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Division of Effective Educator Development (EED)

Supporting Effective Educator Development (SEED) FY 2017

Renewal Application Submission Template

Grantee Information	
Grantee Name	Board of Trustees of Illinois State University
PR Award#	U423A170072-19
Project Title	Together Everyone Achieves More Through Integrated Leadership (TEAM Lead)
Project Director Name, Title, Email, Telephone	Dr. Erika Hunt, Project Co-Director, Illinois State University, [REDACTED] [REDACTED] Dr. Lisa Hood, Project Co-Director, Illinois State University, [REDACTED] [REDACTED]
Primary POC, Name, Title, Email, Telephone <i>(if not the Project Director)</i>	Heather Winfrey-Richman, Contracts Manager, [REDACTED] [REDACTED]

Response to Grant Renewal Questions

Part I: Background and Implementation Progress To-Date (Questions 1-3)

1. Please describe how you effectively used SEED grant funds during years 1 through 3.

The Together Everyone Achieves More Through Integrated Leadership (TEAM Lead) project engages a broad base of partners, including:

- 57 treatment schools from Regional Offices of Education (ROE) #1, #17, #19, #28
- 10 Catholic Schools
- 27 Demonstration Schools in Quincy and McLean Unit #5 School Districts, ROE #19, and ROE #17 Alternative School
- 2 Universities (Illinois State University, Loyola University Greeley Center for Catholic School Effectiveness)
- 1 external evaluation organization - American Institutes for Research (AIR)
- Association for Illinois Rural and Small Schools (AIRSS)
- BloomBoard

See the attached organization chart (Appendix A)

Through our partnerships, TEAM Lead is providing **94 participating rural, suburban, and urban public and Catholic school principals** with a professional development system aimed at increasing the capacity of school leaders to improve instruction through three complementary learning approaches, all of which are supported through on-going, job-embedded, one-on-one coaching (see figure 1 below).

Figure 1: TEAM Lead Theory of Change



TEAM Lead has 19 Coaches that support principals, specifically with implementing a Cycles of Inquiry approach, building an effective distributed leadership system involving Instructional Leadership Teams and teacher teams, and time utilization aligned to identified priorities. LEAD Coaches are crucial to the TEAM Lead model with responsibilities for supporting a principal's efforts to apply their learning to a specific school context.

TEAM Lead schools are in both rural and suburban/urban communities and with public and private (Catholic) schools, allowing us to research the specific interventions of our grant work in a variety of school settings. TEAM Lead schools also include a high concentration of high-need students as demonstrated by the data below:

- 71% of TEAM Lead school leaders serve concentrations of high-need students;
- 67% of those serving concentrations of high-need students are also rated as highly effective;
- 60% of those serving concentrations of high-need students are also rated as highly effective and have served in their school at least two years.

Cycles of Inquiry (COI) Training - Cycles of Inquiry Trainings were spaced out throughout the 3-year grant so that principals received targeted training on COI but then received job-embedded coaching between trainings to implement the activities of the training. TEAM Lead Coach monthly trainings focus on preparing coaches on the content that will be covered at each COI principal training and to provide tools/templates that the coaches can use to support principals with the work.

In addition to this work, the PD Design Team is developing a 4-part series of “just-in-time” webinars and resources to support Districts and Schools in response to the school closures and the longer-term impact of the COVID-19 crisis. (see Appendix B - *Leading Ed Partners Response to COVID-19*). The training is designed around the COI approach to problem identification and supports that principals have been trained to use with their instructional leadership teams during the grant. A Coaching Session was held virtually on Friday, April 17th to introduce coaches to the first of four trainings (See <https://leadingedpartnerships.org/covid-19-school-resources/> for open-sourced training materials that include a recorded webinar, slide deck, tools, and resources provided in response to COVID-19). The positive response that we are receiving from the schools, districts, and the coaches is a sign that the COI approach to addressing school problems is now “in the water supply” and becoming a natural way to address school challenges.

Leadership Framework - One of the most encouraging signs in this project has been the growth in the percentage of principals that have put in place instructional leadership teams (ILTs) using a COI approach to focus on instructional improvements, especially with the rural and Catholic schools who, prior to this project, did not have ILTs in place. Last year, 66% of schools (66 of 100) were reportedly making progress on this measure, and this year 79 out of 90 principals (88%) have implemented ILTs and/or teacher teams (i.e., ILTs meeting at least once monthly and teacher teams every other week, utilizing a COI approach to focus on instructional improvements). During COVID-19, principals have been able to engage their ILTs to direct the instructional learning needs during the school closures, again another sign that the use of ILTs has become a permanent structure in these schools.

Time Utilization One of the main barriers highlighted in the project’s qualifying study was the lack of time principals had to focus on instructional improvement efforts. For that reason, we included a time utilization component to our three-pronged intervention. As part of the project’s continuous improvement process, we determined at the end of PY1 that the vendor for the time management component was unable to meet participant needs. As a solution, in PY2, we worked with our external evaluation team and our partners to re-design the principal

time utilization data collection component of the project using a combination of project and partner personnel, an increased scope of work for the external evaluation team at AIR, and a new data transfer system. During PY3, we have found that structuring time management supports around a calendaring system continues to be a challenge for project principals, especially as it has focused the principal's time more on the calendaring of the time spent and on boosting their instructional leadership duties by spending more time on low-impact behaviors and practices.

Rather than continue to invest more time and resources with calendaring principal time use, we are finding that principals need less time working as instructional leaders and more supports with creating the conditions and structures in schools that promote groups of teachers to be involved with instructional improvement efforts. This has become especially evident with the positive response and commitment that principals are demonstrating with the use of their ILTs and teacher teams.

An emerging body of research has established a conceptualization of the principal role as *Organizational Managers of Instructional Improvement* (Grissom, J. & Loeb, S., 2009; Horng, E., Klasik, D., & Loeb, S., 2010). In this role, principals do not focus their time on developing each teacher individually they are not expected to be the ultimate subject matter expert in all content areas and at all grade levels. Rather, effective principals focus on engaging teacher leaders and teacher teams in instructional improvement efforts by ensuring they have adequate collaborative time, access to necessary data & resources, and the supports needed to effectively identify and implement effective instructional practices. **Our goal with a Y4-5 renewal grant is to develop professional development and training for coaches, on supports for TEAM Lead principals and their ILTs, on targeted and high impact strategies for working with teacher teams around instructional improvement efforts.**

Coaching TEAM Lead Coaches have a goal to provide on average 2 hours of job embedded coaching support per month to TEAM Lead principals on the three pillars of the school improvement intervention - Leadership Framework practices, COI practices, and Time Utilization practices. Collectively, TEAM Lead principals have received over 2,168 hours of coaching support over the last three years and we repeatedly hear from principals the value of their leadership coach with providing tailored, job-embedded supports as they learn new structures, routines, and processes for engaging in school improvement work with teacher teams. During COVID-19, we gave TEAM Lead coaches permission to work with their principals on any area of need and this proved to be greatly utilized by the principals. TEAM Lead Coaches are recently retired principals or superintendents who possess vast professional and life experience that may be particularly useful to principals during this unprecedented period.

Coach Trainings - TEAM Lead Project staff host monthly Coach Training Sessions for the project's 19 coaches who support principals in all our project's service regions. This year, we have alternated face-to-face and virtual trainings, but with COVID-19, we have moved all future sessions to virtual. Face-to-face and virtual sessions are all recorded so that any coach who must miss a session can listen to the session afterwards. The training focuses on providing content support to the coaches on the three pillars of the project, as well as coaching tools and templates that can be used to support their principals. Converting the trainings and coaching sessions to a virtual format right now is providing us with a unique opportunity to test a virtual

coaching model and format.

To guide the fidelity and sustainability of the training, TEAM Lead staff are working with BloomBoard to develop a series of four micro-credentials using the content and tool/templates from the coaches' trainings. These micro-credentials will be used by the ROEs to on-board any new coaches as well as to train additional coaches that they want to utilize in their offices (e.g., new principal coaches, equity coaches, school improvement coaches). To guide this work, TEAM Lead staff developed a research-based set of Standards/Indicators for Principal Coaching for Instructional Improvements.

Lastly, TEAM Lead staff have been partnering with the Illinois State Board of Education (ISBE) and a statewide committee to improve requirements to new principal coaching and to ensure an annual appropriation to support the work. At state meetings, TEAM Lead staff have shared coaching resources and supports created with our TEAM Lead project that could serve as statewide resources for the state's new principal coaching model. We see our relationship with ISBE and our role on statewide committees as a mechanism for scaling up and sustaining the coaching model and resources.

During the COVID-19 pandemic, the project evaluation team at AIR worked with TEAM Lead staff to develop an interview protocol that TEAM Lead coaches administered to principals in an effort to understand their experiences during the school closure period. The principals' responses to this interview will be used to inform the development of supports for participating schools (see Appendix C for copy of the power point presentation with preliminary findings). The survey is not part of the formative data collection but rather a service AIR provided to the TEAM Lead Project to help us adapt our project resources in response to the crisis.

Implementation of Routines and Structures for Continuous Improvement:

One of the strengths of the TEAM Lead project is the multiple partners, yet this also takes a lot of management. In an effort to keep everyone apprised of grant activities and support sustainability, we have set up structures and routines for decision making and communication. These include:

- Weekly staff zoom meetings among TEAM Lead staff to discuss progress on project activities.
- Weekly calls between TEAM Lead evaluation staff and AIR staff to ensure timely communication and collection of necessary information and data.
- Bi-weekly staff zoom meetings among TEAM Lead staff and Coordinators (located in each of the 4 ROEs and Loyola Greeley Center for Catholic School Effectiveness).
- Three times per month zoom or in-person meetings of the TEAM Lead Professional Development Design Team (made up of TEAM Lead PD staff, TEAM Lead ROE PD Staff, and Dr. Shelby Cosner). The design team develops all training materials and tools for participating principals and TEAM Lead coaches. Data is collected and shared by the TEAM Lead staff evaluation coordinator and/or the external evaluation team at AIR and are reviewed at each design team meeting to guide development or modification of training materials, topics, and/or methods.
- Monthly trainings for TEAM Lead Coaches (which includes a presentation from the AIR evaluation team to share timely performance data and to keep coaches up to date on evaluation activities and timelines).

- Quarterly district support meetings held by each ROE for superintendents/central office administrative staff participating in TEAM Lead grants. Summaries of principal training topics and project progress data and information are shared at these meetings.
- Bi-annual All-Partner meetings for seeking input/feedback from partners, sharing project updates and data on performance to date, and planning for next steps with the project.

Through these structures and procedures, we have built in a data collection system that is continuously collecting information and feedback on project participation to monitor fidelity of implementation and to use in a continuous improvement process by our TEAM Lead PD Design Team. The PD Design Team is led by [REDACTED] a TEAM Lead project co-director, and [REDACTED] the TEAM Lead PD Specialist, and comprised of representatives from each of the partners such as TEAM Lead coordinators, coaches, and PD specialists. [REDACTED] Cosner also serves on the design team to develop the COI portions of the trainings. [REDACTED] [REDACTED] the TEAM Lead co-director and evaluation coordinator on the TEAM Lead project, serves on the team to present the current data from the fidelity of implementation study and to consult with the AIR evaluation team to discuss the data needs to inform the project's continuous improvement process. During Y4-5 (if funded), we will continue to build the capacity of the PD Design Team to support the principal and coach trainings but also to be a free-standing structure that can create, adapt, and continue to support the leadership work of the TEAM Lead ROEs after the funding ends.

2. What are the project's significant milestones, accomplishments, and other notable aspects of its implementation during years 1 through 3? Where did those significant milestones, accomplishments, or other notable aspects of the project's implementation exceed expectations or planned-for outcomes?

