



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

Division of Effective Educator Development

(EED) Supporting Effective Educator Development

(SEED) FY 2017 Renewal Application Submission

Template

Grantee Information	
Grantee Name	Dr. Beverly J. Irby
PR Award#	U423A170053
Project Title	Accelerated Preparation of Leaders for Underserved Schools (A-PLUS)
Project Director Name, Title, Email, Telephone	Dr. Beverly J. Irby Associate Dean for Academic Affairs and Regents [REDACTED]
Primary POC, Name, Title, Email, Telephone <i>(if not the Project Director)</i>	

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.

SEED grant funds have been used effectively during years 1 through 3 by addressing Absolute Priority 2 and two Competitive Preference Priorities (CPPs). Every Competitive Priority was met. We will share what was done with the funds thus far—what the plans are for the Summer into September, 30, 2020, and how we have exceeded or will exceed the numbers of participants prior to the ending of this grant period. We would have expended the funds by September 30, 2020, and had submitted a plan to do so in February with the report to our Officer, [REDACTED] however, the COVID-19 changed all Summer plans. We have quickly adapted as you saw in the APR, May 4 and as you will see in this proposal as we do share how we would utilize those carryover funds. Additionally, and more pertinent to this proposal and further into the Renewal Response Proposal, it is our hope that you will be able to see how we will move the activities forward and outward—scaling APLUS based on all the information we learned over the past 3 years. We will also share how we plan to sustain the efforts as well. We now share what has been accomplished in effectively utilizing the grant funds over the past three years by Priority area.

Absolute Priority 2 - Supporting effective principals or other school leaders.

This priority was to have been met by serving 2320 school leaders, who work on campuses with diverse learners across Texas, particularly those who are English learners (EL) and economically challenged students, via 5 components (The APR recently submitted reported fewer actually than the actual number. Our actual number left out several summer leadership institute cohorts and also several leaders from the Component 2—corrections are made in this submission request). The numbers of participants in total are **3346; we exceeded participation**, without moving through the Summer, 2020. The following are what was proposed for the original grant and what was accomplished as of this submission.

- **Component 1:** *Currently we are serving 100 in this Component*, recruiting and preparing 100 in-service school leader candidates for leading the education of English learners (ELs) and economically challenged students with a master's degree and advanced certification. **(Prepared 100 in-service school leaders)**
- **Component 2:** *Currently, we have exceeded the numbers by 538*, recruiting and training more than 1,800 in-service school leaders for building instructional capacity at the campus level in the education of ELs and economically challenged students. **(Trained 2338 in-service school leaders with Massive Open Online Professional Individualized Learning (MOOPIL) modules developed for building instructional capacity thus far, not counting Summer, 2020)**
- **Component 3:** *Currently we have exceeded our numbers by 36*, recruiting and training more than 100 practicing principals for building instructional capacity at the campus level in the education of ELs and economically challenged students. **(Trained 136 practicing principals and supervisors with Massive Open Online Professional Individualized Learning modules for helping leaders to build instructional capacity of teachers thus far, not counting Summer, 2020)**

- **Component 4:** *Currently, we have exceeded our numbers by 493, recruiting and preparing more than 200 practicing principals and school leaders (campus leadership teams) for building instructional capacity at the campus level in the education of ELs and economically challenged students via a Summer Leadership Institute.* (**Prepared 693 practicing principals and school leaders, with 490 of the same type leaders invited for Summer, 2020, with Massive Open Online Professional Individualized Learning modules for helping leaders to build instructional capacity of teachers**)
- **Component 5:** *We met the target of 80 participants.* We prepared 80 practicing principals and school leaders for building instructional capacity at the campus level in the education of ELs and economically challenged students via a randomized controlled trial (RCT) with a School Enhancement/Turnaround Intensive Leadership Professional Development Intervention. (**Trained 80 practicing principals and school leaders with on-site mentoring and coaching, on-site instructional interventionist, professional development virtually and face-to-face, for helping leaders to build instructional capacity for turning around schools—by year 2, all 4 Treatment campuses had turned around and moved out of the improvement required category and the other campuses not in Improvement Required (IR) had increased letter grades—leadership teams were intervened with in this component—and we also worked with the control schools in a summer professional development institute**)

Competitive Preference Priority 1 - Promoting Diversity in the Educator Workforce.

Project A-PLUS has been promoting diversity in the educator workforce by recruiting among male and female teacher ranks, particularly targeting participants from among those who identify as African American, Hispanic/Latino, American Indian, Asian, Multi-racial, and Other. At this time, we can report that our data reflect the student trends in Texas. The participants approximate the following percentages: 15% African American, 43% Hispanic/Latino, 01% American Indian, .03% Pacific Islander, 3% Asian, 3% Multi-racial, and 35% White.

Competitive Preference Priority 2 - Support for Personalized Learning Environments.

The research team has assessed via randomized control trial studies, other quantitative and qualitative research designs: (a) type of standards-based personalized learning environment, or student-centered education, that the leaders in A-PLUS can support through a practicum (via a tested residency model) in leadership on high-needs campuses with large numbers of ELs and economically challenged students; (b) virtual mentoring and coaching (VMC) offered, which supports leaders in their development of learning environments for improved culturally responsive instruction; (c) improved diversity understanding with family/parent/ community involvement/engagement strategic planning and implementation with training and broader impact with families; and (d) campus and classroom strategic planning, programming, and implementation based on data. **All of this priority has been addressed with success and was specifically and empirically reported with statistical or qualitative measures in the APR submitted on May 4.**

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?

Following are project's significant milestones, accomplishments, and other notable aspects of its implementation during years 1 through 3:

(a) Recruitment: the number of participants who have completed our program and learning units during years 1 through 3 is 3346. Following is the number of participants recruited per component per year. This goal exceeded our expectations.

C1		
Year	Target	Actual
Y1	50	47
Y2	50	53
Y3	NA	NA
Total	100	100

C2		
Year	Target	Actual
Y1	100	110
Y2	1000	1539
Y3	700	689
Total	1800	2338

C3		
Year	Target	Actual
Y1	10	13
Y2	45	61
Y3	45	62
Total	100	136

C4		
Year	Target	Actual
Y1	100	168
Y2	100	524
Y3	100	490*
Total	300	1182

C5		
Year	Target	Actual
Yrs 1-3	80	80
Total	80	80

*anticipated for Summer Leadership Institutes 2020

(b) Component 1 – Master's Degree

Certify 100 in-service school leaders (Objective 1).

