willing to accept leadership roles in their schools. They are an integral part of *IPRARS*.

Leaders are proven classroom teachers who have close contact with other teachers in developing their effectiveness through the PLCs.

Performance Based Compensation Systems (PBCs) Each district will be provided with NEIT consulting support on designing a PBCS based on individual and whole school rewards for student achievement gains. This includes advising on compensation measures, cost estimates, and best practices recommendations involving PBCS. As various PBCS models are presented, each district will be encouraged to ask these questions: “What would this model look like if it is applied in our district?” “What HCMS challenges would it address, such as retention?” “What new problems will it grow?” The Teacher Associations of each district will be involved in this study.

HCMS Reviews In discussions about what an Alaska HCMS project would include, we brainstormed what our ideal HCMS might look like at the end of the grant period. (See Optimum HCMS: Appendix J53 - J54) This is useful not only to show the difference with what is happening now as seen in the districts’ current HCMSs description (pp. 4-5), but also for “backward planning” purposes. That is, share the optimum outcomes for an improved HCMS, and plan grant activities to achieve them. NIET will conduct a survey of each District’s HCMS and write a “gap analysis” report in the first three months of the project to identify those elements that need to be added or strengthened to reach the optimum. At times, the Project Director, Evaluator and subgrantees revisit this gap analysis to see if the distance between beginning conditions and desired conditions is growing or shrinking.

A useful structure to build staff capacity is Instructional Leadership Teams in every school. This Instructional Leadership Team (ILT) is composed of the school principal (or

principal/teacher in some cases) and at least one Teacher Leader (TL). NIET provides professional learning to principals and Teacher Leaders that:

- identifies actions that highly effective administrators and Teacher Leaders consistently engage in, and asks them to reflect and self-assess in key areas of instructional leadership
- develops an understanding of the purpose and value of Instructional Leadership Team (ILT) meetings
- pinpoints the elements of effective ILT meetings and describe the principals responsibility in planning and facilitating those meetings, and,
- strengthens the principal and TLs ability to monitor, support and continuously improve the quality of ILT meetings and their impact on teaching and learning.

Professional Learning Communities, or PLCs, are used in each district. PLCs can be described as a group of educators that meets regularly to review student performance data and share expertise. PLCs work collaboratively to improve teaching skills and the academic performance of students. Our four districts have expressed shortcomings in their PLCs such as: long, poorly organized meetings, discussions sidetracked, actions decided but no followup, support for desired actions haphazard and diluted, impact on student learning not measured. So, before the PLC meets under the leadership of the Teacher Leaders, NIET will conduct professional development with the Instructional Leadership Team that addresses PLC deficiencies.

Through the above very specific structures and processes, Teacher Leaders are strategically and formally engaged at the school level in setting school goals, evaluating and supporting teachers, providing data-driven job-embedded professional learning, and developing new Teacher Leaders. They are trained to identify and support the development of more effective teaching practices using research-based instructional rubrics that focus on teacher growth.

Involving Teacher Leaders in this formalized structure for distributed leadership supports principals in becoming more effective instructional leaders and, working with Teacher Leaders, builds their capacity to provide services at the school level and champion improvement efforts.

This integrated approach also provides services at the district level. As a result of the instructional focus in the schools, school leadership teams provide district leaders with the structure through which to drive a range of improvements in classrooms, including new curriculum, professional development initiatives, (Component II), or new assessments. This results in a coherent and connected HCMS that is designed to continuously build the local capacity of teachers, schools and district leaders to promote student academic growth, using student and teacher data.

The National Institute for Excellence in Teaching (NIET) has developed other tools and activities that will assist us in this project, including:

- A Training Portal, consisting of an interactive web tool that provides real-time access to individualized trainings and support for advancing educator effectiveness. (Training Portal: Appendix L56 - L59)
- A Performance Data Management System consisting of an interactive online tool for storing and analyzing teacher evaluations and other school data, if desired
- A University of Alaska (UA) Collaboration Symposium. UA College of Education is Alaska's only teacher preparation program. The UA education program is actively seeking ways to upgrade teacher and administrative preparation. *IPRARS* will sponsor a Symposium that explains the use of the NIET/TAP rubric with teacher and principal candidates and engage the University in a discussion around ways to strengthen efforts around preparation, recruitment, and mentoring of educator candidates
- An Educator Effectiveness Workshop Series, where PLCs have the opportunity to select from individualized trainings around a particular best practice, and,

- National Conference and Training: The NIET annual conference is a professional development opportunity for Teacher Leaders and principals, along with district level administrators to receive role-specific and practice-specific training.

## **COMPONENT II: EFFICIENT AND EFFECTIVE HCMSs IN ACTION: VISIBLE LEARNING**

The NIET structures and capacity building established in Component I (Instructional Leadership Teams, Teacher Leaders, PLCs, certified evaluators, etc) will be used to support the implementation of valuable instructional practices and knowledge gained during professional learning -in this case centered around Visible Learning professional development, a highly effective research-based approach to student learning which all four Districts are using.