Over the last three years, the TEAM Lead project has accomplished much, at many times, exceeding our original expectations and outcomes due to the multiple partners that have brought unanticipated resources and talents to the work. Some of the key milestones include:

Milestones with Implementation Supports

- Continued implementation in 94 schools (out of 101 schools) with low attrition from the project (7%).
- Conducted 150 COI trainings (training sessions regionally delivered by our ROE and Greeley Center partners in 5 areas of the state).
- TEAM Lead principals received a little over 2,168 hours of coaching total (over 3 years) with an average of 110 minutes per principal each month.
- Developed and launched a new Time Utilization Process.
 - 5 TEAM Lead Coordinators led the on-site technical support process that connected all participating principals' calendars for data export by our external evaluators at AIR
 - Provided training in November 2019 and on-going support to coaches on the Time Utilization coding system.
- Held 10 full-day PD Design Team Meetings with 2 2-hour meetings before and after each monthly coaches' training (about 20 meetings) (combination of in-person and virtual) to develop and deliver multiple professional development events.
 - Materials developed by PD Design Team are being compiled into a manual that

ROEs/Greeley Center for Catholic School Effectiveness will be able to use after grant funding ends.

- Developed a new Design Team charged with bringing together Social-Emotional Learning (SEL) staff from 4 TEAM Lead ROEs to help with integrating SEL content into TEAM Lead project materials for principals and training for coaches.
 - Convened a two-day SEL Design Team meeting in March 2020.
- Held 21 regionally delivered network meetings for participating principals.
- Held 22 project-wide, full-day and half-day trainings for LEAD Coaches (alternate full-day and half-day trainings each month).
 - Continued to host these virtually with each region during the COVID-19 quarantine period.
 - Developed and recorded a just-in-time virtual training and tools for Principals to respond to the COVID-19 crisis and began planning a series of 3 more webinars and corresponding tools to support principals with planning through and beyond the crisis.
 - Added a new webinar training for TEAM Lead Coaches to support principals with re-orienting to the COVID-19 Crisis and the Remote Learning Period.
- Held 18 quarterly District Support Network meetings in participating regions to ensure district leaders were knowledgeable about the project and how to support implementation in schools.
 - Continued to host these virtually with each region during the COVID-19 quarantine period to stay attuned to their changing needs but also to communicate with the districts and schools how the grant can support their changed needed.
- Held 19 virtual meetings with TEAM Lead Coordinators to provide project updates and receive feedback.
- Hosted 3 All-Partner meetings, including an additional one to engage all of the partners with joint planning around the Y4-5 Renewal Application.
- Conducted convenings for grant participants included:
 - Hosting 92 project participants at the 2018 Illinois ESSA Conference, and delivered a strand of 10 presentations designed specifically for those involved in TEAM Lead.
 - Hosting 25 TEAM Lead participants for the 2019 annual Quincy Conference hosted by ROE #1 for local educators in the region.

Milestones with Micro-Credential Work

The creation of Leadership for Equity Micro-Credentials (LFE MC) was written into the proposal to meet *Invitational Priority #1* (Support for the Use of Micro-Credentials). However, we have received a more favorable response to this work than we anticipated largely due to the remote yet competency-based platform that caters to the personalized learning needs of principals. The equity focus of the micro-credentials not only created the opportunity to work with colleagues in the State of Tennessee but also to pilot the micro-credentials with a national audience. A specific milestone with the LFE MC work is detailed below:

- ❖ Developed a series of five LFE MCs designed to build school and district leaders' capacity to lead through an equity mindset (meets CP#1 and IP#1). The LFE MC is based on the 7 Equity Commitments of Tennessee's Leaders for Equity Playbook (<https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity->

[Playbook.pdf](#)). Successful program completers receive state professional development credit as well as recognition for completing the micro-credential on their professional license. There are five micro-credentials in the LFE Series.

- Exploring and Deepening an Equity Mindset
- Applying a Culturally Responsive Lens to a Data Cycle
- Guiding Culturally Responsive Instructional Practice
- Making Culturally Responsive Personnel Decisions
- Inducting Teachers to Retain Culturally Responsive Staff

The LFE MCs were developed by a design team made up of over 25 people from Illinois and Tennessee and other regions representing higher education, K-12 schools, and research organizations. The content of LFE MC is based on Tennessee's Leaders for Equity Playbook (<https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>)

- Focus groups were held with principals/assistant principals in Tennessee and Illinois to review final micro-credentials before pilot.
- The LFE MCs were piloted through a usability test with 306 principals and assistant principals representing over 10 different states and a variety of rural, suburban, urban, private, and charter school principals and assistant principals.
- Validation pilot of assessments for LFE MCs for building leaders currently in process in Illinois with 100 principals and assistant principals across the state, including Chicago Public Schools.
- Expanded the membership of LFE MC Design Team in 2019 to design LFE MCs for District Leaders and Aspiring Principals (in addition to original members, also included educators from New York, Georgia, and California)

Due to the success we received from the LFE MC, we have expanded our project focus to develop additional micro-credentials in an effort to sustain products developed from the grant. As an example of this, we created a new Design Team to develop a series of Coaching for Continuous Improvement Micro-Credentials for TEAM Lead ROEs to onboard new coaches with fidelity and sustain coaching supports:

- Held a two-day Design Team meeting in January 2020 in partnership with BloomBoard staff to develop series of four micro-credentials (anticipation completion date July 2020)
- Developed research-based Standards/Indicators for Principal Coaching for Instructional Improvements
- Worked with ISBE and a statewide committee to improve requirements for new principal mentoring and to ensure annual appropriation to support the work. At state meetings, TEAM Lead staff have shared coaching resources and supports created with our TEAM Lead project that could serve as statewide resources for new principal coaching.

Dissemination Activities: In addition to milestones with the intervention activities, we have also enjoyed milestones with dissemination activities including:

- Publication of a book - *Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois* through Routledge Publishing that included vignettes and lessons learned from the TEAM Lead grant.
- Publication of a video on TEAM Lead Hubs (see

<https://news.illinoisstate.edu/2020/03/new-video-captures-work-of-lead-project/>

- Disseminated findings from the grant at the following conferences:
 - 2018 National Rural Education Association in Denver, Colorado
 - March 2019 National Education Leadership Workshop in South Carolina
 - Joint project presentation on *Building an Effective Coaching Model* between project staff at Western Michigan University and Illinois State University at 2019 EED Summit
 - TEAM Lead specific presentation highlighting rural school leadership work - Our TEAM Lead Story: How Illinois Rural School Leaders are Enhancing Instructional Leadership and Cultivating Collaboration at 2019 EED Summit
 - Invited presentation at the US Department of Education National School Leadership Summit (*Job-Embedded Coaching: Supporting Principals' Instructional Leadership Workshop*)

3. What are areas where the project's design or planned implementation have been delayed or are not expected to meet intended project outcomes? What efforts, if any, have been undertaken to address these challenges?

What Works Clearinghouse (WWC) qualifying evaluation As a result of COVID-19, the project evaluation for TEAM Lead that meets WWC criteria has been delayed.

The TEAM Lead evaluation includes formative and summative components. The summative component is an impact analysis, which is designed to meet WWC standards with Reservations. Of the five research questions, three are designed to meet WWC Standards:

- 1) What are the effects of TEAM Lead participation on schoolwide student achievement in comparison to similar schools that did not participate in TEAM Lead?
- 2) Do teachers and staff in schools that participate in TEAM Lead report access to improved instructional leadership and school culture, in comparison to teachers and staff in similar, non-TEAM Lead schools?
- 3) What are the effects of TEAM Lead participation on principal retention in comparison to similar schools that did not participate in TEAM Lead?

Because of the school closures in the spring of the 2019-20 school year, ISBE cancelled the standardized student testing for this year. Therefore, we will have missing student achievement data for PY3 and will need to adjust the impact study to collect the student achievement data for students in participating schools in PY4 in order to be able to study research question 1.

Because our study uses a comparison group design, our study is protected against possible biases in the data since the school closures are impacting all schools in Illinois and not just our participating schools. Therefore, if there is a dip in student achievement due to the school closures, those dips will be seen in comparison schools throughout Illinois as well and we will be studying how well our participating schools were able to mediate the impact to student learning better than those schools that are not participating in our project.

However, if we do not receive a Y4-5 renewal grant and do not have student achievement data from Y3 for our project, we may not be able to produce a research study from this project that meets WWC standards.

4. Please describe any significant, planned deviations from the project’s original, approved design that you intend to undertake in order to reposition the project for greater success if awarded additional funding.

One shift that we have made with the project is the shift from a focus on developing principals as *Instructional Leaders* to a focus on developing principals as *Organizational Managers for Instructional Improvements*. This shift has occurred after repeated attempts to collect calendar data and provide training and supports for principals to better manage their time toward instruction. Some training for principals and coaches on the concept of Organizational Managers for Instructional Improvement is happening in PY3 but is something that we want to further build out and document in Y4-5. This shift of focus has been well received by all of our schools, but especially our rural schools. The opportunity to develop and support this re-conceptualization in our schools and our project will also have larger policy implications for leadership development. Our Y4-5 work (if funded) involves working more closely with ISBE’s new Division of District and School Leadership and through the regional service centers (TEAM Lead Hubs), located in 4 of the 6 centers in the state, that will allow for lessons learned from the field to be translated to policy implications for the state as well as resources and lessons to be shared with other schools throughout the state.

Another planned adjustment in the project is the expanded use of micro-credentials as a way to scale and sustain the work with fidelity. While we described the development of LFE MC in our original proposal, we did not anticipate the positive response that we would receive not only in Illinois but nationally on the micro-credentials. In the midst of COVID-19, we are finding that micro-credentials have become an even more popular professional development platform as districts are looking for models of effective on-line learning, especially those tied to competencies and learning targets. Additionally, we have found that we can provide assurances of training with fidelity through the use of micro-credentials, which include a competency-based model and assessments requiring evidence of mastering the content. With this in mind, we intend to expand upon the use of micro-credentials in our Y4-5 work as a way to scale and sustain the training and supports we have developed for the project, including supports with our coaching model and other resources that our project schools need.

Part II: Proposed Renewal Period Activities – 100 points possible

1. Quality of the Project Evaluation (25 points)

- I. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.*
- II. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

In responding to this selection criterion, the grantee must address the following:
What planned or ongoing efforts to study the impact of the approved project’s activities will you undertake if awarded additional funding?

When the external project evaluation for *TEAM Lead* was proposed in 2017, AIR included a 5-year study plan. This section reiterates the importance of continued funding for determining program impact, and the proposal includes a new study on principal learning conditions, which addresses learning from TEAM Lead Years 1–3.

As proposed in 2017, AIR’s impact study uses a quasi-experimental design to compare outcomes at schools participating in TEAM Lead with outcomes at comparison schools with similar characteristics. **The impact study remains on track to meet WWC criteria with reservations, and the study remains adequately powered.** AIR has supplied data-informed feedback, resulting in program adaptation to improve program implementation across diverse school contexts. If funded, AIR will continue the impact and implementation studies in Years 4 and 5, and the research team will focus on publishing technical reports and research publications in Year 5. The additional funding is critical because:

Research suggests that student impact will not be observable until Year 4: AIR wants to ensure TEAM Lead study findings accurately assess program impact on student performance, school culture, and educator talent. The amount of time required to detect measurable impact represents an external validity threat to the study design. Independent literature reviews of principal professional development impact note that the earliest positive impact estimates are observable 2 years after the intervention (see Hermann et al., 2016; George W. Bush Institute, 2016). Impact of principal professional development may take longer to appear because principals’ influence on classroom instruction is indirect (Clifford, Sherratt, & Fipaza, 2015).

Student achievement data are not available for the 2019–20 academic year: The U.S. Department of Education has made a significant investment in TEAM Lead’s principal professional development model and studying TEAM Lead impact is essential. Unfortunately, Illinois’ state response to COVID-19 prohibits a thorough impact assessment based upon 2019–20 student performance data because the Illinois governor and ISBE will not test all students in 2019–20.¹ Continued funding will allow AIR to determine TEAM Lead impact on student academic performance by relying on 2020–21 student academic data.

Principal learning conditions appear to be important for TEAM Lead participation: AIR’s analysis points to principal learning conditions as a potential, important factor in program implementation. We want to investigate principal learning conditions in order to strategically position TEAM Lead for continued service to schools.