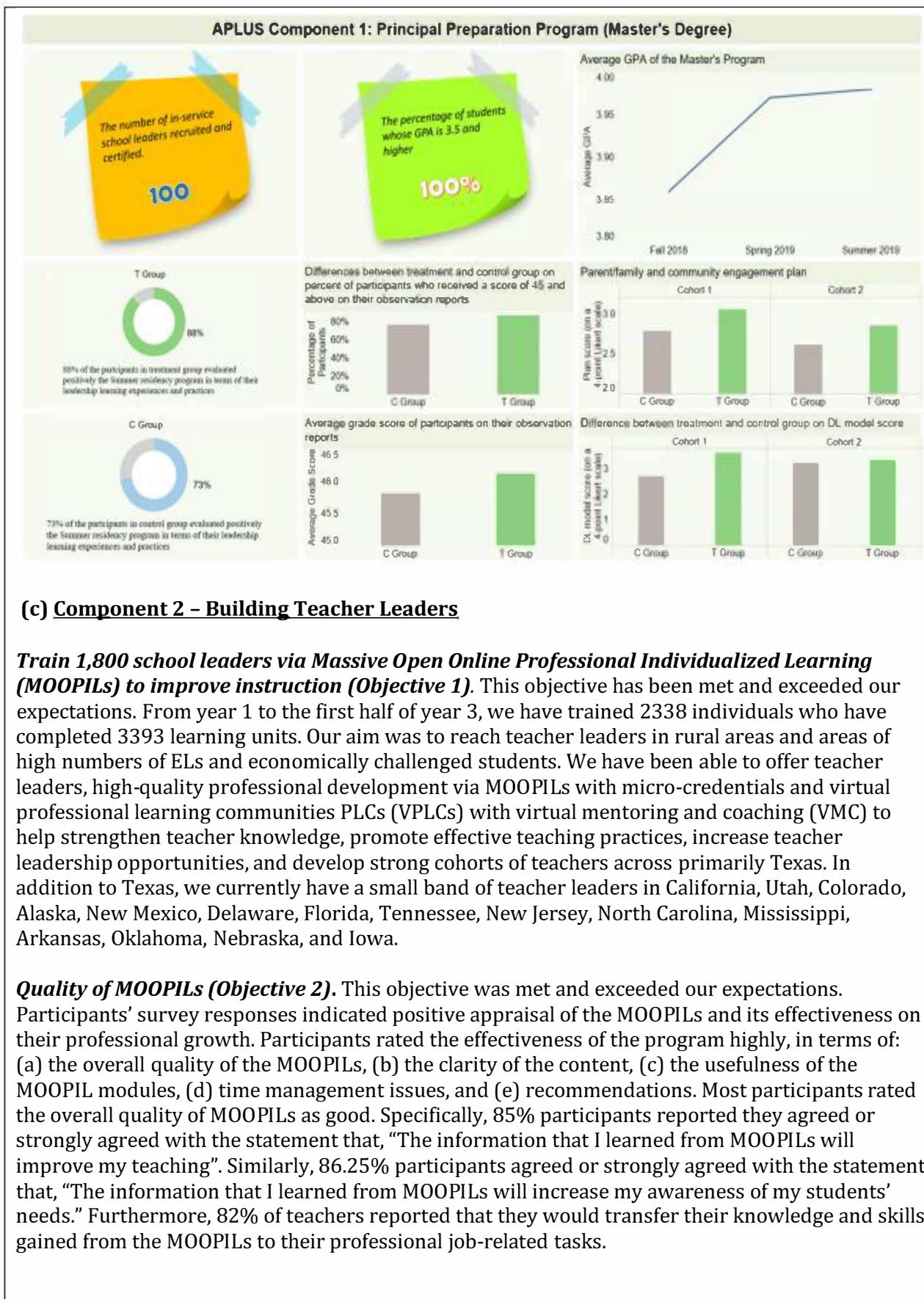
100 participants have been enrolled in this Component. As of today, 88 have received bilingual or ESL certification as well as the 26 in educational leadership/principal from Cohort 1. Within Cohort 1, 30 (13 from the Control (C) group and 17 from the Treatment (T) group) out of 46 graduates have passed the TExES 268 state exam as of April 15, 2020. (Covid-19 has stopped all testing centers, and the students were unable to continue with the testing commitment; they will resume when completed. The state is allowing probationary permit applications for the students until they can get in to take and pass the tests.). In addition, 33 (16 from the C group and 17 from the T-group) of 46 Cohort 1 graduates have passed the PASL 368 state exam as of April 15, 2020. In Cohort 1, 44 of 46 participants are ESL or Bilingual certified. Two students are waiting to take ESL exam as testing centers are closed due to COVID-19 pandemic. At this point, Cohort 1 has 26 out of 46 graduates who have passed both state certification exams. These 26 graduates are eligible for a

standard principal certification.

Effectiveness of the Summer Residency program (Objective 5). This objective exceeded the expectation. To promote a deep understanding of high professional standards and a campus leader, all principal candidates completed a minimum of 70 hours intensive leadership practicum during 2019 Summer. Sixteen participants from the T-group ($n=24$) were enrolled in an instructional leadership residency program collaborating with each other with iEducate. Participants were provided with a literacy-infused STEM curriculum designed by Texas A&M University. The remaining eight participants from the T-group conducted a customized practicum with the collaboration of their partner school districts. All participants from the T-group received Virtual Mentoring and Coaching (VMC) during the internship. In contrast, the C group ($n=22$) participated in a regular university leadership intern practicum, without VMC or leadership residency experience. After the Summer residency, all candidates were interviewed to gather their perceived effectiveness of the residency. Overall, results indicated that 88% of the participants from the T-group and 73% from the C group evaluated positively the Summer residency program in terms of their leadership learning experiences and practices. In terms of differences between these groups, T-group rated 15% higher the effects of the Summer residency program based on their leadership learning experiences and practices. Therefore, a simulated school leadership residency with a VMC was recommended.