What is Visible Learning? More than 25 years ago world-renowned Professor John Hattie began his quest to find the answer to this profound question: “Which factors have the greatest impact on student learning?” Through the meta-analysis of 95,000+ studies on 300 million students across the globe, Professor Hattie identified more than 270+ factors that have an impact on student achievement. Hattie found that the average effect size is 0.40 standard deviations; this average translates to the amount of progress a student can be expected to make during one year of schooling. This body of research is known by the term ‘Visible Learning’ for two reasons: 1) Hattie’s research revealed certain truths about what works best in schools, and 2) Hattie posits that the aim of Visible Learning is for teachers to see learning through the eyes of their students and for students to become their own teachers. The power of the Visible Learning research lies not only in helping educators understand how much impact each influence is likely to have on student achievement, but also in understanding impact relative to other influences. Educators who understand which influences have the greatest impact on student achievement can make debate-free strategic decisions based on evidence to maximize how they

use their time, energy, influence, and resources. Below is a graphic that explains Hattie's research:



IPRARS will couple the enhancements in school and teacher learning systems in Component I (e.g., teacher leaders, Instructional Leadership Teams, Professional Learning Communities) with a powerful Visible Learning professional development program provided by our second nationally recognized consulting team, Corwin Publishing. Corwin is the only Hattie-approved provider of Visible Learning professional development and it does so according to the ESSA definition of high quality professional development, i.e., sustained, intensive, collaborative, job-embedded, data driven and classroom focused.<sup>v</sup> Visible Learning strategies are currently used in a fragmented way in all four participating districts, and they all express great interest in implementing Visible Learning practices systemically and with fidelity.

The Visible Learning training will be spread over three years, with year one consisting of diagnosis and planning. This year is dedicated to building a foundation of Visible Learning knowledge and planning for success. Personalized professional learning sessions and tools will guide each Professional Learning Community (PLC) as they assess their school and develop an action plan for achieving school-wide goals. Teacher Leaders developed under this project will receive in-depth training, and specialized professional learning will be provided to principals and district leaders to ensure Visible Learning efforts are implemented with fidelity, are supported, and are cohesive and coherent districtwide.

The second year of the Visible Learning System training deals with identification of interventions, implementation and monitoring. Building on the diagnosis of the data and what is learned in year 1, the school will put into action its PLC plan for increasing student progress and school-wide student achievement. This is the year for a deep dive into the application of Visible Learning beliefs, knowledge, and practices.

Visible Learning in the content areas and evaluation are the focus for year three. The successes and shortfalls of implementation are evaluated, and the PLCs examine the degree to which the Visible Learning system process has become part of regular classroom and school practice as well as its impact on the learning lives of students. Visible Learning consultants lead sessions that assess each PLCs progress in meeting their goals and how they can sustain their efforts in future years after grant funding ends.

To a great extent Visible Learning will be conducted virtually at the end of the school day. This saves money, of course, but is also very compatible with the way we can bring high quality professional development to multiple far-flung districts, without pulling teachers out of their classrooms during the school day. All virtual professional learning sessions include:

- Live virtual sessions with a certified Visible Learning+™ expert
- Meaningful small and large group discussions
- Interactive activities to support collaboration, deeper understanding and implementation
- Resource guides to follow along with instruction and activities
- Developing our own personalized action plans to gather evidence to help guide next steps, and
- Opportunities to earn University of Alaska graduate credit, with scholarships provided by *IPRARS*.

However, not all Visible Learning Professional Development will take place virtually. Each year we will hold Visible Learning Winter and Summer Institutes in Anchorage for district-selected principals, Teacher Leaders, teachers, and instructional aides. There they will receive advanced Visible Learning professional development and have the opportunity to ask deeper questions about practice, investigating and answering challenges in cooperation with their peers from Consortium districts. The virtual learning sessions to be offered to project participants over three years is further explained in Section (d) (i) Adequacy of Resources, Likelihood of Project Resulting in System Change. (pp. 35-36).

### **COMPONENT III: ADDITIONAL ACTIVITIES SUPPORTING HCMS**

The Alaska Statewide Mentoring Project (ASMP) will provide mentoring services to first and second year teachers from project partner districts. ASMP's Mentors provide a sounding board, problem solving, and a second set of hands during those hectic first years of teaching. ASMP's mentors are drawn from exemplary retired teachers, do not serve an evaluative role, and use the New Teacher Center's mentoring protocols.<sup>vi</sup> First and second year principals will find support from ASDNs Alaska School Leadership Academy's principal mentors. Each new principal is paired with an Alaska-based, seasoned principal who serves as a professional mentor.