The proposed Year 4 and 5 study includes the following:

- **Continuation of the impact and implementation analysis in Year 4** to (a) allow the maximum amount of time to observe effects and (b) accommodate the gap in Illinois student performance data reporting prompted by test cancellation associated with COVID-19.
- **A new principal learning conditions study task** will be added to examine the relationship between school/district conditions and principal professional development engagement. The proposed research task reflects findings from the TEAM Lead study and has value within and beyond TEAM Lead.

¹ For reference, ISBE has summarized changes to state education activities here: <https://www.isbe.net/Documents/FAQ-3-27-20.pdf>.

- **Technical and academic publications** will capitalize upon TEAM Lead research for placement through the Leading Ed Partnerships and AIR websites, *Principal* magazine, and academic journals.

Continuation of the impact and fidelity of implementation analysis in Year 4: This section of the study proposal describes how AIR will continue the impact and fidelity of implementation analyses.

AIR is on track for delivering the TEAM Lead study as proposed, and the study remains positioned to meet WWC standards with reservations. As proposed by AIR in 2017, the quasi-experimental study of TEAM Lead has been planned for 5 years, and study activities are organized by the following four research questions (RQs):

- RQ1:** What are the effects of TEAM Lead participation on schoolwide student achievement in comparison to similar schools that did not participate in TEAM Lead?
- RQ2:** Do teachers and staff in schools that participate in TEAM Lead report access to improved instructional leadership and school culture, in comparison to teachers and staff in similar, non-TEAM Lead schools?
- RQ3:** What are the effects of TEAM Lead participation on principal retention in comparison to similar schools that did not participate in TEAM Lead?
- RQ4:** To what degree has TEAM Lead been implemented with fidelity across participating school sites? What features support or inhibit implementation fidelity?

RQs 1, 2, and 3 are addressed through the impact study, which includes fidelity of implementation analyses. Appendices D, E, and F provide detail on the impact analysis plan, including information on the outcome measures, statistical analysis of impact, minimum detectable effect sizes, and baseline equivalence testing. Appendix G summarizes AIR’s progress on the study to date. The impact analysis includes the following approaches:

- A comparative interrupted time series (CITS) design will be used to evaluate the impact of TEAM Lead participation on student achievement and principal retention.
- A difference-in-difference design will be used to evaluate the impact of TEAM Lead participation on instructional leadership and school culture as reported by teachers and staff on a statewide school culture survey, called the 5Essentials survey.

The study design assumes that intervention and comparison schools may be engaging in alternative forms of professional development, which may be similar in content or intensity to TEAM Lead. AIR measures the service contrast by annually surveying intervention and comparison schools for principal engagement in similar professional learning through administration of an annual survey.

AIR has identified a set of comparison schools that are similar to the TEAM Lead intervention schools at baseline. The study remains adequately powered, and AIR received three waves of state-level student performance and staffing data in the initial funding period. The sample includes 56 public elementary, middle, and high schools from four Illinois ROE² (i.e., ROEs 1, 17, 19, and 28). In early spring 2019, AIR identified 168 comparison schools from among all

² Illinois Regional Offices of Education (ROEs) are intermediary agencies that serve school districts within regions of the state. Several ROEs are TEAM Lead partners for professional development delivery.

public schools in the state of Illinois based on school characteristics. AIR “hard matched” schools on school type, and used nearest neighbor matching to identify comparison schools that were “closest” to each treatment school based on the following 2017–18 characteristics: student English language arts (ELA) proficiency rate, student math proficiency rate, urbanicity (rural or not rural), school enrollment, and percentages of students who qualify for subsidized meals, are English learners, have individualized education programs, and are non-White. AIR selected comparison schools before outcome data were available from ISBE to ensure that AIR staff did not manipulate (or appear to manipulate) the impact estimates by choosing comparison schools in a way that resulted in a positive or negative impact estimate.

Because estimation of a CITS requires at least 3 years of baseline test scores to establish the pre-trend, AIR included only schools that reported both ELA and math proficiency rates for the 3 prior years (2015–16, 2016–17, and 2017–18) as treatment or comparison schools.

Without the extension funding, AIR will evaluate outcomes after the first full year (2018–19) of the intervention only. Because student achievement data are not available for 2019–20, AIR will not be able to evaluate the impact after the second year of the intervention without Year 4–5 funding. AIR will use the extension funding to measure the impact of TEAM Lead on student achievement after the third (2020–21) full year of Intervention 1.³ All students with valid ELA and/or math scores in Grades 3–8 and 11 will be included in the analysis of program impact on student achievement. AIR will include the same set of intervention and comparison schools in the analyses of program impact on principal retention, instructional leadership, and school culture.

Between 2017 and 2020, AIR measured TEAM Lead fidelity of implementation, and AIR proposes to continue tracking fidelity of implementation tracking in Year 4. Fidelity of implementation analyses the characteristics TEAM Lead participant engagement in order to inform the impact analysis and provides formative data to TEAM Lead coaches and coordinators. AIR developed the data collection plan and key measures, which are presented in the fidelity of implementation matrices in Tables D-1 and D-2 in Appendix G, with TEAM Lead partner input. AIR proposes to continue fidelity of implementation data collection in Year 4, as TEAM Lead continues to provide professional development and report on data in Year 5. The fidelity of implementation component will continue to include:

- **Coaching logs:** AIR will analyze monthly coaching logs from all coaches in order to report the frequency and content of monthly coaching sessions with each principal. This information will inform the dosage of coaching that principals have received, as well as the content of that coaching.
- **Training and network data:** AIR will analyze and report attendance rates for COI training sessions and regional network meetings.
- **Annual survey:** AIR will analyze annual survey data, along with school characteristics, to identify features supporting or inhibiting program implementation.

What we have learned by studying TEAM Lead

AIR is positioned to be successful in Years 4 and 5. We have designed, adjusted, and analyzed all data collection instruments associated with the impact and fidelity of the implementation study, and we will continue to perform these tasks efficiently in Years 4 and 5. Thus far, AIR

³ AIR’s original plan, which was submitted in 2017, included student learning impact estimates in 2020 and 2021. Due to the COVID-19 pandemic, Illinois cancelled student testing for the 2019–20 academic year, so we must rely on 2020–21 student achievement data for the TEAM Lead impact estimate.

has analyzed more than 5,500 participant professional development satisfaction surveys, 2,856 principal coaching log entries, 542 annual principal surveys of intervention and comparison schools, 1,086 organizational surveys, 1,209 monthly principal calendars, and 37 interviews. The data have been reported through 24 monthly reports, eight quarterly reports, three advisory committee reports, and two annual reports.

Between 2017 and 2020, AIR has reported the following new learning:

- Principals consider TEAM Lead professional development and coaching to be of high quality, with aggregated ratings of 4.7 on a 5-point scale.
- TEAM Lead COIs are being integrated into a schoolwide instructional leadership team and, to a lesser extent, teacher team activities.
- Principal coaching responds to principal interests/needs and focuses primarily on COI support and trust development.
- Coach-principal assignments have not changed significantly during TEAM Lead.
- TEAM Lead has implemented workshops as scheduled, although principal participation has varied. TEAM Lead has delivered workshop content to principals who missed workshops through coaches and “make-up” sessions.
- Principal engagement in coaching varies by time of the year and grade band (e.g., elementary school), but school/principal demographics do not fully explain this variation. The finding suggests that other underlying issues may influence principal engagement in professional learning.

A new task that capitalizes on TEAM Lead study: Principal learning conditions study

We propose an additional exploratory research study on principal learning conditions in Years 4 and 5. By *principal learning conditions*, we mean the factors that may support or inhibit participation in principal professional development, such as TEAM Lead, and we anticipate factors to include district/school organizational conditions (e.g., supervision, work responsibilities, available time) and individual conditions (e.g., years of experience, motivation to learn).

The study is motivated by TEAM Lead study findings from RQ4, which describes and explains implementation fidelity. AIR’s 10 TEAM Lead technical reports (eight quarterly reports, two annual reports) note variation in principal professional development engagement, which cannot be explained by TEAM Lead program administration, school location, district assignment, or school grade band. Although some evidence indicates that principal engagement in professional development improves effectiveness (Hermann et al., 2017; George W. Bush Institute, 2016), research has not provided clarity on the conditions that support or inhibit principal engagement in learning. In contrast, research conducted by AIR and other organizations focused on *teachers* points to individual attitudes and workplace conditions as influencing professional development teacher engagement. For example, research indicates that teacher engagement in professional learning is influenced by:

- Teacher supervisor priorities (Desimone, 2009; Gaikhorst, Beishuizen, Korsjens, & Volman, 2014; Borko, 2004; Little, 2006)
- Available time within the workday to engage in learning (Ermeling, 2010; Telese, 2008)
- Teacher autonomy to access material resources (Imants & van Veen, 2010)

- Teacher perception of professional development utility for improving student achievement (Darling-Hammond & Richardson 2009; Timperley, Wilson, Barrar, & Fung, 2007)
- Teachers' perceptions of risk in trying new pedagogical approaches (Kardos & Johnson, 2007; Silins & Mulford, 2002; Shah, 2012)

To explore principal learning conditions, AIR proposes to add a task to the TEAM Lead study. AIR proposes to (a) review research on principal and teacher learning conditions to identify workplace and individual conditions associated with engagement in learning, (b) synthesize the factors in a policy brief, (c) create a principal learning conditions survey based upon the results of the literature review, and (d) explore associations between identified factors by creating and administering survey items to 100 TEAM Lead and 300 comparison group principals.

B. Project Management

The AIR study team will not change in Years 4 and 5 of the study. The study will be led by [REDACTED] and [REDACTED] with project management support from [REDACTED]. Both [REDACTED] and [REDACTED] will serve as task leads to the project. [REDACTED] will oversee the qualitative analysis and conditions for learning tasks, and [REDACTED] will oversee the impact analysis. Key evaluation personnel biographies are located in Appendix H, which includes vita for all project staff.

The AIR team will continue to collaborate with the TEAM Lead project team, which is led by The Center for the Study of Education Policy (CSEP). The TEAM Lead project management team will be structured to also include representatives from each of the TEAM Lead partnering organizations. AIR, CSEP project directors, and observation consultants will meet at least monthly to set overall priorities, review and revise existing TEAM Lead implementation requirements, and discuss and coordinate current and upcoming data collection activities. Table 1 specifies project tasks, responsibilities, timelines, and milestones for Years 4 and 5.

Table 1. Project Milestones, Activities, Responsible Parties, and Timelines

Year 4: 2020–21			
<i>Partner Meetings and Project Reviews</i>	▪ Obtain Year 4 Institutional Review Board (IRB) approval	CSEP, AIR	October–November 2020
	▪ Maintain recurring project management team meetings		
<i>Principal Learning Conditions</i>	▪ Conduct a literature review on teacher and principal learning conditions		October–December, 2020
	▪ Construct principal learning conditions survey items for the annual principal survey		
<i>Annual Progress Reports</i>	▪ Analyze data for annual progress report (APR)	CSEP, AIR	January and April 2021
	▪ Assist prime with APR requirements		

<i>Annual Principal Survey</i>	<ul style="list-style-type: none"> Revise, update, and administer principal surveys 	AIR	April May 2021
<i>Year 4 Data Collection</i>	<ul style="list-style-type: none"> Request and analyze TEAM Lead principal coaching and attendance data Analyze 5Essentials Survey data Obtain student achievement data from ISBE, and conduct CITS analysis of program impact on student achievement Obtain personnel from ISBE, and conduct CITS analysis of program impact on principal turnover 	AIR with support from CSEP, ROE 1, ROE 17, ROE 19, ROE 28, and Loyola Catholic schools	January June 2021
<i>Principal Learning Conditions</i>	<ul style="list-style-type: none"> Conduct factor analysis Write technical report 	AIR	October 2021
<i>Year 4 Deliverable</i>	<ul style="list-style-type: none"> Submit Year 4 impact and implementation summative evaluation report 	AIR	September 2021
Year 5: 2021–22			
<i>Partner Meetings and Project Reviews</i>	<ul style="list-style-type: none"> Obtain Year 5 IRB approval Establish recurring project management team meetings 	CSEP and AIR	October November 2021
<i>Year 5 Data Collection</i>	<ul style="list-style-type: none"> Analyze 5Essentials Survey data Obtain student achievement data from ISBE, and conduct CITS analysis of program impact on student achievement Obtain personnel from ISBE, and conduct CITS analysis of program impact on principal turnover 	AIR with support from CSEP	January 2022 June 2022
<i>Annual Progress Reports</i>	<ul style="list-style-type: none"> Analyze data for APR Assist prime with APR requirements 	CSEP, AIR	January and April 2022
<i>Year 5 Deliverable</i>	<ul style="list-style-type: none"> Submit Year 5 final impact and implementation evaluation report 	AIR	September 2022

2. Quality of the Project Design (25 points)

- I. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.*
- II. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.*

In responding to this selection criterion, the grantee must address the following:

What activities will you undertake to continue to build upon the existing body of work related to the focus of the grant's activities and share its results with the field?