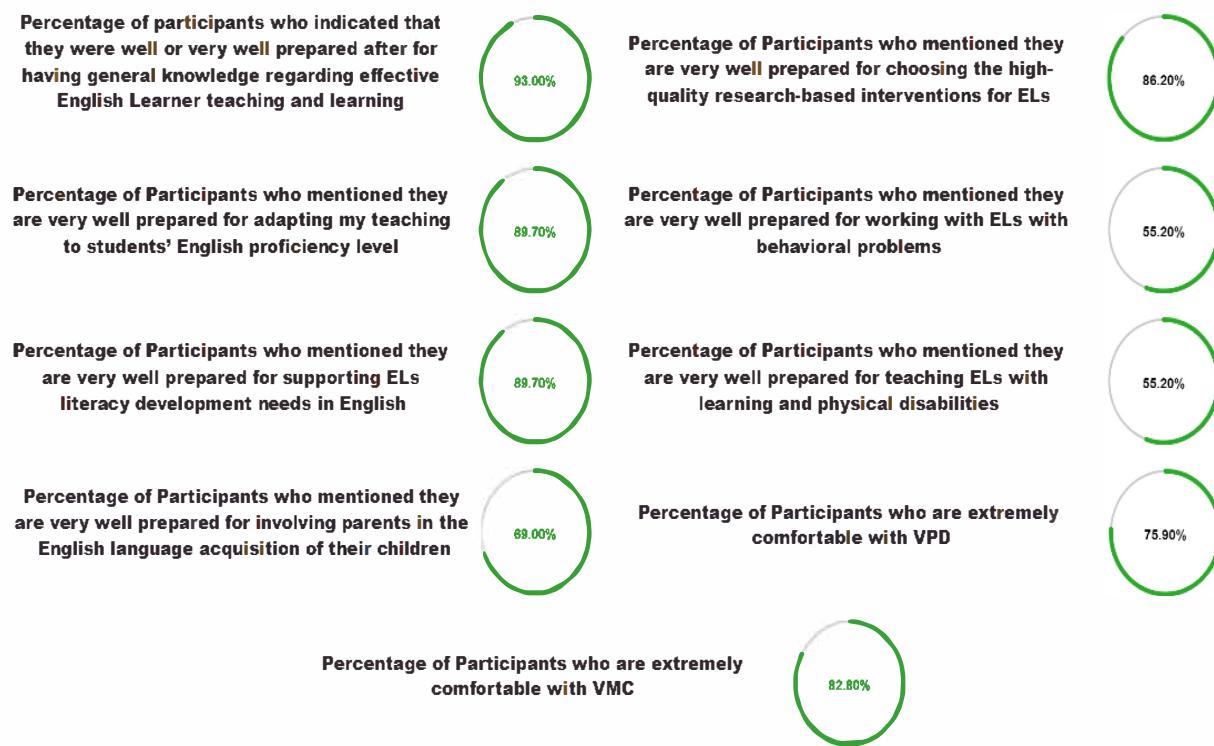
Effects of VMC in Summer Residency (Objective 5). This objective exceeded the expectation. Out of the 16 participants in the treatment group, 100% perceived positive effects of the VMC from the summer residency. In other words, 16 participants in the Treatment group perceived the VMC as a great resource for not only instructional and executive leadership skills and practices, but also an overall moral support. On the one hand, the VMCS were being very supportive in providing active listening and timely feedback to help the participants with classroom instruction and management, re-source management, policy implementation, and coordination of school operations and programs. On the other hand, VMC created a relationship in which the participants felt cared for and were therefore able to implement the new leadership knowledge they learned earlier in this program. Since the Summer residency was the first time for many participants to be the “principal/leader” of a Summer program, they were anxious and stressed at the beginning. By sharing their previous experiences as principals and providing constructed feedback, the VMCS were able to help the participants build self-efficacy and reflective thinking through the entire process. We have evaluated the overall quality of the VMC intervention through a self-report survey. Among 24 participants in Cohort 1-T group, 95.75% of them rated VMC at the highest level ($M= 4.7$, $SD=0.1$). The top three most effective and beneficial learning areas identified were situational problem solving, operational management, and leadership communication. They reported that their coach built a safe and comfortable communication environment (95.65%), and were satisfied with the strategies the coaches used to enhance their understanding of leadership learning (91.3%).

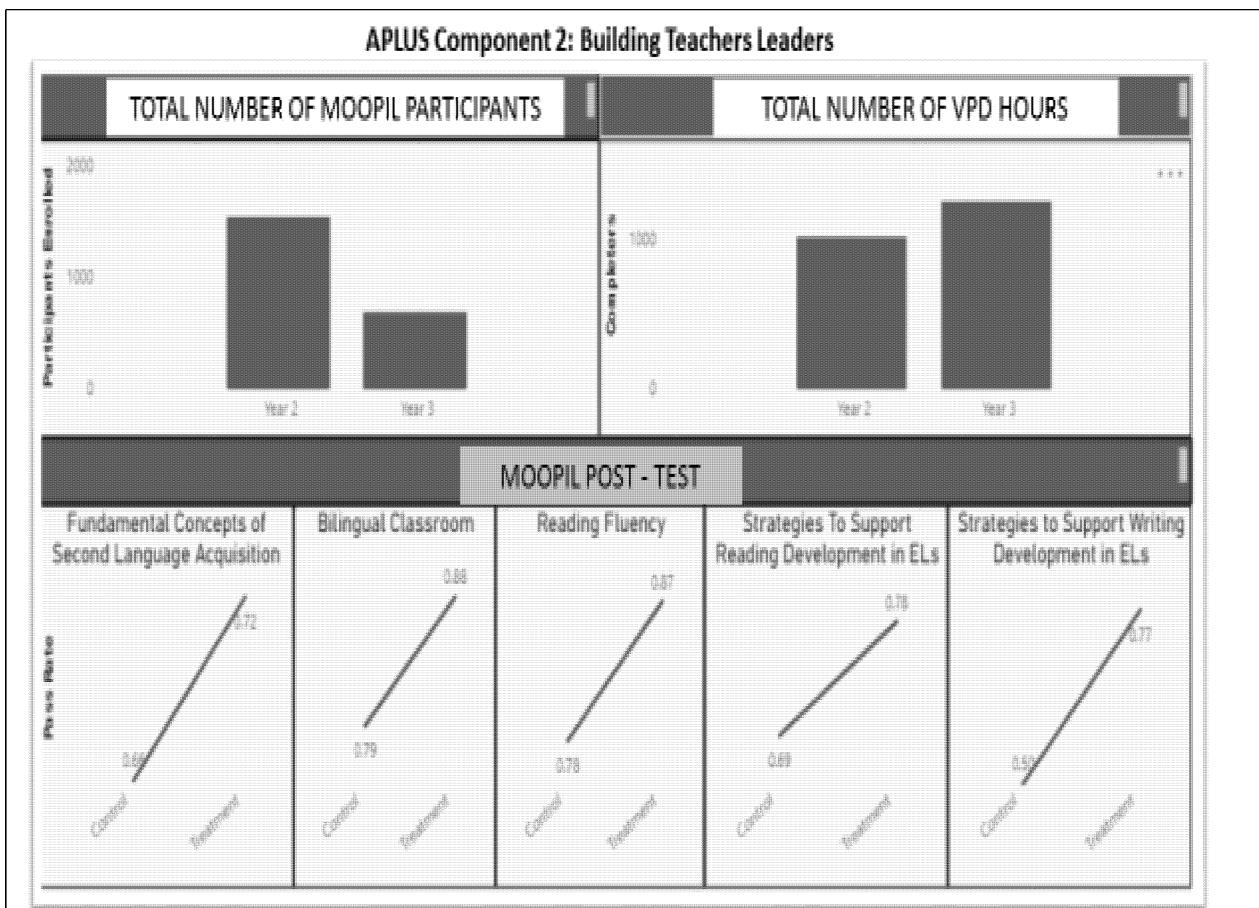
Here we provide a dashboard for a quick review of outcomes thus far of the Component 1.