Participants engage in monthly, facilitated discussions around a leadership text, distance delivered, and are required to take part in three in-person meetings throughout the year.

Superintendents play a key role in improving teacher quality and student achievement. *IPRARS* includes them in professional development through the opportunity to obtain national superintendent certification. The American Association of School Administrators National Superintendent Certification Program® is a place for early career superintendents and superintendents desiring to refresh their skill set to engage in a world-class professional learning opportunity. The program offers the highest quality curriculum and the ability to join professional networks that superintendents need to become cutting edge leaders for our schools. Information on this program is to be found in Appendix M63 - M66: National Superintendents Certification.

Teacher Leaders professional growth will be enhanced by supporting up to five Teacher Leaders per district to acquire National Board Certification (NBC). To become a Board-certified teacher, eligible candidates must demonstrate advanced knowledge, skills, and practice in their individual certificate area by completing four components: three portfolio entries and a computer-based assessment. Throughout the certification process, teachers will be able to apply the National Board Standards to their classroom practice and connect with other teachers pursuing certification. Recognizing the many demands on teachers' time, the certification process is designed to be flexible and efficient. *IPRARS* will support these teachers by paying the costs of National Board certification, providing release time to work on NBC assignments and portfolios, and creating a *IPRARS* NBC support group.

*(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.*

The following evaluation design has been developed to include performance objectives, indicators and measurable outcomes aligned with USED TSL Program requirements. The evaluation plan will use carefully vetted instruments to measure program accomplishments, performance indicators, collect data for the USED Annual and Semiannual Performance Reports and implement a model for continuous program improvement as described below. The lead evaluator, to be selected after a bidding process, will be a member of the *IPRARS* Management Team to provide ongoing formative and summative evaluation results to the team for decision-making, shaping the program, program improvement and review of measurable objective achievements. This is all crucial input for the management team as they strive to improve program services.

The evaluation design must include **qualitative** and **quantitative** data collection instruments to capture the necessary information:

**Formative evaluation** data will include both **qualitative** and **quantitative** descriptions of the program's impact on educators and student gains. We expect Structured interviews will assess staff, student and school personnel perceptions of the program and identify potential improvements (i.e., different training approaches, types of services, etc.). Evaluators will review the research-based programs and professional development (e.g., Visible Learning) to ensure implementation fidelity and to make adjustments as needed. The formative evaluation will provide ongoing evaluation data to shape the development of the project from start to finish.

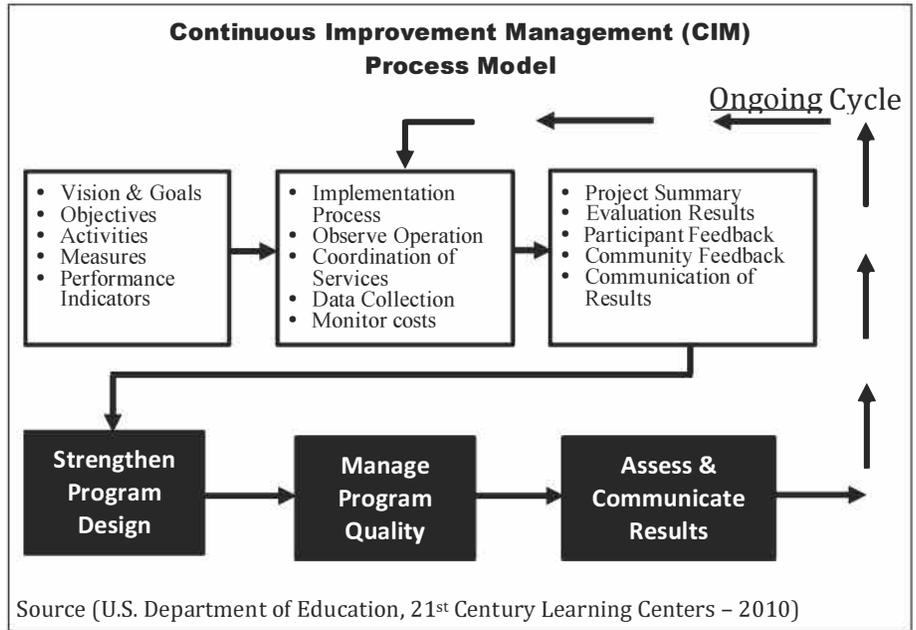
Summative evaluation data will include both **quantitative** and **qualitative** analysis of the project's impact in terms of numbers of educators trained, teacher turnover rates, retention, recruitment, certifications attained, performance pay/reward, student academic gains and related indicators. The Evaluators will summarize data to provide information to all stakeholders at each

Management Team Meeting. Evaluators will use baseline data elements identified in the project design section to monitor benchmarks, targets and measure progress. Evaluators will collect updated baseline data in the Fall of 2020 prior to providing services