Quality of Project Design:

The TEAM Lead Project represents an exceptional approach to increasing principal effectiveness by providing on-going training and coaching support to participating principals aimed at building greater instructional leadership capacity that results in increases in student learning. Based on qualitative data analysis, we anticipate that a leading indicator of change from the intervention will be evidenced in positive changes to responses on participating school's annual climate and culture survey and statistically significant positive increases in student achievement in English/language arts (ELA) and mathematics will be found when compared to the non-participating schools sample.⁴ The project builds upon an evidence-based strategy aimed at increasing instructional leadership capacity of participating principals (Nunnery, et al. 2011). Leadership interventions have been found to provide a strong return on investment because principals act as a multiplier of effective practice that improves instructional quality schoolwide (Manna, 2015).

Demonstrating the Effectiveness of the Project Approach:

The qualifying study that formed the basis for the TEAM Lead Project found that over a five-year period, treatment schools implementing the leadership framework (i.e., the intervention) demonstrated statistically significant gains in both English/Language Arts (ELA) and mathematics. Mean mathematics scores in treatment schools had statistically significantly higher positive growth than comparison schools ($F(1, 1013) = 10.27, p = .001$). This difference resulted 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 resulted 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 improving instructional practices, and design an efficient organization that became a professional learning community. The study was conducted in 38 elementary and middle schools (Nunnery, et al. 2011).

TEAM Lead has implemented the strategy in 94 elementary, middle and high schools. 57 public schools are involved in the program's impact evaluation, while another 27 schools have

⁴ To date, baseline data from the Illinois Five Essentials School Climate and Culture Survey have been collected by the external evaluation team at AIR, and this year data have been collected. However, data from principal surveys and feedback from coaches indicate that participating principals are increasing the amount of time they spend engaging their instructional leadership team in a Cycles of Inquiry improvement process.

served as demonstration or replication sites. Additionally, a group of 10 Catholic schools have been included in an effort to better understand how the project can be implemented in private school settings. Participating schools are located in rural, mid-size towns, and suburban areas, and are supported by local ROEs. 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 and even greater positive student outcomes in high school settings than in the qualifying study.

The TEAM Lead Project, like many research studies this year, is unable to provide evidence of impact based on student achievement scores due to the cancellation of state assessments due to the COVID-19 crisis. However, we feel confident that TEAM Lead participating schools will demonstrate a level of impact at least as strong as the participants in the qualifying study, due to the similarity between sample populations and the fidelity of implementation with intervention components. Data and analysis from the external evaluators and the TEAM Lead research staff will inform continued improvements to the project design and will provide greater insight into strategies to support replication and sustainability.

TEAM Lead staff, in collaboration with the project's external evaluators at AIR, have identified *five specific strategies to guide replication and support sustainability*. In many cases, our strategies are targeted at replication and sustainability in Illinois; however, we will also explore ways that other states and districts might replicate this intervention:

- 1) *Identification of the invariable/non-negotiable aspects of the intervention.* Attending to the necessary tension between customization and standardization highlights the project's ability to ensure fidelity with the elements that have been found to be most consequential to positive results, while allowing a certain level of flexibility in order to be responsive to the unique needs of an individual setting.

Through ongoing continuous improvement efforts, the project has preliminarily identified the following inputs as invariable/non-negotiable elements of the project: **1)** a training series for principals that provides opportunities for authentic application of a *COI* approach to identify and address student learning problems, **2)** one-on-one, job-embedded, on-site coaching support provided by experienced and well-trained leadership coaches, **3)** use of effective protocols and tools, and **4)** development of organization structures and routines that provide a platform for teacher engagement in instructional improvement efforts.

The preliminary identification of those invariable aspects was based on a review of annual and quarterly reports from external evaluators at AIR that explored effectiveness data such as school climate and culture survey data involving aspects of school leadership; log data reporting time spent and areas covered during coaching sessions; principal attendance and satisfaction data from training sessions; school reports on instructional leadership team and teacher team meetings and focus of their work. Through renewal funds, the external evaluators of TEAM Lead will continue to collect data previously mentioned and will also explore impact of the intervention on student ELA and math standardized test scores versus comparison schools.

- 2) *Creation of an operational manual/toolkit.* Included in the manual/toolkit will be a guide for establishing the operational systems to support a research-based coaching model, training materials/videos for principals, school-based instructional improvement resources, tools, and templates, and a wide variety of coaching protocols. The manual/toolkit will be designed to build the capacity of partnering ROEs to sustain and scale the model after the grant ends. The materials included in the manual/toolkit are designed to build the capacity of ROE staff to meet regional needs and will be provided to them at no cost through an intellectual property sharing agreement that provides royalty-free use in perpetuity. A wide variety of tools and resources have been provided as part of the project. **Renewal funds will allow the TEAM Lead Project to develop those materials into a comprehensive manual/toolkit to support sustainability and replication.**
- 3) *Establish a research-based set of performance standards and indicators for Principal Coaches Focused on Instructional Improvement.* TEAM Lead staff are currently working on developing the standards and were recently invited to present them at a convening by the Illinois Governor's P-20 Council in anticipation that the final version will be incorporated into the state's New Principal Mentoring Program requirements. **In addition to finalizing the draft of research-based Standards and Indicators for Principal Coaches, the TEAM Lead Project plans to use renewal funds to develop aligned self-assessment and evaluation tools for use by ROEs beyond the life of the grant.**
- 4) *Develop a series of micro-credentials.* that include training, resources, skill-building activities, and competency-based assessments for principal coaches.

TEAM Lead had early success in collaborating with leaders in Tennessee and BloomBoard in the development of a micro-credential series for school and district leaders focused on equity in education. **The high-quality and rigorous nature of the Leadership for Equity Micro-Credential was recognized by ISBE and the state now includes a designation of completion on an educator's license.** Additionally, researchers at AIR have been working with TEAM Lead to validate the competency-based assessments included in the micro-credential series. It is anticipated that this work will be finalized through project continuation funds and the validated micro-credentials will be accessible to educators across the country via the BloomBoard platform.

- 5) *Evidence of Positive Impact on Student Achievement from External Evaluations.* The external evaluation design of the TEAM Lead project will provide empirical evidence of positive impact on teacher practice and student learning. **The Team Lead project has the potential to produce three studies that will meet WWC Evidence Standards, with Reservations.** Previous research demonstrates that leadership interventions take a longer time to demonstrate impact on student achievement (Herman, et. al, 2017). For that reason, the TEAM Lead project will use renewal funds to maximize impact and continue the on-going training and coaching supports in all participating schools and also extend the timeline of the external evaluation to explore impact results over a longer period of time. This will be important in determining a threshold level of dosage and duration of the intervention for positive impact.

The TEAM Lead Project staff will work with the evaluation team to widely disseminate findings from the studies at research and professional conferences, through journal articles, and by developing marketing and information materials that may be used by the Regional Offices of Education to sustain and scale the intervention beyond the life of the grant.

Strategies employed by the project to build capacity and yield results:

TEAM Lead specifically is designed to build the capacity of partnering ROEs to sustain supports provided to school principals in their area. The following strategies have been employed to ensure each of the partner ROEs has the capacity to sustain the project:

1. *Institutionalizing a Project-Wide Professional Development Design Team* - The project has included ROE staff and subject matter experts on a Professional Development Design Team that has been responsible for developing customized training materials, tools, resources, and coaching protocols to support project implementation. ROEs were established through Illinois state statute with the express purpose of supporting districts and schools in their areas with effective professional development opportunities and services that meet their specific needs. They are uniquely structured to sustain the efforts of the TEAM Lead project because the vital project components directly align to their organizational mission.
2. *Participation in Statewide Policy Efforts to Secure Sustainable Public Funding* - TEAM Lead staff and the TEAM Lead ROEs have engaged in multiple conversations with ISBE on how the school leadership work through TEAM Lead may be scaled statewide through a new Division of District and School Leadership proposed in the state board's new Strategic Action Plan (see Appendix I). Previous work completed by a statewide group of stakeholders around the state (Illinois School Leader Advisory Committee (ISLAC)) convened by ISBE and IBHE had recommended the state establish an Office of School Leadership that could harness resources to support principal preparation and professional development. TEAM Lead partners have been instrumental in advocating for that to be developed and discussions are occurring on how the TEAM Lead Hubs (located in 4 of the 6 service regions in the state) can become a local arm of the new Division.
3. *Participation in COVID-19 Crisis Response* - Evidence of our ROE partners' ability to sustain the project can be found in the way in which they have responded to the COVID-19 crisis. Because of the geographical spread of the partners involved in TEAM Lead, the project had a well-established culture of virtual meetings and trainings. While in the past that strategy was used primarily to address weather emergencies or scheduling conflicts, it also allowed the project to pivot quickly and respond to our participants' immediate needs. All coaching supports have continued during the Governor's "Stay at Home Order," and training events scheduled for principals and coaches were shifted to a virtual environment. In fact, TEAM Lead staff at the ROEs assisted in the development of just-in-time COVID-19 Crisis training and tool development that the project open-sourced for any district or school to use (accessible at <https://leadingedpartnerships.org/covid-19-school-resources/>).

4. *Development of a Fee-For-Service Model* - Project staff will be working with ROE partners to develop a fee for service model that will scale key program elements to non-participating schools. This will provide the ROEs with the ability to build a bench of qualified principal coaches and trainers that can maintain services long after the grant ends. One of the key project components that will be sustained after the grant ends is the LEAD coaches. To prepare for this, all coaches will be shifted from employment status at the partnering universities to being funded at the ROEs. Grant funds will also be used to develop polished printed tools/resources and develop a robust website that will house evaluation findings, and recruitment, training, and coaching materials. TEAM Lead staff are also working with ROEs to institutionalize networking meetings that provide principals with the opportunity to learn from one another and participate in peer problem-solving activities.

Activities to build upon the existing body of work and dissemination plans:

The project will contribute to the field by providing evidence of effective development strategies for school leaders through qualitative and quantitative research reports and articles produced by both the external evaluation team at AIR and TEAM Lead researchers.

Activities by External Evaluators at AIR The external evaluation team at AIR will continue to conduct a largely quantitative evaluation of the TEAM Lead project. Their activities have been outlined in the Quality of the Project Evaluation section. TEAM Lead staff and partners will continue to utilize AIR quarterly and annual reports to inform continuous improvement, sustainability plans, and will disseminate lessons-learned and emerging effective practices with researchers and practitioners as the project progresses. Upon completion of the evaluation, results will be used in sustainability efforts to demonstrate impact on educator practice and student achievement. This will be particularly useful for rural and private schools that are under-represented in the existing body of research on principal effectiveness. Additionally, this research will support a gap in the literature. Empirical research on the impact of principal professional development on student learning is quite scant and an even smaller number of those have met the rigorous What Works Clearinghouse Evidence Standards. With renewal funds, TEAM Lead proposes to address that gap with up to three different studies of the project by AIR.