Quality of Virtual Professional Learning Communities (VPLC) and Virtual Mentoring and Coaching (VMC) (Objective 2). This objective was met and exceeded the expectation. Participating teacher leaders are receiving 7 VMC sessions using Virtual Professional Learning Communities (VPLCs). All sessions are recorded via GoToMeeting. Coaches provide virtual mentoring and coaching (VMC) to the T-group only. The T and C groups rotate participants in leading the VPLCs. Currently, our VPLC groups are diverse and are made up of teacher leaders from across Texas with some teachers from the test-bed for dissemination across the United States including New Mexico, Mississippi, Iowa, Alaska, California, Texas, North Carolina, New Jersey, Colorado, Tennessee, Delaware, Nevada, Utah, Arkansas, and Florida. 86% of treatment and control participants indicated that the VPLC experience boosted their confidence in teaching ELs due to increasing awareness of ELs' needs. Moreover, 91% of the participants in both control and treatment groups rated that they were "extremely satisfied" or "satisfied" that the VPLCs had extend their understanding of teaching and student learning. 95% participants agreed that VPLCs had provided valuable networking opportunities for them to connect with other school educators. Furthermore, 82% of the participants stated that they were "extremely satisfied" or "satisfied" with the structured environment that promoted their professional discussion and learning. The VPLCs followed a prescribed sequence where each week a different participant would lead the VPLC. For the treatment groups, the teacher leaders also received additional virtual mentoring and coaching that supported their leading process. While 77% of the participants were "extremely satisfied" or "satisfied" with the experiences and resources that teachers shared with each other via the VPLCs.

Following is a dashboard that shares the outcomes of Component 2 thus far.





(d) Component 3 – Building Campus Leaders

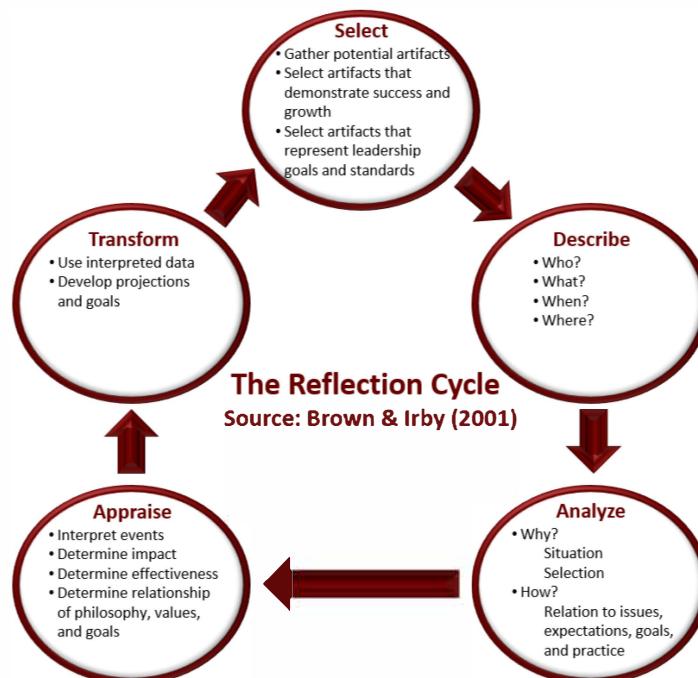
Train 100 campus leaders via MOOPILs to improve instruction (Objective 1). This objective was met and exceeded our expectations. From year 1 to the first half of year 3, we have trained 136 campus leaders who have completed 857 leadership-learning units. Although we surpassed our recruitment target goal in component 3, we are planning to have 100 additional leadership participants who will be taking MOOPILs and will be involved in VPLCs.

Effectiveness of the VMC (Objective 2). This objective was met and exceeded our expectations. Participants indicated that virtual mentoring and coaching (VMC) was effective, that peer coaching for school leaders, as an extension of their district's goal, is helpful. The research team found that virtual coaching provided school leaders with effective peer coaching, observation, modeling, and feedback in their leadership practices. Continuing with the benefits of the VMC, participants identified the accessibility of the VPLCs, which made the coaching experience very convenient and flexible. School leaders developed and leveraged their own leadership skills via VPLCs through peer coaching. As evidenced, school leaders engaged in constructive dialogues via VPLCs, allowing them to reflect on their own knowledge and develop more confidence in their leadership roles. Findings revealed a significant and positive impact of virtual coaching for leaders related to their goal-directed self-regulation, self-awareness and reflection. Most school leaders commented that coaching was effective, consistently commenting that the level of support was "great," "helpful," "excellent," "lively," and "informative". School leaders particularly appreciated the support they received from the coaches. In addition, participants believed that coaching has improved their performance by learning and applying new skills that they did not use before. Mentoring and

coaching has been helpful since it offered the school leaders with chance to work on various instructional strategies to optimize their performance and minimize areas they had difficulty in the past. As a result, VMC provides interesting and valuable insights about group coaching via VPLCs, and serve as an inspiration for designing successful VPLCs.

Effectiveness of the VPD including VPLC and VMC (Objective 3). This objective was met and exceeded our expectations. With a focus on building instructional capacity, the program modules and discussions helped participating campus leaders, create a social network of support and supervision. The overall quality of VPD including VPLC and VMC was evaluated on a 5-point Likert scale, ranging from "1=strongly disagree" to "5=strongly agree". Participants were asked to evaluate seven characteristics of VPD using VPLCs. Participants' ratings regarding VPD ranged from 4 to 4.35. The majority of participants (86%) agreed that VPD using VPLC was useful and beneficial; the percentage varied from 83% for making connections and established relationships with their coaches and peers to 90.5% for recommending this VPD to other school leaders. Participants' responses indicated positive evaluation of the VPD. Most participants found the overall quality of the VPD effective. 85% of campus leaders reported that they had applied or will apply the knowledge and skills they learned during the VPD sessions in their daily work. Particularly, 82% of them think they can apply the knowledge of EL instructional leadership they learned during the VPD in their daily work. Among the most significant features supporting school leaders' growth are: (a) mentoring and coaching, (b) VPLC, (c) learning support in leadership, and (d) reflection journal.