**Measurable Objectives** – The project will evaluate all the Measurable Objectives as presented in the program design, aligned to the TSL GPRA Performance Measures. Below is a sample of how Objective 3 evaluation might look:

<p><b>3a.</b> Each year, conduct at least 10 trainings for principals and teachers on elements, strategies and practices of highly effective schools, ... using data to drive PD and instructional programs, professional learning communities ... GPRAæ</p>	<p>Participant sign-in rosters and training evaluation forms of training</p>	<p>Each Year</p>	<p>Analyze # of trainings provided for principals and teachers on related topics in this objective.</p>
<p><b>3b.</b> Each year, conduct at least 10 trainings for district-level staff, principals and teachers on Visible Learning ... GPRAæ</p>	<p>Participant sign-in rosters and training evaluation forms of training</p>	<p>Each Year</p>	<p>Analyze # of trainings provided for district-level staff, principals and teachers on related topics in this objective.</p>
<p><b>3c.</b> By May of each year, students attending school at least 170 days will make one-year gains in math and reading performance. GPRA a, g</p>	<p>MAPS, Dibels, or AIMS WEB test scores</p>	<p>May of Each Year</p>	<p>Analyze # and % change MAPS, Dibels, or AIMS WEB test scores to measure student math and reading gains.</p>
<p><b>3d.</b> By June 2023, each District will have five (5) teachers earn National Teaching Board Certification. GPRA g, h</p>	<p>Received National Teaching Board Certification</p>	<p>June 2023</p>	<p>Analyze # of teachers at each district receiving National Teaching Board Certification.</p>

**Continuous Improvement Management (CIM)**– We expect the Evaluator to implement the Continuous Improvement Management Process Model developed by USED. This model will be implemented by measuring the implementation of a Human Capital Management System (HCMS), including Performance Based Compensation (PBC) through observations, school data, HR data, session evaluations, personal interviews and educator surveys. The plan is



designed to provide ongoing feedback to the IPRARS Management Team, IPRARS District Coordinating Teams and consortium staff to continuously improve the program.

*(c) Quality of the Management Plan (20 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

The Alaska Staff Development Network (ASDN), a division of the Alaska Council of School Administrators (ACSA), will serve as the IPRARS fiscal agent and project manager. ASDN has directed a number of many large federal grants, including Gear Up, Alaska Native Education Program Grants, School Leadership program grants, as well as several large grants from the Gates, Carnegie and Melon Foundations. Proven strategies will be used to assess the

human resource needs for this grant and to put into action the timeline, strategies, responsibilities and milestones for accomplishing our project objectives.

ASDN is the major provider of professional learning for Alaska's teachers and school leaders. Close to half of Alaska's teachers and school administrators participate in ASDN distance delivered and face-to-face professional learning programs each year, and all four project partner districts are ASDN members. ASDN has:

- received national recognition over the past 37 years for providing training and technical assistance to Alaska's highest need, lowest performing schools and districts
- more than thirty year's experience providing distance delivered and face to face professional learning programs in our four project districts
- been the recipient of four national leadership awards from the National Rural Education Association, the National Dropout Prevention Center and the National Council of States on Inservice Education, and
- directed school improvement grant projects, valued at more than \$75,000,000, for the U.S. Education Department, as well as the Gates, Carnegie and Melon Foundations..

### **Project Organization**

*IPRARS* activities are closely tied to each of our four consortium Districts and it is important to create a management structure that takes this into account. We will establish an *IPRARS* Project Management Team (IPMT) that manages the project as a whole, and four *IPRARS* District Coordination Teams (IDCT) that work to address the specific needs of individual districts.

The District Coordination Teams (IDCTs) include representatives of the district Human Resources and Curriculum and Instruction Departments, two principals, two teachers and the Project Director. At times the project evaluator joins them. This is the "boots on the ground" group that makes clear the district needs and capabilities in the areas of its HCMS and the

Visible Learning professional development system. They assist with determining the near and long term activities schedule, gathering data needed to drive HCMS and professional development needs, ascertain effectiveness, selecting district staff interested and capable of becoming teacher leaders, recruiting teachers for National Board Certification, serving as a sounding board for Performance Based Compensation Systems developed under this project, make PBCS recommendations to the Superintendent and School Board, analyze and make suggestions to proposed HCMS elements to district staff, and serve as sources of information to district and school staff. The Project Director's role is to facilitate the discussions, troubleshoot any anticipated problems, and communicate to the subgrantees what professional development is desired and the timetable and venues for its delivery. These latter tasks are very important, as the activities cannot overlap with subsistence calendars when many staff will be out hunting caribou, moose and/or whales.