Activities by TEAM Lead Researchers - Research summaries, policy briefs, and journal articles will be completed by the TEAM Lead research staff. In addition to the external evaluation conducted by researchers at AIR (detailed in the first section of this renewal proposal), TEAM Lead project directors are well qualified to conduct research that will build upon the existing body of research on school leadership. The areas covered by their formal PhD programs include research methodology, education policy, educational organization, and leadership. They have previously been contracted by the state (IBHE and ISBE) to conduct evaluations of educator preparation programs, multitiered systems of support, and experiences of college transfer students. They have also been funded by foundations to conduct research on the role of early childhood and K-12 leadership and to complete a validation study of the Danielson Framework for Teaching for PreK-grade 3. The TEAM Lead directors and staff have designed a qualitative research agenda to deeply explore areas that appear to be complicating factors in the implementation of the project intervention (e.g. distributed leadership practices in rural and small schools, defining regional educator supply and demand trends, etc.). This work will complement the largely quantitative research being conducted by AIR and will: 1) be used to inform further program improvement, 2) build upon the existing literature on school leadership,

and 3) increase research of largely underserved populations (e.g. rural, small, and private schools).

Activities Involving Dissemination of Findings - In order to reach both researchers and practitioners, external evaluators and project staff will present and or co-present TEAM Lead findings at a variety of forums, including state conferences (e.g. state ESSA conference, IL Principals Assoc., Illinois' Human Resource Directors Conference, etc.), and national conferences (e.g. National Catholic Education Association (NCEA), American Education Research Association (AERA), Learning Forward, etc.). Additionally, along with a published manual/toolkit, AIR researchers and Project Directors will collaborate on submitting journal articles to publications that serve various audiences. Dissemination efforts will include a focus on districts/schools in rural, suburban, and large towns as well as with private school audiences.

3. Strategy to Scale (25 points)

- I. The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- II. The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

In responding to this selection criterion, the grantee must address the following:

What activities will you undertake to use renewal funds to build upon and scale successful aspects of the grant project to benefit a larger segment of educators and students at schools not included in the original project?

Feasibility of successful replication:

The TEAM Lead Project provides high feasibility for successful replication of the intervention in a variety of settings and with a variety of populations. With increasing attention on integrated leadership practices and teacher engagement models, and the current dearth of research on the efficacy of leadership development strategies, TEAM Lead project designers knew that many state and federal policymakers and funders would be interested in the results of the TEAM Lead Project. Further, the project was developed with an understanding that sustainability and scaling beyond the life of the grant is best supported with public funding. With that in mind, TEAM Lead engaged four ROEs in the project. ROEs provide support and services to area districts and schools and serve as liaisons between the districts and ISBE. The four ROEs are spread widely across the state of Illinois and were strategically selected to provide access to a wide variety of settings and locations. Participating schools from the four partnering ROEs are located in rural settings, suburban areas, and large towns. In addition to each individual ROE, TEAM Lead works with the Illinois Association for Regional School Superintendents (IARSS), which serves as the statewide organization representing ROEs. IARSS has and will continue to serve as a venue for dissemination to all ROEs in the state as well as a valuable political partner for state policy action.

Currently, the demographic breakdown of participating schools involved in the TEAM Lead Project include:

Statistic	Total	School-Weighted	Student-Weighted
Total # of Students Served per Year:	36,023		
# of High Schools:	13		
# of Middle Schools:	8		
# of Elementary Schools:	73		
# of Catholic Schools:	10		
% Rural:	41.5%		
% Non-Rural:	46.8%		
% Urbanicity Unavailable:	11.7%		
% Low Income:		44.5%	41.8%
% of Minority Students:		32.2%	36.2%
% of Special Education Students		18.9%	18.3%

In addition to intentionally recruiting a wide variety of schools from across the state, TEAM Lead directors were also intentional in engaging ROEs rather than individual districts. While larger districts likely have the capacity to sustain the types of supports provided by the TEAM Lead project, many of our most underserved districts and schools lack that capacity. For example, some schools in our sample have principals that are also serving as superintendent, or part time teachers, coaches, bus drivers, etc. While it is crucial for the project to include such resource-challenged districts in our project, it is unlikely that they would be able to sustain these efforts even in the event that public funds became available because they lack the human capital to administer the program. Additionally, there is an economy of scale in having a regional organization managing activities for multiple schools and districts in their area.

Evidence of the ROEs' ability to support scaling and sustainability has already been demonstrated. Increasingly, ROEs have had area districts express interest in having more of their schools included in the TEAM Lead Project. In fact, two schools were added early to the TEAM Lead Project because their district leaders agreed to pay for them to participate so that school leaders across their district could support one another with addressing implementation challenges and capitalizing on opportunities the project provided. Those schools (an early childhood center and an alternative school) were added to the project through external funding but were not included in the research study. Demand for TEAM Lead Project supports and services has continued to increase over the last three years and with renewal funds, the project plans to develop a robust fee for service model to serve that need. As the state transitions to an evidence-based funding model, it is expected that more districts will be interested in proven effective development systems for their school leaders. This will be a key focus of the TEAM Lead sustainability strategy and partnering ROEs will ensure their service models align with state requirements for Title I and II funding for educator development and school supports.

With SEED renewal funding, the TEAM Lead intervention will be able to move from an innovative idea to a research-based intervention that can be offered through the ISBE's IL-

EMPOWER system (using Title II funding in state ESSA plan). IL-EMPOWER is the state's system of differentiated supports and accountability for schools that fall on the state designation list. TEAM Lead will also leverage its strong relationships with the Illinois Governor's P-20 Council, which includes key organizational stakeholders that influence state and local policy and practice. An example of this is seen with ISBE's interest with creating a Division of District and School Leadership that can scale the work of TEAM Lead within four ROEs statewide (see Appendix J for letter of support included with other letters of support for project). Because of the intentional demographic and geographic spread of participating schools, the TEAM Lead project is strategically positioned to obtain favorable results in a wide variety of settings and with various populations.

Mechanisms to disseminate information to support further development or replication:

While building the capacity of the ROEs is a key strategy to sustainability and scaling, their capacity to do the work is not the only factor in sustaining the project key components with fidelity. Research indicates that for replication to be successful in a variety of settings, a 'one-size-fits-all' approach is not advised. Rather, 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 provide effectiveness evidence to identify the variable and invariable elements of the model (some elements have already emerged from preliminary analysis by AIR and project researchers). External evaluators from AIR will continue to 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 evidence of effectiveness. The Rapid Continuous Improvement process has allowed the project to examine elements of implementation between participating school sites, including between public and private schools involved which will further inform replication.

To the extent possible, TEAM Lead intends to open source many of the training materials, tools, and protocols developed for the project, as well as specific descriptions of the key organizational elements involved in the design.⁵ TEAM Lead artifacts, including explicit project goals, objectives, measures, activities, targets, and a logic model, along with the external evaluation reports demonstrate an exceptional approach to improving principal effectiveness and will be made public to allow for project replication in a wide variety of schools. Furthermore, a manual/toolkit of resources necessary to deliver training and coaching support will be developed with renewal funds, and a website with extensive project information will be maintained by ROE partners.

Another feature of the TEAM Lead project that supports replication is the fact that the intervention is designed to build upon and improve common school structures and processes of knowledge transmission (e.g. routine meetings of ILTs, teacher-teams, etc.), and combines them with an innovative COI approach that provides the principal with a process for engaging teachers in instructional improvement efforts aimed at specific student learning problems. It requires an exploration of instructional data alongside student performance data to determine

⁵ Intellectual property sharing agreements involving the *Cycles of Inquiry* process and micro-credentials provided through the BloomBoard platform may include limitations to open-sourcing some materials and resources developed by the project.

the root cause of student learning problems. Only after exploring the actions of the adults in the building that contribute to the student learning problem can responsive strategies and practices be identified to successfully address the challenge. Principals establish the conditions within which teaching and learning occur. TEAM Lead assists principals in improving the effectiveness and efficiency of their existing organizational structures, routines, and processes. The project improves upon those 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.

Activities to build upon and scale successful aspects to benefit a larger segment:

The primary strategy TEAM Lead will use to scale effective aspects of the project is the development of additional micro-credentials that support the delivery of high-quality coaching services and applied learning opportunities. Building upon prior success in the development of an equity-focused micro-credential series, TEAM Lead proposes to develop two sets of micro-credentials: Coaching Principals to Focus on Instructional Improvement, and Social Emotional Learning for School Leaders. Micro-credentials provide an excellent mechanism for scaling to a national audience and ensures sustainability by housing the training materials on a platform maintained by BloomBoard.

In an effort to scale learning from the TEAM Lead Project to a broader segment of educators, project staff and partners have collaborated with representatives from the Tennessee Department of Education, large urban districts in Tennessee and Chicago, and BloomBoard in the development of a series of micro-credentials for principals and district leaders. The LFE MC series was developed based on the Tennessee Leaders for Equity Playbook, which is designed to support educators or make significant shifts in mindset and practice to provide and sustain equitable outcomes for all students. In response to the increasing ELL population in Illinois, the relatively low percentage of diverse educators in the state, and the ever-widening income gap in America, TEAM Lead led a collaborative effort to develop micro-credentials for school leaders focused on equity. In order to reach a national audience and ensure sustainability, TEAM Lead engaged staff from BloomBoard in the development of the micro-credential. BloomBoard is the leading national platform for enabling educator advancement via micro-credentials/micro-certification. BloomBoard worked with the development team to create meaningful learning experiences and support scaling. The LFE MC is currently available to a national audience on the BloomBoard platform. The school leader micro-credential series was so well received that the design team was encouraged by district officials across the country to develop a similar series aimed at district level leaders and another for aspiring school leaders.

One of the major lessons learned with the TEAM Lead project is how micro-credentials can serve to sustain, disseminate, and scale effective training and supports from the project. During the COVID-19 pandemic, these micro-credentials have also become even more well received as districts and schools are looking for models of effective remote learning. For that reason, TEAM Lead proposes to increase the focus on micro-credential development. In addition to developing the equity focused micro-credential series for district level leaders and aspiring leaders, TEAM Lead will use renewal funds to create two micro-credential series. The first will be focused on the knowledge, skills, and abilities needed by principal coaches focused on instructional improvements (note: the work for these micro-credentials is happening now in PY3 but will continue into PY4). The research-based standards and indicators currently in

development are guiding the development of that series. The first training in the series will be a screening/hiring tool that can be used by those that manage principal and coaching programs. The subsequent modules would be used to further build the capacity of coaches to support principals in their instructional improvement work. The second micro-credential series that will be developed through renewal funds by the TEAM Lead Project would be for principals and would focus on addressing social emotional learning (SEL) needs. Recent feedback from project partners and participants indicates that SEL will become an even more crucial element in the coming years, as schools strive to recover from the COVID-19 crisis.

In addition to developing new series of micro-credentials, TEAM Lead proposes to use continuing funds to complete the validation of assessments included in the LFE MC series. As part of the development of the original LFE MC series, TEAM Lead engaged researchers from AIR to validate the competency-based assessments involved in the training.

Table 2 includes the sample of leaders selected for the LFE Usability Pilot.

States	# Enrolled
CA	6
CT	3
DC	8
DE	3
GA	2
IL	181
MD	11
MO	1
TN	5
WA	7
NY	50
Total	306

This pilot allowed us to conduct a usability assessment of the micro-credentials to assure that the content was applicable to the work of schools in multiple context (rural, suburban, urban, private) as well as in multiple different states. Unfortunately, the completion rate was lower than anticipated and did not provide enough data for validation of the assessment rubrics. Feedback from participants indicated that lack of support for moving through the required activities that were designed to demonstrate effective application of learning from the training. Based on the usability assessment, the design team made modifications to the micro-credentials and in the spring of 2020 launch two new local pilots aimed at validating the assessments. Participants included a statewide sample (including Chicago Public Schools) and a sample directly from DuPage County (which is one of the TEAM Lead ROEs). In addition to the improvement made to the content, TEAM Lead is working with the TEAM Lead ROEs and BloomBoard to provide on-going

support and networking opportunities for participants in the pilot. TEAM Lead anticipates a much higher level of completion with the addition of local supports. Evidence for that assumption was demonstrated during the COVID-19 crisis. Despite the increased scope of work faced by school leaders during the school closure/remote learning period, BloomBoard has reported increased progress toward completion and the ROE reported high attendance at a recent virtual support meeting for pilot participants in their area. With renewal funds, researchers at AIR will complete the validation study on the LFE MC series developed for principals.