In addition, the goal of component 3 – objective 3 is, to determine how well the VPD translates to practice and the perceived impact of the learning on practice from principals' perspectives. To gather these perspectives, the reflection cycle framework proposed by Brown and Irby (1997, 2001) was embedded at the end of the VPD content to facilitate principals' reflections.

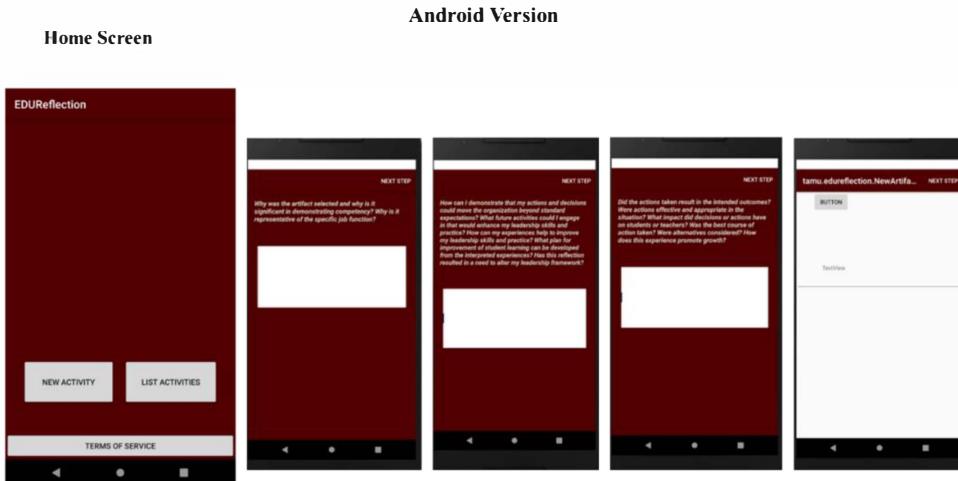


Participants move through 5 stages as follows:

- a) Stage 1 – Select: Principals are told that artifacts are something that should demonstrate success and growth and represent leadership goals and proficiencies. They are prompted to take (or upload) a picture/video of their artifact. Once the artifact is selected, they move to the next stage.
- b) Stage 2 – Describe: Who was involved? What were the circumstances, concerns, or issues? When did it happen? Where did it take place?
- c) Stage 3 – Analyze: Why was the artifact selected and why is it significant in demonstrating competency? Why is it representative of the specific job function?
- d) Stage 4 – Appraise: Did the actions taken result in the intended outcomes? Were actions effective and appropriate in the situation? What impact did decisions or actions have on students or teachers? Was the best course of action taken? Were alternatives considered? How does this experience promote growth?
- e) Stage 5 – Transform: How can I demonstrate that my actions and decisions could move the organization beyond standard expectations? What future activities could I engage in that would enhance my leadership skills and practice? How can my experiences help to improve my leadership skills and practice? What plan for improvement of student learning can be developed from the interpreted experiences? Has this reflection resulted in a need to alter my leadership framework?

Once all stages are complete, the textboxes from stages 2-5 are combined into a single journal entry that can be saved locally or exported to be emailed.

The Reflection cycle has allowed the research team to gather valuable reflections about how well the VPD translates to practice and the perceived impact of the learning on practice from principals' perspectives. Therefore, with the help of a team from the High-Performance Research Computing (HPRC) department at Texas A&M University, the research team developed the Reflection app, which is compatible with iOS (iPhone and iPads) and Android (Google, Samsung, HTC, LG, Lenovo etc.) products. The app is now available in Apple and Google stores and can be found as Edu Reflection. Following are some screenshots of the app:



Home Screen

iOS – iPhone and iPad

A-PLUS research team believes the Reflection app is a promising practice not only because of the ease of access but because it facilitates participants' reflection on their practice, which is an essential attribute for professional development. Reflective practice is key for professional development and continuous learning, benefiting participants with opportunities to reflect and identify strategies to constantly improve their practice and develop expertise.

Following is a dashboard of Component 3 that shares an overview of the outcomes thus far:

APLUS Component 3: Virtual Professional Development Program for School Leaders

MOOPIL Completion

71.42%
88.57%

71.41%
100%

71.14%
100% Participants reported that the training was related to their professional experience.

Total number of enrolled participants for Year 2: 610

Percentage of completion for Year 1: 76%

Descriptive Statistics of the Overall Quality of the VMC

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would recommend this VPD to other principals.	60%	30%	10%	0%	0%
The discussion and activities inspired me to reflect on my own leadership practices.	65%	30%	5%	0%	0%
The length of a VMC session is acceptable.	55%	40%	5%	0%	0%
The participation and interaction were encouraged, creating a trusting and collaborative environment.	55%	40%	5%	0%	0%
The virtual coach mentor met my expectations.	50%	45%	5%	0%	0%
The VMC using VPLC gave me an opportunity to make connections and establish relationships with my coach and my peers.	55%	40%	5%	0%	0%
The VPLC focusing on improving instruction for English learners has been valuable to my instructional leadership.	50%	45%	5%	0%	0%

Strongly Agree
30% 40% 50% 60% 70%

The most effective VPD aspects selected

Aspect	Value
MOOPILS	18
REFLECTION JOURNAL	10
VMC	18

The responses to the question whether the VMC sessions were effective in building the instructional leadership capacity by age

Age Group	Yes	No
25-34	12	4
35-44	13	1
45-54	10	7
55+	7	3

The responses to the question whether the VMC sessions were effective in building the instructional leadership capacity by leadership experience