The *IPRARS* Project Management Team (IPMT) meets two times a month via Zoom and has as its members the Project Director, representatives from our key consulting partners (NIET; Corwin), evaluator, and one lead representative from each district. The IPMT is charged with providing overall direction to the project, including monitoring the accomplishment of project goals and objectives, establishing coordinated activities to reduce project costs (such as having all four districts participate in webinars at the same time), planning the year's professional development master schedule, keeping track of process evaluation findings and making adjustments based on the findings, discussing and proposing solutions to any project speed bumps, forecasting professional development needs and matching subgrantees with that expertise to the needs, and sharing districts' progress.

The **Project Director**, ASDN’s grant administrator Sam Jordan, will direct this project’s activities. In general the Project Director’s responsibilities include managing the work of external and internal project resources. The Project Director will be the project’s liaison with USED TSL staff; manage the work of project evaluators and project subgrantees (NIET; Corwin); and be responsible for submitting reports to USED. He will chair the *IPRARS* management team and serve on all four IPRARS District Coordination Teams. He will be responsible for project communications with all project partners. Resumes for all project personnel are found in Appendix B2 - B21.

<b>Project Personnel</b>	<b>Title</b>	<b>Project Role</b>	<b>%FTE</b>
Sam Jordan, ASDN	Project Director	Coordinate all project activities; managing the work of external and internal project resources; liaison with USDOE TSL staff; manage the work of project evaluators and project sub grantees (NIET; Corwin); be responsible for submitting reports to USED; ensure communications with all project partners; chair <i>IPRARS</i> management team and serve on the four <i>IPRARS</i> District Coordinating Teams.	100%
Ceanne Murphy	Project Coordinator	Arranges meetings and webinars; produces project documents; handles correspondence; processes travel documents and billings; keeps necessary records (such as in-kind match); coordinates all project activities and meetings; developing graduate course credit	100%

		proposals and credit training offerings. Coordinates all project virtual training activities; serves as communication link to all project participants. Documents project match provided by each project districts and subgrantees; manages project expenditures	
National Institute for Excellence in Teaching (NIET)	Such as: Patti Cruz and Joshua Barnett	Provide direct support for implementation of NIET Best Practices Portal; work with districts to develop plans for school Instructional Leadership Teams, Teacher Leaders, and Professional Leadership Teams; develop PBCSs with district; enhance HCMS to improve retention numbers, especially for Special Education teachers.	N/A
Corwin, Inc.	Such as: Karen Flories and Dave Nagel	Visible Learning instruction, to include assessment, instruction, and data analysis for school improvement and monitoring, as well as key VL tenants, such as trust & self-efficacy, collective efficacy and teacher clarity.	N/A
LeAnne Young  Pat Manning  Janice Hadley	Special Programs Director, AGSD Superintendent, NSD NWABSD Dir. of Curriculum and Instruction	District Administrative and program contacts. Chair the <i>IPRARS</i> District Management Teams (IDMT) and serve as District representatives on the <i>IPRARS</i> District Coordinating Teams; work with district principals, teacher leaders and Professional Learning Communities; take a lead in improving the HCMS in their	15%

Gina Hrinko	YKSD Federal Programs Director	districts, and proposing possible PBCSs.	
AGSD, NSD, NWABSD, YKSD	School Principals (35)	Provide support and leadership on-site at schools; coach and support Professional Learning Communities and Teacher Leaders; support school level professional development; assist District level staff as they improve HCMS and PBCS	5%

Successful project management in consortium grants requires that specific tasks, responsibilities, timelines and milestones/benchmarks are clearly defined and agreed upon by all of the partners. Accordingly, the partners have developed and committed to the following Management Plan based upon the objectives and measurable outcomes. Each task has an associated person responsible, timelines/ milestones and related objectives. These milestones will be used as a management tool to assess progress towards achieving objectives and annual measurable outcomes. Additionally, the program will use a Project Management Software (PMS) to further identify, assign and manage relational tasks, activities and due dates. This PMS is web-based and will be used by the project staff and school site staff to manage and complete all assigned tasks. Each year in July, the *IPRARS* Project Management Team will develop, review and update milestones for the next year based on progress on implementing HCMS improvements and the *IPRARS* Visible Learning professional development progress in achieving student learning gains.

<b>MILESTONE</b>	<b>COMPLETION DATE</b>	<b>DELIVERABLE</b>
Receive grant award notification	7/30/2020	USED GAN document