In addition to the national audience reached through the BloomBoard platform, the TEAM Lead directors have engaged leaders from the Chicago Public Schools (CPS) in the development of micro-credentials, and the professional development design team has shared some materials with CPS officials. The purpose of the collaboration with CPS is to maximize the impact of the TEAM Lead project across all segments of the state in an effort to

demonstrate to policymakers that the model can be successfully replicated in a wide variety of setting and with a variety of populations.

4. Adequacy of Resources (25 points)

- I. *The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.*
- II. *The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.*

In responding to this selection criterion, the grantee must address the following:

How would your project use renewal funding to develop or enhance capacity in the key areas (human, material, structural, and organizational) necessary to transition successful aspects of the project into system-wide improvements?

Potential for continued support:

Sustaining TEAM Lead by building the capacity of the ROEs has been a focus from the beginning of the project. As such, eight strategies have been identified for continuing supports for various project components: 1) integration of key elements and staff of the project into the operational structure of partner ROEs; 2) proposals for additional grant funding; 3) state funding appropriated for the New Principal Mentoring Act; 4) high quality support services provided through a fee for service model; 5) demonstrating positive impact by the project to qualify for evidence-based funding; 6) micro-credentials maintained on an online platform; 7) securing an intellectual property sharing agreement; and 8) connection to state policy improvement efforts involving education (Appendix K includes TEAM Lead Sustainability Plan).

1. *Integration into operational structures of the ROEs* - From the moment the initial TEAM Lead proposal was developed, project directors have been collaborating with partners at the ROEs in an effort to build the capacity of those organizations to sustain and scale effective elements of the project. CSEP is primarily a policy and research driven organization. It is not a traditional professional development provider. CSEP has a strong track record of leading large statewide efforts to improve educator preparation and development. CSEP views the TEAM Lead Project as a potential lever for state policy improvements. The ultimate goal is to provide state officials with evidence of a sustainable model that can be replicated in a wide variety of settings and with varying populations. From the beginning, expectations were set that established the ROEs as the entities that would sustain these efforts. As previously mentioned, ROEs were established through state statute with the express purpose of supervising, coordinating, and delivering state and local services to districts and schools in their region.⁶ In other words, ROEs act as intermediate agencies who bring together educators, concepts, and resources to provide high-quality educational opportunities to all students in local schools. A large part of the work ROEs do involves supporting the professional learning of district and school leaders. For that reason, they provide efficient and effective coordination of services that can be scaled beyond a single district or two.

Appendix J of this renewal proposal includes support letters provided by each of the partnering Regional Offices of Education that indicate their commitment to sustain the

⁶ 23 Ill Admin. Code 525

training and coaching components of the TEAM Lead Project. Regional Superintendents involved in the project have witnessed the value of the project in participating schools. Further, the project's focus is directly aligned to the ROEs' mission to support the ongoing development needs of area school leaders. Continued support is made easier by the high-quality materials and resources that have been developed by the project. This provides the ROEs with easy to maintain products that can be delivered on demand. However, the primary source of evidence influencing the ROEs' commitment has been the value placed on TEAM Lead supports by district and school leaders. Given the intensity of the COVID-19 crisis and the timeline for submitting this proposal, TEAM Lead Project directors did not ask for letters of support from participating principals.

However, participating principal interview data collected within the last weeks and analyzed by the external evaluation team at AIR included the following data: 98% of principals said they planned to continue meeting with their coaches, despite the extra demands they are under with the COVID-19 crisis. One principal said: "I appreciate having time with my coach to debrief issues/situations. I consider this something of value, and not another thing on my calendar. I do need flexibility in scheduling my coaching meetings, however, because my time is spread so thin." Another commented, "It is important to have a sounding board that is not part of the day-to-day. Because the coach is not as knowledgeable about the planning (re-entry discussions in the district and school), she can provide questions that might add to the discussion or identify problems to fix prior to implementation." The interview analysis also showed that over two-thirds of the principals reported that their ILTs and teacher teams were continuing to meet during this time of school closures. The schools are using the leadership framework structure that the project has supported them to develop to continue with the COI goals they have been working on during the year, and also as a means for working through the challenges due to the school closures.

At a recent virtual District Support Meeting, one Superintendent stated how thankful he was for the support that the TEAM Lead Project has provided on developing and utilizing effective ILTs. He said because of the routines and practices that have been developed over the past two years, the principal has been able to continue meeting with his teacher teams during the school closure period and they have been able to make quick improvements to their emergency remote learning plans.

2. *Additional grant funding* The commitment of the ROEs to sustain this project can also be seen in their actions. Two ROEs are currently developing grant proposals seeking funding to support various elements of the TEAM Lead Project that will not be able to be funded due to reduction in available funding for Project Year 4 and 5. TEAM Lead previously provided development training and supports for ROE staff that included a focus on donor identification, developing logic models and proposal preparation. Project directors will continue to provide development support to ROE partners and will continue to seek matching funds as needed.
3. *New Principal Mentoring Act appropriation* TEAM Lead and ROE partners have met with representatives from the Governor's P-20 Council and ISBE, as well as other stakeholders around the state, to advocate for funding appropriated for the New Principal Mentoring Act be allocated in such a way as to support long term sustainability and

increased scaling of the TEAM Lead coaching model. After nearly seven years of funding being zeroed out, the FY20 budget included an appropriation for this purpose. TEAM Lead directors and ROE staff will continue to engage state policy makers to increase funding and improve program requirements to align with best practices in leadership development.

4. *High quality support services provided through a fee-for-service model:* Another area that promotes continued commitment to the project is the value the Professional Development Design Team adds by producing timely and effective webinars and resources. As previously mentioned, several district and school leaders have expressed interest in gaining access to TEAM Lead training and support services, with several offering to pay for those services. That is because the project is known for producing content and supports that are easily applied through the use of tools and protocols. An example of the training and resources developed by the project, included as an attachment, are materials developed recently to assist districts and schools in Re-Orienting School Priorities to the COVID-19 Crisis. The training will include a corresponding toolkit and a data capture form for teachers. The training video can be accessed at: <https://www.youtube.com/watch?v=aiSFUSDSMxw&feature=youtu.be> As a public service, those resources have been made available on our website and are open to any district or school to access. Continuation funds will allow TEAM Lead to work with the ROEs in the development of a fee for service model that will continue to create demand by districts and schools by directly addressing areas of need.
5. *Demonstrate positive impact by the project to qualify for state evidence-based funding:* Illinois, like other states, is moving to an evidence-based funding formula that provides more support for the lowest performing schools. Through evidence provided by the TEAM Lead evaluation, ROEs will be eligible for funding to support implementation of the intervention to identified schools through the state's IL-EMPOWER system. Several of the schools currently involved in the project were identified for participation because of their high-need status. Evidence-based funding would provide an opportunity to continue those supports and continue to improve some of the most challenged schools in the state.
6. *Micro-credentials maintained on an online platform* - In addition to the commitment of the ROEs, BloomBoard has provided a letter of support that includes their commitment to maintain the micro-credentials that have and will be created by the TEAM Lead Project. The contract with BloomBoard for the Coaching for Continuous Improvement Micro-Credentials allows for the 4 ROEs and Greeley Center for Catholic Education to train up to 100 coaches at no cost as a way to allow the ROEs to onboard new coaches to sustain this work. ROEs in this project are also exploring strategies with BloomBoard to offer the LFE MCs through a blended learning model with the use of face to face or virtual training coupled with the activities on the LFE MC platform. Partnering with BloomBoard in this way will allow the creation of a packaged cost for district and school leaders interested in the micro-credentials that can financially sustain both organizations' cost needs.
7. *Securing an intellectual property sharing agreement:* TEAM Lead directors have entered into negotiations with the contractor engaged by the project to assist in the

development of materials and tools on COI. It is anticipated that the agreement will grant ROEs with non-exclusive, royalty-free, rights in perpetuity to the use of materials created or co-constructed through the TEAM Lead project. The agreement is necessary in order to protect the contractor and the ROEs from any future claims involving materials developed through TEAM Lead.

8. *Connection to state policy improvements* - Lastly, CSEP is committed to supporting the sustainability of the project beyond the life of the grant. Representatives from CSEP will not be directly involved in sustaining training or coaching supports to individual school leaders. However, they will continue to promote the project's intervention by seeking additional funding, making connections to public policy, and supporting or conducting additional research that provides evidence of the positive impact of the project. Another example of the way in which CSEP will support sustainability and scaling is to advocate that the State Board set aside up to 3% of the Title II funds, otherwise reserved for local education agencies (LEA) sub-grants, to be allocated for activities supporting principals and other school leaders. This would be a tremendous increase in funding and could be targeted toward high need schools and hard to staff positions. Another policy connection involves the conception of regional hubs that act as a repository and access point for leadership development supports. That structure was originally envisioned by the ISLAC which reported their recommendations to the state just before the TEAM Lead Project began. Recent activities by ISBE indicate progress toward realizing some of those recommendations, including regional leadership hubs, and the establishment of an Office of District and School Leadership within ISBE. ROEs are strategically positioned to serve in this role and have been in discussions with ISBE staff and educational advisors in the Governor's office to bring this to fruition.

Incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization:

The *purpose* of the TEAM Lead Project is to increase principal effectiveness by providing ongoing training and coaching services that support school leaders in engaging teachers in instructional improvement efforts. The primary *activities* of the project are the development of training materials, tools, resources, and protocols that provide both coaches and principals with the knowledge, skills, and abilities to successfully implement a COI approach that increases student learning. The project not only benefits the participating principals and schools but is also a great benefit to the partnering ROEs. TEAM Lead intentionally builds the capacity of ROE staff to sustain and scale the project intervention beyond the life of the grant. This was not just a passing interest by the ROEs, rather the TEAM Lead Project provided an expanded level of expertise, guidance, and funding that created a mechanism for harnessing the collective knowledge and resources of multiple organization to improve and build upon their own efforts in supporting school leaders. Maintaining and improving is a much easier process than creating something in isolation and from scratch. The tight alignment between the goals of the grant and the scope of work of the ROEs has also provided an incentive for their continued participation and commitment.

The organizational mission of the ROEs is focused on coordinating and delivering supports to schools, aligns to the project goals and provides a strong return on investment. Table #1 below outlines the organizational focus areas of the ROEs and their direct alignment to the TEAM Lead Project components.

Table #1n Alignment of TEAM Lead Project Components and Operational System Components for Illinois Regional Offices of Education

Focus Areas	Activities	Connection to the TEAM Lead Project
<i>Professional Development Services</i>	Continuing Professional Education Hours/ Illinois Administrator Academies, Increased Educator Effectiveness Resulting in School Improvement	<i>Providing Training and Coaching Services for School Leaders</i> Training provided by the project has been approved by the state for Illinois Administrator Credits and Continuing Education Hours, which are required for educators to keep their license valid. Additionally, coaching by highly-trained and experienced former administrators increases the effectiveness of principals in areas that are consequential to improved teaching and learning.
<i>Educator License Services</i>	License registration, renewal, transcript review, fingerprint services, etc.	<i>Improving School Leader Effectiveness</i> Through TEAM Lead activities, principals routinely engage teacher teams in instructional improvement efforts. The experience teachers gain through the Cycles of Inquiry approach provides leadership evidence for the portfolio they are required to submit as part of an application to a principal preparation program. Additionally, ROEs work with districts to identify high-potential leaders to fill anticipated vacancies and project activities often support those efforts.
<i>District/School Compliance and School Health and Safety</i>	Site visits, licensure compliance, liaison to the Illinois State Board of Education and County Officials	<i>Understanding Individual Learning Needs of Each District/School</i> Oversight by ROEs has created strong relationships with district and school leaders and provides the organization with unique insights into regional needs and opportunities. Further, as liaisons for the state and/or county, ROE staff routinely interact with policy-makers in education and advocate for funding for effective programs.
<i>Alternative Schooling and Supports for Early Childhood</i>	Act as an LEA for regional alternative schools and provide credit recovery services, coordinate early intervention screening and services with early childhood centers	<i>Supporting Traditionally Underserved Schools and Students</i> Due to the high mobility rate in alternative schools, and the lack of standardized testing in early childhood, those types of schools/centers are rarely included in federal discretionary grant programs that have a required research component. However, in response to ROE advocacy, TEAM Lead has included several of these types of school in the project and plan to qualitatively explore their experience to further explore the generalizability of the project's impact.
<i>Community Supports</i>	Private school supports, referrals to community service agencies, homeschooling resources, etc.	<i>Catholic School Cohort</i> In collaboration with the ROEs, the Greeley Center for Catholic School Effectiveness at Loyola University participates in TEAM Lead by coordinating services for a cohort of participating private schools. Catholic school principals and representatives from Loyola often collaborate with ROE 19 in the delivery of training and network meetings. This approach maximizes resources and facilitates reciprocal learning between public and private school leaders.