Experience	Yes	No
5 Years and Below	20	9
6 Years and Above	3	8

The willingness of continuing the VMC by age groups

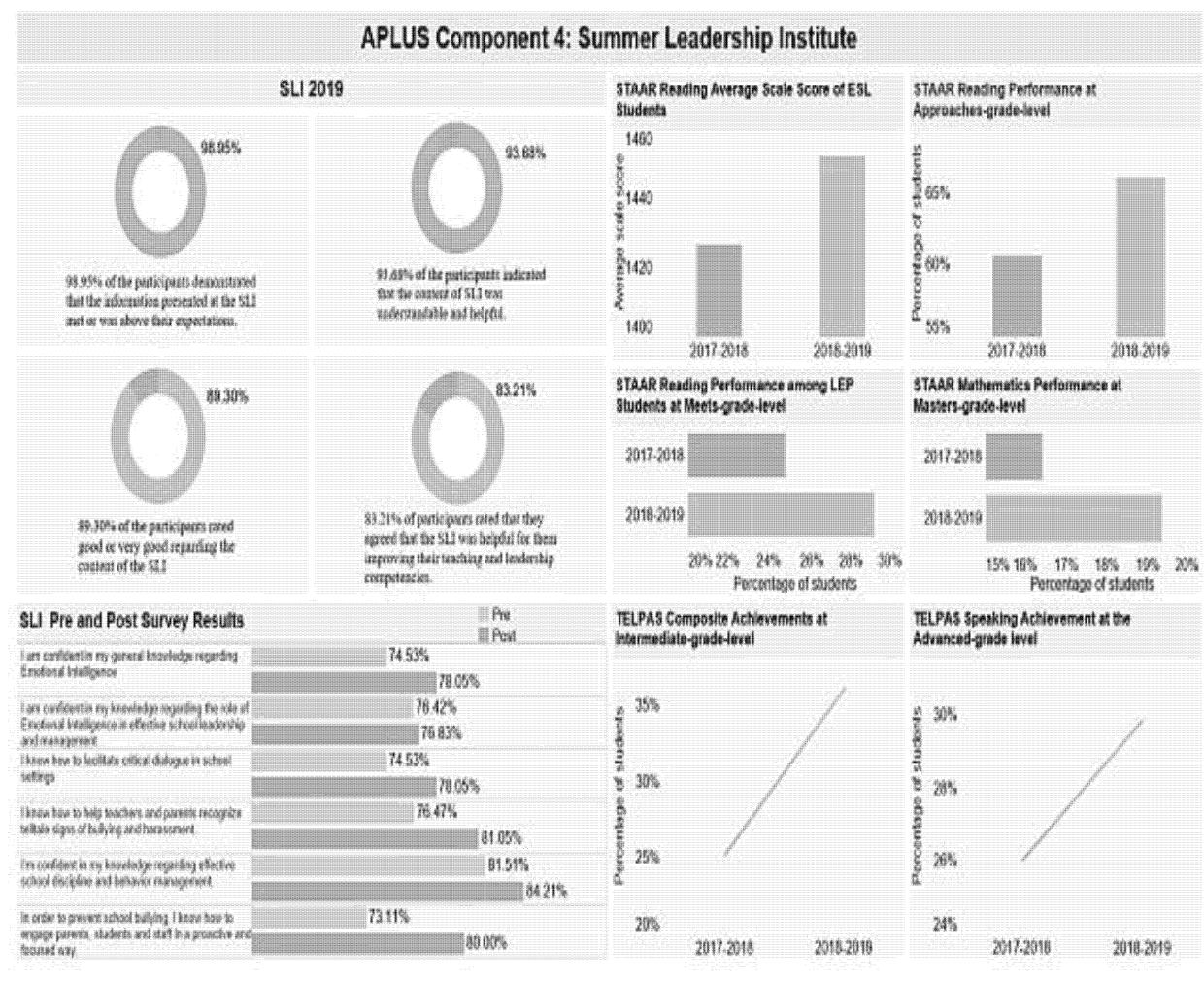
Age Group	Yes	No
25-34	5	1
35-44	10	1
45-54	8	2
55+	2	1

(e) Component 4 – Summer Leadership Institutes (SLIs)

Train 200 school leaders via SLI (Objective 1). This objective was met and exceeded our expectations. From year 1 to the first half of year 3, we recruited and trained 898 school leaders via four Summer Leadership Institutes (SLIs) and 2 Dual Language and Literacy Institutes (DLLIs). The research team has changed the format of the SLIs and we will be offering virtual SLIs (VSLIs) due to COVID-19. We continue our recruitment efforts and we expect to recruit for this summer's events approximately 520 participants.

Quality of SLIs (Objective 2). This objective was met and exceeded our expectations. Most of the participants thought the overall quality of SLI was good and helpful. Specifically, 95.1% of participants rated the content of SLI were very informative, and 92.68% of participants were very satisfied with the organization of SLI. 93.90% of participants reported that the information presented in the SLI met or was above their expectations. In addition to the significant increase in their leadership competency scores, participants were also much less likely to rate themselves as incompetent in any category after completing the program. Before attending the SLI, 53% of the participants rated them as incompetent or unfamiliar in at least one of the categories of leadership skills and knowledge, while this number dropped to 27% after completing the SLI.

Following is a dashboard that shares the outcomes of the Component 4, SLIs, thus far.



(f) Component 5 – School Enhancement Program

School Enhancement Program (Objective 1). The outcome of component 5 – objective 1 is a School Enhancement Program (SEP), with a university/school partnership that provides support and training to the leadership teams so that they turn the school around. We provided the tools to the leadership team via: (a) a Root Cause Analysis (RCA) conducted on all 8 schools; (b) a Summer Leadership Institute after the RCA was conducted; (c) On-going training and implementation for the T leadership team using the TAMU VMC model; and (c) an on-site coach for 10 hours per week per treatment campus. To build instructional capacity, we work with the district to assist the campus leadership team to determine what avenues they would take to help teachers to improve instruction in the classroom so that children can learn better, perform better, reflect on their own leadership, and ultimately help teachers and students achieve better results. We determined, with Aldine ISD's (a large urban school district in Texas) input that we would focus on the leadership teams—the principal, the assistant principal, and the instructional skill specialists.

TAMU and Aldine ISD transformed the school leadership, and ultimately improved the success of teachers and students using three overarching improvement methods:

- Assigning a personal coach to principals. The personal coach helped reflect on their leadership style and strategize ways to improve.
- Another coaching method equipped instructional skills specialists with technology to provide live feedback to teachers. The instructional skills specialists could remotely monitor the teachers giving a lesson in the classroom. Then, they would provide live feedback to teachers in real-time earpieces making live corrections on things like curriculum delivery.
- TAMU invited Aldine's school leadership to the CEHD ELRC Summer Leadership Institute (SLI), a workshop that helps schools and facilitates critical dialogues around strategic planning. At the SLI, campus improvement plans were further developed.