Notify districts, subgrantees and evaluator	8/01/2020	Correspondence
Set up project accounting system	9/01/2020	Accounting records
Evaluator refines evaluation design, develops protocols and information gathering schedule	10/01/2020	Evaluation data collection system; instruments
Publicize program and orient the four participating school districts	9/15/2020	Media Tip Sheet, organization meeting notes
Subgrantees scope of work agreed to	Yearly	Signed contracts
Schedule and convene IOMT and IDMT project management meetings	At least quarterly	Meeting notes
Data Gathering: NIET HCMS, PBCS, Teacher Leader and PLC foundational data	First ¼ of each year	Analysis of raw data
Data Informed HCMS, PBCS, Teacher Leader and PLC expansion and improvement plans	First ¼ of each year	Action plans
Recruitment of Teacher Leaders	First ¼ of each year	Identification of Teacher Leaders at each participating school
NIET Training in <i>Five Steps of Effective Learning</i> for school Instructional Teams	First ¼ of each year	Professional Development Agendas
NIET Training of Teacher Leaders and PLCs	Each year, two times a year	Professional Development Agendas
NIET led initiative to improve district's HCMS, PBCS	On-going	Record of Action Plan progress
Survey teachers to determine interest in National Board Certification (NBC)	Fall, 2020	List of teachers vetted by District
NBC teachers confirm eligibility and begin candidacy process	Ongoing	Registration records
NBC seeking teachers develop/submit portfolios and complete assessments	Ongoing	Certification records and reimbursement requests
Pay NBC supplements	Ongoing	District payroll records

Identify Superintendents seeking ACSA national certification; enroll in program; conduct program activities	Begin 1/2021; then ongoing	Enrollment records, reimbursement requests and certificates
Mentoring of new teachers and principals	Begin 1/2021; then ongoing	Mentoring lists and record of mentoring events
HCMS and PBCS Action Plans initiated	Year 2, then On-going	Improvements to HCMS listed; existence of a PBCS in each District
Visible Learning PD Yr. 1: See PD Chart, p. 37	2020/2021 SY	Sign-in sheets and agenda
Visible Learning PD Yr. 2: See PD Chart, p. 38	2021/2022 SY	Sign-in sheets and agenda
Visible Learning PD Yr. 3: See PD Chart, p. 38	2022/2023 SY	Sign-in sheets and agenda
Collect project performance data	On-going	Reports, spreadsheets, logs
Attend required federal TSL program meeting and Summit	Annually	Travel documents
NIET University of Alaska Teacher Preparation Summit	October 2022	Agenda; Attendee Roster
Prepare and submit annual performance report	10/30 each year	APR
Plan for sustainability and integration into district norms and established practices	May, 2023	Sustainability Plan

*(d) Adequacy of Resources (25 points) The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:*

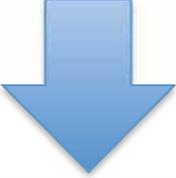
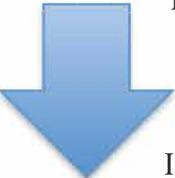
*(i) The likelihood that the proposed project will result in system change or improvement.*

There are several *IPRARS* factors that impact system change and improvement. The first is the involvement of national level experts such as NIET and Corwin Press Visible Learning subgrantees. Involvement of nationally recognized experts of this caliber is scarce in Alaska's rural districts. Our teachers and administrators are as sharp as others, and given the opportunity and challenge we know they will make the absolute most of it.

Second, looping back to the needs assessments we did as this project was planned (see Needs Section), we believe answering those needs is absolutely going to result in systemic changes and improvements. Those are, briefly, 1) supplying resources that lead to implementation of a coherent and consistent HCMS, 2) providing the expertise to objectively evaluate educator effectiveness in the areas that count the most, 3) creating educator support systems that increase effectiveness, and, 4) enhancing learning opportunities for low-performing students and thus raising their achievement.

Systemic change will also happen because the goal of hiring highly qualified teachers and principals raising academic achievement is part of all the refined HCMSs, Schools Improvement Plans and the Districts' 5 Year Strategic Plans. *IPRARS* has district and school staff representatives on each District Coordination Team; this presence will ensure *IPRARS* coordination with district short and long term goals.

Finally, the HCMS workproducts and professional development provided by *IPRARS* is extensive, as shown in this chart:

	<p><b>NIET: HCMS Workproducts &amp; Professional Development (Webinars, Conferences, Onsite, Self Study)</b></p> 	<p><b>Corwin: Visible Learning Professional Development (Webinars, Conferences, Onsite, Winter &amp; Summer Institute, Self Study)</b></p> 
<p><b>PROJECT YEAR 1</b></p> 	<ul style="list-style-type: none"> <li>• Report and recommendations for strengthening evaluation implementation for each of the four participating districts</li> <li>• Training on Evaluation Best Practices (Four 90 minute webinars)</li> <li>• Facilitate annual teacher evaluator certification process</li> <li>• PBCS background with models School Instructional Leadership Team (ILT) Training</li> <li>• Professional Learning Community (PLC) Training (four 90 minute webinars)</li> <li>• Summer Teacher and Principal Leadership Institute (Two days, face-to-face; leadership structures for teachers, continuous development of instructional practices, building shared instructional leadership)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation Training for Leaders (four 90 minute webinars)</li> <li>• Evidence into Action for Leaders 1 &amp; 2 (four 90 minute webinars)</li> <li>• Foundation Training for Teachers (four 90 minute webinars)</li> <li>• Visible Learning Into Action 1 for three cohorts (four 90 minute webinars)</li> <li>• Visible Learning for Teachers (four 90 minute webinars)</li> <li>• Evaluating Instructional Leadership (four 90 minute webinars)</li> <li>• Mindframes Survey</li> <li>• School Capability Assessment</li> <li>• Winter and Summer Institutes (four days)</li> </ul>