<i>Student Services</i>	Supports for homeless students, truancy services, high school equivalency/GED testing, work permits, transition services, etc.	<i>Focus on Root Causes of Student Learning Problems</i> The Cycles of Inquiry approach requires leadership teams to explore a wide variety of student performance data alongside instructional and other data. The purpose is to go beyond a focus on the outcome (poor student performance) and explore the adult behaviors and organizational structures that might be contributing to the problem. Only after having fully understood the root causes of the problem, can a responsive strategy be identified. In many cases, that does not involve implementing a new curriculum or teacher PD, but rather a focus on why students are absent, or disengaged, etc.
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Use of renewal funding to develop or enhance capacity in the key areas (human, material, structural, and organizational) for system-wide improvements.

TEAM Lead intervention has begun to demonstrate a positive impact in participating schools. Because leadership interventions have an indirect impact on student achievement, they take a longer time to demonstrate impact. For example, principals must first change their thinking in order to change their practice, which then changes teachers' thinking, leading to change in teacher practice, that ultimately increases student learning. The longer length of time in demonstrating impact is preferable when one considers the multiplying effect that leaders have on learning environments. For example, a teacher-level intervention may demonstrate impact on students within a single class or several classes. But the principal has the potential to create the conditions within which effective practices can be scaled across entire schools, impacting all students. However, leadership interventions typically require longer duration and dosage for impact to be detected. With that understanding, the project proposes to use renewal funds to enhance the capacity in the following key areas:

Human Capital: The TEAM Lead model relies heavily on training and coaching supports that is done in-house in order to build internal capacity and sustainability. The scope of the project requires logistical coordination of services and supports. For that reason, continuation funds would primarily be focused on maintaining positions for:

- A. **Project Directors and Staff** (directs and administers the project, manages workflow, oversees regional implementation, coordinates project wide activities, responds to external evaluation needs, processes all grant-related expenses)
 - **Dr. Erika Hunt**, Project Co-Director - Oversees the administration and implementation of the project; provides fiscal oversight; organizes and facilitates the communications and meetings with the TEAM Lead Advisory Committee and TEAM Lead Coordinators; oversees the design and pilot of the micro credentials; represents the project on several statewide policy committees (e.g., IL P-20 Council) to promote the sustainability of the work and improve state leadership policy and practices; and works with regional partners to build capacity for project sustainability.
 - **Dr. Alicia Haller**, Project Co-Director - Oversees the workflow and regional implementation of the project; facilitates the meetings of the TEAM Lead Advisory Committee; leads the work of the PD Design Team with Linda Shay to design the content and resources that are delivered to coaches and principals in the monthly trainings, as well as design protocols and tools that coaches and

principals can use in the schools; and works with regional partners to build capacity for sustaining the work.

- **Dr. Lisa Hood**, Project Co-Director and Evaluation Coordinator - Provides fiscal oversight and the administration of the budgeting processes with Pam Hillyard, and works as a liaison between the AIR evaluation team, the TEAM Lead project staff, and PD Design Team, to facilitate the project's continuous improvement efforts based on data and to ensure data reporting is accurate and timely to meet reporting compliance deadlines. Dr. Hood will also oversee and conduct a qualitative study of the project implementation in schools to supplement the quantitative data collected on project activities.
- ██████████ Grant Coordinator - Coordinates the administration and management of grant funds including: preparation of grant-related reports; developing and managing subaward and contractual agreements in accordance with federal and university regulations; develops and maintains budget spreadsheets to track expenses and balances; and communicates regularly with staff and TEAM Lead partners about upcoming budget and invoicing needs and deadlines.
- ██████████ Professional Development Coordinator - Leads and coordinates the PD Design Team to design and deliver the content and resources that coaches and principals receive during monthly trainings, as well as identify and develop tools and resources that coaches and principals can use in schools.
- ██████████, Administrative Assistant - Provides assistance to project staff in the organizational management of the grant such as scheduling meetings, logistical planning for meeting space and technology needs, copies and compiles materials, editing and formatting of documents (e.g., memos, publications, PowerPoint presentations), maintains content on the project website, maintains documentation for project reporting needs, and facilitates communications of upcoming events to project staff and partners.
- ██████████ Graduate Assistant - Provides assistance to project staff to develop and maintain databases for tracking attendance data for principal trainings, network meetings, and district support meetings; maintains content on the project website; provides technological assistance for the PD Design Team recordings and other digital materials; and develops and maintains the schedule of content on project social media accounts to disseminate news and information about project activities.
- ██████████ Grant Support Specialist - Directs the micro-credential development, implementation, and training; serves on PD Design Team; and co-leads and directs the quarterly District Support meetings. Located at ROE #28 to build sustainability into the work once funding ends.
- ██████████ Grant Support Specialist - Supports COI training for ROE #1 and ROE #17, serves on PD Design Team, and co-leads and directs the quarterly District Support meetings. Located at ROE #17 to build sustainability into the work once funding ends.

B. **19 LEAD Coaches** - Provide on-site, one-on-one coaching support to up to 10 participating principals each.

C. **5 Regional LEAD Coordinators located at each of the 4 ROEs and at the Andrew M. Greeley Center for Catholic School Education** - Serve on project-wide PD Design Team that develops trainings and facilitates and delivers training materials to principals and

coaches, provide logistical planning and execution for locally delivered training and other project related meetings, support coaches, process local expenses, and respond to data requests by the external evaluation team.

- **Nearly all our TEAM Lead Coordinators have been with the project since its inception.**
- ██████████, Regional Office of Education #1, Quincy, IL
- ██████████ Regional Office of Education #17, Normal, IL
- ██████████ Co-Coordinators, Regional Office of Education #19, Wheaton, IL (Employed in this role at the beginning of PY3)
- ██████████ Regional Office of Education #28, Atkinson, IL
- ██████████, Greeley Center for Catholic Education, Loyola University, Chicago, IL

D. **External Evaluation Team** - Complete qualitative and quantitative research on the TEAM Lead project and provide on-going feedback and reports for use in project continuous improvement.

As Table 3 below indicates, the percentage of funding directed toward on-going programming, sustainability efforts, and capacity building at the ROEs equals 89% of PY4-5 budget. The cost for External evaluation services and indirect costs make up the remaining 11%. Project partners have committed to supporting travel and material costs for grant related activities. Additionally, the ROEs have committed to funding 50% of regional coordinator costs in PY5.

Table 3 - TEAM Lead Allocation of Renewal Funds for PY4 and PY5

Grant Costs Category	Description of Cost Category	% of Cost in PY4	% of Cost in PY5	Paid by Partner Organizations
Personnel (Project positions - CSEP at ISU)	2 Project Co-Directors, 1 Project Grant Manager, 1 Professional Development Specialist, 1 Staff Assistant, and 1 Graduate Assistant	20%	23%	ROEs will cover the cost of administrative support, and in PY5 will support up to 50% of the Regional Coordinator positions
Subawards (Project positions at the Regional Offices of Education)	1 Project Co-Director, 1 Professional Development Specialist, 1 Grant Support Specialist, 1 District Leadership Specialist, 2 Trainers, 5 Regional Grant Coordinators, 19 Coaches	65%	60%	BloomBoard and IRSSA has and will continue to provide matching funds
Contractors	Micro-credential support from BloomBoard platform, IL Rural & Small School Association, and Cycles of Inquiry Consultant	4%	5%	BloomBoard and IRSSA has and will continue to provide matching funds
External Evaluation	Evaluation team at the American Institutes of Research	9%	10%	AIR has and will continue to provide matching funds
Travel	Covered by ISU and ROE Partners	0%	0%	All cost for grant related travel covered by other funding sources

Materials	Covered by ISU and ROE Partners	0%	0%	All cost for grant related materials covered by other funding sources
Indirect Costs	*8% charged by Primary Award (on ISU direct costs and the first \$25K on subawards)	2%	3%	This represents a substantial reduction from ISU's federally negotiated rate of 48%

Material Resources and Structural Routines: In order to ensure ROEs are prepared to sustain the project beyond the life of the grant, TEAM Lead Project directors have discussed the need for ROEs to start funding portions of the project's activities as efforts begin toward building a fee for service model. In PY4-5 TEAM Lead will implement two strategies involving material resources and structural routines, including: 1) capitalizing on the investment made in virtual learning systems in each region and 2) partnering ROEs taking on responsibility for travel and material costs for grant related activities. In PY3, TEAM Lead capitalized on a culture of distance learning and connections that has been built within the project over the previous two years. With an intentional focus on sustainability and scaling, TEAM Lead invested grant funds in the purchase of virtual technology systems for each of the partner ROE (i.e. video enabled telepresence hardware and software). The systems provide a mechanism that allows training and/or meetings in one region to be simulcast to other partner regions in order to reach a broader audience. This also provides greater access to a wider variety of topic areas that can provide differentiated supports to school principals with developmental needs that may or may not correspond to others in their immediate area. The culture of distance learning built by the TEAM Lead project allowed us to quickly transition all of our training and meetings during the school closure period caused by COVID-19 pandemic. In PY4-5, we plan to capitalize on that experience by assisting ROEs in developing routines to bring school leaders from around the state and region together virtually, while continuing to support their differentiated needs with on-site support.

Encouraging the use of distance technology will also serve as a catalyst to institutionalizing its use as a routine practice by the partnering ROEs and school leaders in their area. The US Department of Education conducted a large-scale meta-analysis of on-line learning that demonstrated a hybrid instructional model (including both virtual and in-person learning) is most effective (Means, Toyama, Murphy, Bakia, and Jones, 2010). In PY4-5, TEAM Lead services will include a blend of both types of supports for principals. In addition to virtual trainings, ROEs will continue to bring principals together in order to provide workshop-type professional development where they apply learning from just-in-time webinars and trainings. This will facilitate the development of a robust local principal network that can be relied upon as a source for peer problem-solving for now and well beyond the life of the grant.

Because of the geographic spread of schools served by TEAM Lead, previous grant years included significant funds allocated for project related travel and for the cost of training materials and other expenses. Given the investment in virtual conference equipment in PY3 and the likelihood that travel will be discouraged for some time due to COVID-19, renewal funds have not been allocated for that purpose. Regional partners have agreed to cover any project-related travel or material expenses in PY4 and PY5. CSEP staff will be writing

additional proposals this summer in an effort to secure additional matching support for the project that may include additional expenses for travel, materials, and other resources.

Organizational System: TEAM Lead includes partnerships with 4 ROEs, and 4 universities. In PY1-3, TEAM Lead coaches were employed by university partners in each of the participating ROE areas. The purpose of that structure was to ensure university faculty in principal preparation were engaged and understood the improvement processes and structural routines TEAM Lead was training local school leaders to implement. This collaboration was successful in its purpose, as aspects of the TEAM Lead Project have been woven into the collaborating preparation programs and evidence can be found in the required artifacts candidates submit as part of their competency-based assessments. This was a desired outcome of the collaboration. However, TEAM Lead also discovered two main challenges to this system of organizing the work. First was that university faculty were not best suited to supervise veteran coaches, because they often had limited understanding of the districts and schools within which the coaches were working. ROE staff had a greater connection and understanding of the needs of districts and schools in the region. University faculty, on the other hand, tended to have limited exposure to the vast number and types of schools in the region, preferring instead to forge close working relationships with districts and schools that served as placement sites for their preparation programs.