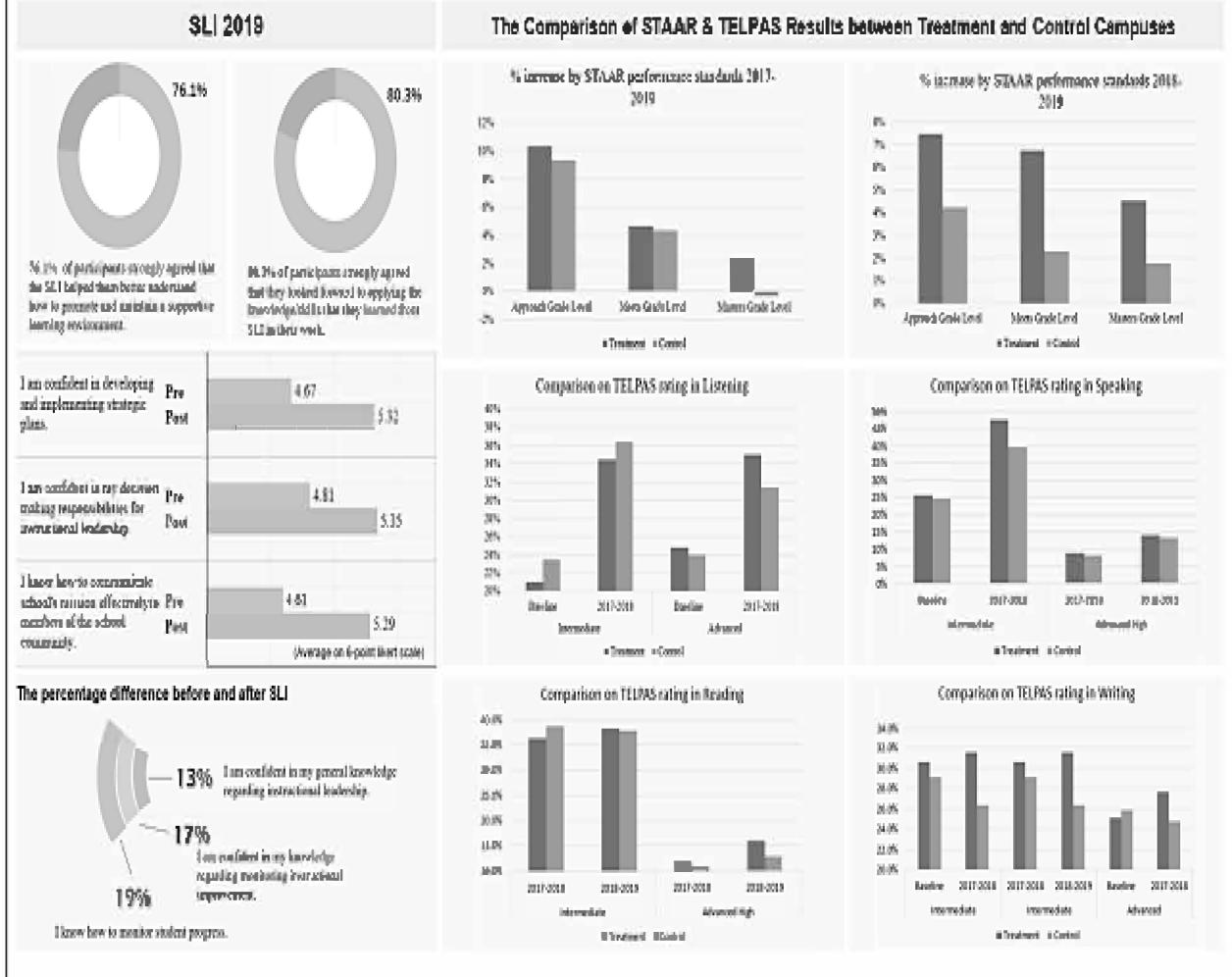
Turnaround Tips:

TAMU and Aldine ISD worked together with the leadership on the campuses to lead to success. The tips determined are as follows:

1. A school-university partnership
2. A personal coach for the principal
3. A leadership team coach (at least one)
4. An Instructional Interventionist (to work with struggling learners)
5. A Supportive District Curriculum Team engaged often on the campus
6. Focus on Instructional Capacity Building
7. Instructional Skills Specialists (build their Coaching Capacity for pedagogical improvement)
8. Area Superintendent (focused on monitoring and providing feedback and professional growth opportunities)
9. Professional Learning Community changes in structure and focus
10. Focus on data analyses, strategic planning
11. Engage in an external root cause analysis
12. Unobtrusive observations of leadership team campus interactions
13. A focus by the principal (no letting go—build a team, share leadership, keep the focus on the work of creating instructional capacity).

Following is a dashboard of Component 5 thus far.

APLUS Component 5: School Enhancement Program



- 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?**

The only challenge that we have faced is—COVID-19. This situation forced us to make changes in the implementation of three components (1, 4, and 5).

Timeline and Context

On March 12, 2020, the Office of the Chancellor of the Texas A&M University System announced, “all Texas A&M agencies will move to a skeleton crew beginning March 16th through the 20th, and the remaining employees will work from home until the situation becomes clearer”. F2F courses were cancelled for both the spring 2020 and summer 2020 semesters, and all courses will be conducted in an online format. As of April 8, 2020, all university research staff are under shelter-in-place orders until further notice, and no APLUS staff or graduate assistant researchers are allowed to be physically present on campus. We are currently working from home.

On March 13, 2020, President Donald J. Trump proclaimed that the COVID-19 outbreak in the United States constituted a national emergency. At the state level, the Texas Department of State Health Services (DSHS) is working closely with the Centers for Disease Control and Prevention (CDC) in responding to the COVID-19 virus that is causing and outbreak of respiratory illness worldwide. As of April 8, 2020, the number of COVID-19 Texas case counts was 9,353 with 177 fatalities. These statistics were retrieved from the Texas Department of State Health Services:

<https://txdshs.maps.arcgis.com/apps/opsdashboard/index.html#/ed483ecd702b4298ab01e8b9caf8b83>

On March 16, 2020 Texas Governor Abbott announced that he waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year (*see Appendix A*). Traditionally, Texas assessment system provides educators and parents with reliable information on whether or not their students have mastered grade-level content. Additionally, Governor Abbot requested that the Department of Education (DOE) waive federal testing requirements for the 2019-2020 school year. TEA received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year. Consequently, all districts and campuses will receive a label of Not Rated: Declared State of Disaster for the 2020 state academic accountability.

On March 19, 2020, Dr. John Hellerstedt, Commissioner of Texas Department of State Health Services, declared a public health disaster in Texas. He stated, “COVID-19 has created an immediate threat, poses a high risk of death to a large number of people, and creates a substantial risk of public exposure because of the disease’s method of transmission and evidence that there is community spread in Texas.”

On March 31, 2020, Governor Abbott issued an Executive Order implementing Essential Services and Activities protocols. The protocols support the Governor's directive to avoid eating or drinking inside at bars, restaurants, and food courts, although use of drive-thru, pickup, and delivery for food is highly encouraged. The order prohibits visiting gyms or massage establishments, and expands to include tattoo studios, piercing studios, and cosmetology salons. It also extends social distancing measures to April 30, 2020, and schools will remain closed to in-person classroom attendance through May 4, 2020.