<b>PROJECT YEAR 2</b>	<ul style="list-style-type: none"> <li>• Modification of PBCS models to fit Districts</li> <li>• Followup training for ILTs</li> <li>• Virtual Support for ILTs, PLCs, and Evaluation best practices</li> <li>• Summer Teacher and Principal Leadership Institute (two days; using data to drive decisions, facilitating other educators growth, continuous improvement and coaching, measuring support quality)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence into Action for Leaders 3 (four 90 minute webinars)</li> <li>• Visible Learning Into Action 2 for three cohorts (four 90 minute webinars)</li> <li>• Winter &amp; Summer Institute (four days)</li> <li>• Developing Assessment Capable Visible Learners 1 &amp; 2</li> <li>• Evaluating Instructional Leadership Webinar Series</li> <li>• Mindframes Survey</li> <li>• School Capability Assessment</li> </ul>
<b>PROJECT YEAR 3</b>	<ul style="list-style-type: none"> <li>• Virtual Support for ILTs, PLCs, and Evaluation best practices</li> <li>• Summer Teacher and Principal Leadership Institute (two days; Rigorous Instruction, Strengths-based coaching, creating cultures of high expectations)</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning Into Action 3 for three cohorts of 10 schools in 4 districts (four 90 minute webinars)</li> <li>• Winter &amp; Summer Institute (four days)</li> <li>• Feedback that Makes Learning Visible (four 90 minute webinars)</li> <li>• Evaluating Instructional Leadership Webinar Series (four 90 minute webinars)</li> <li>• Mindframes Survey</li> <li>• School Capability Assessment</li> </ul>

Two, 3 credit UA graduate courses will be developed each year around project webinars listed above, so teachers, principals and instructional aides can earn credits. As an incentive, the project will pay credit fees.

*(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.*

*IPRARs* will leave each district with a well-stocked HCMS toolbox, and staff well-trained in using research based tools to their maximum extent. Using these research-based tools in the hands of competent staff greatly improves the capacity of the entire district to meet the needs of both teachers and students. Some of the tools:

Visible Learning Trained Teachers	Nationally-certified Superintendents
Teacher Leaders in All Schools	Embedded Professional Development
Effective and Efficient PLCs	More Efficient Evaluation Tracking
National Board Certified Teachers	Performance Based Compensation
Refined Evaluations	Teacher Career Ladder
Comprehensive HCMS	Teacher Recruitment and Retention Strategies

A feature that may be unique to *IPRARs* that can greatly increase capacity is the inclusion of instructional aides. Look at the numbers: our participating schools have 227 teachers and 162 instructional aides, and to leave out over half of our school human capital would deprive our HCMS of a valuable asset. Instructional aides are commonly used in each village school, hired locally, are almost exclusively Alaska Native, understand the culture of the children and the village, know the children and their families, and are very capable staff. Attrition among the aides is very low as well.

And why do we consider them school leaders? First, while under supervision of the teacher, they often make independent instructional decisions and are involved in interpreting the Measures of Academic Progress data and planning appropriate academic interventions, which they then supply. Second, every district commonly includes them in teacher professional development, reinforcing their capabilities and their status as leaders. Third, we often see them teaching small groups of children rather than one-to-one tutoring. And fourth, many times they are the cultural-academic link in the school, delivering relevant, place-based lessons of their own design using local resources. For example, one instructional aide taught a science lesson that

looked at temperature rise over the last fifty years in their village. She brought in Elders who described the effect on local plants and wildlife. The children then did extrapolations on the rate of temperature rise (math) and wrote about the impact on subsistence life (E/LA).

And, just by the numbers, including instructional aides can greatly improve the capacity of the districts to provide services to our teachers, principals and students. Consider: While the teacher and principal turnover rate is about 33% a year, the instructional aide turnover rate is close to zero. Why not invest in an educator resource that retains professional development knowledge in a school over years?<sup>2</sup>

Finally, we need to address how *IPRARS* expands the capacity of the districts to reach and teach students in the age of Covid-19. In Alaska, Native communities have closed their villages, totally, with no one allowed in or out. Schools were closed on March 13 and will not reopen this year. Our Governor instructed educators to work from home and directed districts to provide some form of education with online learning or using other means of instruction, which, to be frank, has not been handled well except by the pre-Covid cyberschools. Remote learning was extremely difficult in all districts due to inequity in student and family Internet access and connectivity; online instruction works in the school building, but not in student or teacher homes.