The second challenge discovered through the TEAM Lead Project's continuous improvement process involved the added expense incurred by coaches hired by the university partners. Because of the nature of their organization, university partners have proven less nimble when it comes to hiring part-time staff. Complications involving long-standing university policies requiring that the part-time coaching positions involved in the TEAM Lead be charged pension and other fringe costs. While broadening the understanding by partner universities to include a wider array of districts and schools in the region was accomplished through their collaboration in TEAM Lead, employment of the coaches was not entirely necessary to achieve that goal. In fact, each ROE was able to engage university faculty in different ways to support that goal. For example, in ROE #19, university faculty from several universities that serve the area sit on a TEAM Lead Regional Advisory Committee (RAC). The RAC meets quarterly to discuss successes and challenges with the project, as well as other initiatives being implemented by area districts and schools. The RAC includes district superintendents and leaders, as well as representatives from the Illinois Principals Association and the Illinois Association of School Administrators. This structure provides regular interaction between university faculty, ROE and district leaders, and professional associations—all of which build greater understanding of the developmental continuum that bridges pre- and in-service supports for school leaders. Those costs were unnecessary, as nearly all the TEAM Lead coaches are part-time positions held by retired K-12 administrators who were already collecting pensions through the teachers' retirement system. Shifting the employment of the coaches to the ROEs allows those positions to be paid on a flat-rate consultant contract that saves the project a great deal of funding. Moving the TEAM Lead coaches to the ROEs maximizes limited resources without diminishing the engagement of universities within region.

Tables 4 and 5 include a breakdown of the project milestones and project measurables.

Table 4
Timeline of Project Milestones in Project Years 4 & 5

Milestones	PY4 - 2020-21		PY5 - 2021-22	
	Fall	Spring	Fall	Spring
<i>Ongoing Implementation Activities</i>				
Monthly Coordinators Meetings	X	X	X	X
Monthly Coach Training Sessions	X	X	X	X
Monthly Coaching Sessions	X	X	X	X
Monthly Principal Training and/or Networking Sessions	X	X	X	X
Monthly ILT Meetings	X	X	X	X
Weekly Teacher Team Meetings	X	X	X	X
Regional Advisory Committee Meetings				
Biweekly Project Professional Development Design Team Meetings	X	X	X	X
<i>Micro-Credential Development</i>				
Micro-Credential Design Team	X	X		
Micro-Credential Pilot with Principals		X		
Finalize Micro-Credential for Dissemination		X		
<i>Sustainability Activities</i>				
Develop a fee-for-service model to scale up program activities			X	X
Develop a program toolkit	X	X		
Develop a data collection system to anticipate and monitor leadership needs		X	X	
<i>Data Collection & Analysis</i>				
Monthly coaching logs (minutes, format, focus)	X	X	X	X
Monthly Vital Signs Survey (e.g., ILT and teacher teams)	X	X	X	X
Monthly Coach Training Evaluation Surveys	X	X	X	X
Monthly Principal Training Evaluation Surveys	X	X	X	X
Monthly Principal Training Attendance Data	X	X	X	X
Monthly Coach Training Attendance Data	X	X	X	X
Qualitative Study of Principal Project Experiences	X	X		
Annual Principal Survey on PD Experiences		X		X
Climate & Culture Survey		X		X
Student Assessments			X	
Principal Retention			X	
Quarterly Reports for Project Continuous Improvements	X	X	X	X
Annual Evaluation Reports		X		X

Table 5

Y4-5 TEAM Lead Goals, Objectives, Measurables

<i>GOAL 1:</i> Develop highly effective principals in participating schools that positively impact student learning, particularly for high need students.	
<i>OBJECTIVE 1:</i> Provide training, technical assistance, coaching, tools and resources to 85 principals to support participating schools in demonstrating positive student growth.	
<i>TARGETS 1:</i> 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 1.1:</i> Student growth on IAR (Elem & Middle) or SAT (HS) at TEAM Lead participating schools vs. a group of comparison schools.	
<i>Measure 1.2:</i> Student growth on IAR or SAT by high-need students at TEAM Lead participating schools vs. a group of comparison schools.	
<i>Measure 1.3:</i> ROE human resources records will be used to determine principal employment status.	
<i>Measure 1.4:</i> Climate and culture survey data and other indicators included on the Illinois School Report Card, published annually by ISBE.	
<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
<i>Activity 1.1:</i> TEAM Lead will provide on-going training to principals on effective strategies for engaging teachers in instructional improvement efforts using the COI process using data to prioritize instructional improvements and monitor the effectiveness of identified school improvement strategies.	AIR Evaluators; TEAM Lead Co-directors and coaches; partners; ROE & District representatives; and principals and other school staff
<i>Activity 1.2:</i> TEAM Lead coaches will provide on-going, context specific (i.e., job-embedded) coaching support to participating TEAM Lead principals, and ILT members.	
<i>Activity 1.3:</i> TEAM Lead project staff and partners from ROEs 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 1.4:</i> External evaluators will provide ongoing feedback on fidelity of implementation, progress toward goals, and improvement that project staff and the Professional Development Design Team will use to plan and develop training content and resources (e.g., tools, protocols) for principals and coaches.	
<i>GOAL 2:</i> Develop highly effective principals in partnering schools that improve instructional quality by engaging teachers through the Leadership Framework.	

<i>OBJECTIVE 2:</i> Provide training, coaching, and other support to 85 principals to ensure implementation of the Leadership Framework with fidelity.	
<i>TARGETS 2:</i> 90% of principals in the evaluation will implement the leadership framework with fidelity; 90% of will participate in monthly leadership coaching sessions; 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 2.1:</i> Number of principals that complete training and begin implementation.	
<i>Measure 2.2:</i> Number of principals that participate in monthly coaching sessions.	
<i>Measure 2.3:</i> School Climate and Culture survey, interviews & document review.	
<i>Measure 2.4:</i> Number of principals that meet monthly with the ILT and ensure biweekly teacher team meetings are focused on instructional improvements (meeting agendas, vital signs survey).	
<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
<i>Activity 2.1:</i> Train principals & teachers on Leadership Framework.	AIR Evaluators; TEAM LEAD Co-Directors; Coaches (from university partners); ROE reps, participating principals and other school staff
<i>Activity 2.2:</i> Support implementation of the Leadership Framework by providing coaching, tools, and resources.	
<i>Activity 2.3:</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.	
<i>Activity 2.4:</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 2.5:</i> Collect implementation and organizational data from all TEAM Lead schools to monitor fidelity of implementation and organizational results.	
<i>Activity 2.6:</i> Collect data quarterly on participating schools to monitor the following: 1) What is the level of fidelity of implementation of Leadership Framework? 2) What is impeding implementation of schools not experiencing high fidelity? 3) Are organizational improvements happening in TEAM Lead schools? 4) What organizational structures are changing within the school to make this improvement? 5) What changes can be made that will result in greater improvement?	
<i>Activity 2.7:</i> Compile results into reports that are shared monthly with LEAD coaches in monthly coaching sessions and regularly to PD Design Team.	
<i>Activity 2.8:</i> Compile aggregate results by region that are shared at quarterly District Support Meetings to determine changes in support or practices that need to be made to better support TEAM Lead principals with teacher engagement.	
<i>Activity 2.9:</i> (Year 3) Share non-negotiable and negotiable components of TEAM Lead identified through external evaluation by AIR with District Support Meetings, PD Design Team, and Project Advisory Committee to determine agreed upon components for fidelity of replication.	
<i>Activity 2.10:</i> (Year 3) Share and disseminate TEAM Lead agreed upon model and data with other ROEs and districts in and outside of state to assist with replication; partner with IARSS for dissemination and coordinate work, where possible, with state Division of District and School Leadership.	

GOAL 3: Develop high quality micro-credentials for: 1) Coaching Principals to Focus on Instructional Improvement and 2) Social Emotional Learning for School Leaders as a sustainability mechanism for developing effective coaches and principals who can work together on school and instructional improvements.	
<i>OBJECTIVE 3.1:</i> Develop and pilot a micro-credential for current and aspiring coaches of principals using competencies and principles of research-based high-quality coaching practices.	
<i>OBJECTIVE 3.2:</i> Develop and pilot a micro-credential for principals to improve their leadership practices as it relates to improving social emotional learning outcomes in their school.	
<i>TARGET 3.1:</i> 55% of participants who begin the Coaching Principals micro-credential will complete and earn the micro-credential by scoring at a passing level on the assessments.	
<i>TARGET 3.2:</i> 55% of participating principals who begin the Social Emotional Learning micro-credential will complete and earn the micro-credential by scoring at a passing level on the assessments.	
<i>Measure 3.1:</i> Number of coaches/aspiring coaches who achieve a passing score on the Coaching Principals micro-credential.	
<i>Measure 3.2:</i> Number of principals who achieve a passing score on the Social Emotional Learning micro-credential.	
<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
<i>Activity 3.1:</i> The Coaching for Continuous Improvement and Social Emotional Learning Design Teams will meet to design the content and assessments of the micro-credentials.	TEAM Lead project directors and staff; LEAD partner representatives, BloomBoard
<i>Activity 3.2:</i> Coaches/aspiring coaches and principals will be recruited and pilot the two micro-credentials and surveyed on criteria of usability to guide improvements to the micro-credentials.	
<i>Activity 3.3:</i> The micro-credential design teams will make improvements to the micro-credentials and finalize them for dissemination.	
GOAL 4: Build the capacity of partner ROE to sustain the TEAM Lead project model.	
<i>OBJECTIVE 4:</i> Partner ROEs will integrate TEAM Lead project activities into operational structures to continue to provide coaching and training to principals and school teacher teams.	
<i>TARGET 4:</i> 100% of ROE partners will sustain the TEAM Lead project and increase the number of schools that they serve to continue serving participating schools while also providing coaching and supports to non-participating schools in their regions.	
<i>Measure 4.1.:</i> Number of ROEs that sustain the position of LEAD Coordinator.	
<i>Measure 4.2:</i> Number of ROEs that sustain TEAM Lead coaches who provide coaching and support related to TEAM Lead program elements (i.e., COI and Leadership Framework).	
<i>Measure 4.3:</i> Number of ROEs that sustain the participation of TEAM Lead principals and scale-up the program to offer coaching and other program supports to non-participating schools.	
<i>ACTIVITIES</i>	
<i>Activity 4.1:</i> ROEs will develop a fee-for-service model to scale key TEAM Lead program elements to non-participating schools in their regions (e.g., job-embedded coaching, training and coaching on COI and Leadership Framework).	

Activity 4.2: TEAM Lead project staff and partners will develop a TEAM Lead program toolkit that will guide future sustainability and scale-up activities in the regions

Activity 4.3: ROEs will develop a system by which they collect data in their regions focused on the school and leadership needs to plan coaching and supports and to monitor the effectiveness of their current system of supports

Responsible

TEAM Lead project directors and staff; TEAM Lead partner representatives (e.g., ROE Superintendents & Assistant Superintendents, TEAM Lead Coordinators)

Conclusion

This renewal proposal has presented a strong case regarding the success and promise of the TEAM Lead approach. Employing a strong foundation of change theory, the project employs a multitude of techniques and processes that have already proven eminently successful in Y1-3. Much additional work, however, based on the project's experiential results, remains to be explored. Indeed, the previous three-years have laid the foundation for an additional two years of funding that will prove the TEAM Lead project is a highly successful, sustainable, and replicable approach to building the instructional leadership capacity that results in improved student learning. Beyond the economies of scale that will accompany by continuation funding, will be the knowledge and skills gained by partners and participants that can be brought to bear in Y4-5 and beyond. We believe the greatest gains for this project will be seen only if the project is funded through complete fruition of the five-year period so that the many lessons learned in the initial three years can be evidenced through statistically significant positive impact on student achievement, particularly in schools that serve a concentration of high need students.