Certainly *IPRARS* would have been impacted had it been operating in this Covid environment. But some elements would have been unaffected, as the majority of district professional development is delivered virtually through virtual workshops and on-line classes. The student facing part of the project would have taken a hit because very few students have

---

<sup>2</sup> When TSL program managers were asked if instructional aides could be included in this project at their April 27 webinar, they said “Make a case for it and it will be considered.”



internet access at home in remote areas of Alaska, but the professional development services could have been rapidly accelerated to take advantage of newly available time.

*(iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.*

Each district has a strategic planning process that drives both short-term (yearly) and long-term (multi-year) budgets. Improving student achievement and staff effectiveness is a part of each strategic plan, but more work needs to be done. Each District and our two consulting partners are committed to providing substantial Matching Funds (see MOAs in Appendix C22 - C28) of the grant and promote sustainability of the project through realignment of district expenditures.

<b>IPRARS Sustainability Strategies</b>	
<b>Comprehensive HCMS</b>	<ul style="list-style-type: none"> <li>• Upon completion of grant, a comprehensive research-based HCMS will become institutionalized in all districts, eliminating the need for external funding.</li> <li>• The districts gain the capacity to implement a fully-reconfigured, data-driven HCMS, districtwide, beyond the grant period, that will fully inform human capital decisions for years to come.</li> <li>• Ongoing costs for HCMS software and maintenance hardware absorbed by the districts' Technology Departments.</li> <li>• Investment in technology-based evaluation strategies reduces long-term expense of disposable materials through use of digital evaluation, teaching and learning tools.</li> <li>• Each district will work with union partners to revamp the traditional salary schedule and reallocate dollars to fund a compensation system that rewards improved student performance.</li> </ul>



<p><b>Educator Quality Supports</b></p>	<ul style="list-style-type: none"> <li>• Districts will realign Title I, II, III and IV funds to support evaluation data-driven professional development to sustain grant-funded strategies, including Teacher Leaders</li> <li>• <i>IPRARS</i> selected instructional models have initial professional development costs with minimal long-term sustainability costs</li> <li>• All digital professional learning will be recorded and available on-demand for future use</li> <li>• Travel expenses beyond grant period are negligible as most travel costs are associated with start-up professional development; continuing education for maintaining skills is available through on-line platforms at little cost to schools or educators.</li> </ul>
---	--

Evidence of broad support for *IPRARS* is to be found in Appendix H36 - H44. There reviewers will find letters of support from the Superintendent, Tribal Entity and Teacher’s Association of each district, as well as Native Organizations and Mayors. We are especially pleased that the State level Educators Association, NEA Alaska, is joining us in this project. (See Appendix H, pp. a - b.) Additionally, the planning team for *IPRARS* included representatives from district and classroom-based educators, ensuring the project met needs are based on data and included practical and obtainable objectives and activities, thereby fostering buy-in by teachers, instructional aides and site administrators.

Endnotes

<sup>i</sup> DeFeo, D.J., Hirshberg, D., & Hill, L. (2018). It’s more than just dollars: Problematizing salary as the sole mechanism for recruiting and retaining teachers in rural Alaska. *Alaska Native Studies Journal* 4(1). Retrieved from <https://scholarworks.alaska.edu/handle/11122/6709>

<sup>ii</sup> In: Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute. At: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjiw6vz>

---

[wNLpAhUBOn0KHcapAQIQFjACegQICxAF&url=https%3A%2F%2Flearningpolicyinstitute.org%2Fsites%2Fdefault%2Ffiles%2Fproduct-](https://www.learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf&usg=AOvVaw2g8Lq3Zvw2jA0LTDx-SqVM)

[files%2FTeacher\\_Turnover\\_REPORT.pdf&usg=AOvVaw2g8Lq3Zvw2jA0LTDx-SqVM](https://www.learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf&usg=AOvVaw2g8Lq3Zvw2jA0LTDx-SqVM)

<sup>iii</sup> Available at: <https://education.alaska.gov/akedchallenge>

<sup>iv</sup> Cano, M.V., Amor, H.&B., Ashley Pierson, A. (2019). Educator retention and turnover under the midnight sun: Examining trends and relationships in teacher, principal, and superintendent movement in Alaska. Regional Educational Laboratory Northwest, at

<https://eric.ed.gov/?q=ED598351&id=ED598351>

<sup>v</sup> This interpretation is supported by this research: H. Timperley, A. Wilson, H. Barrar & I. Fung (2007) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration Wellington, New Zealand: Ministry of Education

<http://educationcounts.edcentre.govt.nz/goto/BES>

<sup>vi</sup> At: New Teacher Center. New Teacher Center Mentor Practice Standards.

<http://info.newteachercenter.org/l/576393/2018-08-14/346x78b>