As of April 2, 2020 a summary debrief of Texas Education Agency (TEA) COVID-19 Superintendents Calls was posted on the TEA website <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>. The TEA Superintendents Calls summary brief addressed next steps for school districts and charters and provided a recap of the following topics:

- All schools have been ordered closed up for the remainder of the school years.
- Several requirements for teacher certification and educator preparation programs have been waived adjusted for those engaging in a practicum during spring 2020 or completing field-based experience requirements in spring or summer 2020.
 - In accordance with Governor Abbott's waiver, all requirements related to the field supervision of candidates have been waived, including the number, duration, timing, and format of the observation.
 - Governor Abbott has waived the requirement that 15 clock-hours of field-based experiences must be completed on a school campus for those completing field-based experience requirements in spring or summer 2020. All field-based experiences may

- be completed by use of electronic transmission or other video or technology-based method.
- TExES 268 exam-Pearson Education, Inc., the company contracted to administer the TExES 268 exam, suspended Texas Educator Certification Examination Program exam delivery at their U.S.- and Canada-based Pearson-owned computer-administered test centers for 30 days until April 16, 2020. This decision was made for the health and safety of examinees and proctors. Pearson sent cancellation notices and instructions for scheduling new appointments directly to examinees. Exam delivery at test centers on college/university campuses and other non-Pearson-owned partner locations are subject to the decisions local to that campus/facility. We continue to receive updates through the Texas Educator Certification Examination Program web site at www.tx.nesinc.com
 - PASL 368 exam-Educational Testing Service (ETS) administers the PASL. ETS continues to monitor the impact of the Coronavirus as well as state and federal responses. We will continue to provide updates periodically. This information is also available at <https://www.ets.org/ppa>. In consideration of the health and safety of principal candidates, ETS announced modifications to the spring 2020 PASL submission schedule. The new deadline dates are as follows:
 - Registration deadline – May 11, 2020
 - Task submission deadline - May 20, 2020 (at 2pm ET)
 - Score reporting to candidates - June 17, 2020
 - Resubmission deadline – July 1, 2020
 - Resubmission Task submission deadline – July 8, 2020 (at 2 pm ET)
 - Resubmission score reporting to candidates – July 29, 2020
 - Candidates who are unable to complete the assessment this spring will be eligible to receive a registration voucher that allows for the completion of the PASL assessment over the next academic year.

Component 1

Since the educator testing centers are closed, COVID-19 not only affects the implementation of the summer residency program but also testing. Principal certificate candidates will need to pass both the Principal as Instructional Leader TExES 268 exam and complete the Performance Assessment for School Leaders (PASL) 368 exam to obtain a standard certification (see **Appendix B**)

As APLUS plans for the practicum summer residency in Component 1, the school closures have impacted the opportunity for principal candidates to implement the APLUS/iEducate summer residency in their respective school districts. In accordance with Governor Abbott's waiver, all requirements related to the field supervision of candidates have been waived, including the number, duration, timing, and format of the observation. Governor Abbott has waived the requirement that 15 clock-hours of field-based experiences must be completed on a school campus for those completing field-based experience requirements in spring or summer 2020 (see attachment 9). All field-based experiences may be completed by use of electronic transmission or other video or technology-based method.

How we addressed this Challenge

As a result, we modified our summer residency to an online format. Below is a description of the updated summer residency.

Summer Practicum Residency

- The summer residency will start May 26, 2020 and conclude August 3, 2020

- The partnership with iEducate is paused. Program participants have been encouraged to follow the Governor's Executive Order.
- All principal candidates will participate in APLUS Component 3 Virtual Professional Learning Communities (VPLCs) and interact with Texas practicing principals. There will be six VPLC sessions.
- All principal candidates will complete Massive Open Online Professional Individual Learning (MOOPIL) professional development based on curriculum content they received in the leadership preparation program. They will complete the following MOOPILs and will engage with principals in problem-solving strategies of simulated programs:
 - A-PLUS P: Leading and Learning in Professional Learning Communities C-3
 - A-PLUS P: Using Data to Make Instructional Decisions C-3
 - A-PLUS P: Monitoring Curriculum and Instruction C-3
 - A-PLUS P: Understanding English Learners' Needs and Dual Language Programs C-3
 - A-PLUS P: Critical Dialogues C-3
- All principal candidates will create one MOOPIL professional development based on leadership content they received in the APLUS program, which will aid leaders in working to improve instructional leadership in high-needs schools with large numbers of English learners. They will write the MOOPIL and include an embedded video. They will write this per the formula of L.E.A.D.E.R., which was developed by the PI under the APLUS grant.
L=Leading Questions; E=Engagement; A=Applied Research; D=Discussion; E=Examples; R=Reflection.

Sample Leading Question

Advantages of Bilingualism

Building Instructional Capacity to Impact Diverse Learners

Leading Questions Engagement Applied Research Discussion Examples Reflection

Leading Questions

As you begin, consider this leading question:

- What benefit(s) exist when a child comprehends or speaks more than one language?

Here, are the LEADER sections of the MOOPIL. This is an example of the L-Leading Question.

ATM

Each principal candidate is eligible to earn a stipend for creating a credible MOOPIL. All principal candidates will be working on the MOOPILs on their own or with their practicum field assistants. Treatment students (formerly iEducate Summer Residency Group) will have their assigned Virtual Mentor Coaches (VMCs) who will also attend the VPLCs with them in order to assist them with their reflecting and in writing of the MOOPIL.

Educator Testing for Texas Principal Certification

Texas principal certificate candidates will need to pass both the Principal as Instructional Leader TExES 268 state exam and complete the Performance Assessment for School Leaders (PASL) 368 state exam in order to obtain a Texas principal standard certification. Testing centers closed until May 1, but there is some reluctance to go to the centers and there is limited space for testing. Here is an excerpt from the TEA website.

- ✓ **Test Center Availability in Texas:** *"Test centers are beginning to re-open across the state. As they do, they may have reduced capacity in order to meet health and safety guidelines and physical distancing restrictions. As a result, in your search for available appointments, you may need to broaden your search geographically or extend your search to future dates. Since additional appointments may become available as more sites re-open over time, you can monitor seat availability and reschedule if desired".*

So testing may be limited even still at this point for our participants. The positive thing is, the students can now test for the TExES 268. The ETS PASL delayed its time period until May 20 and also allowed for a virtual meeting video to be submitted. The closure of testing centers did affect 22 of the 47 Cohort 1 graduates and all 53 Cohort 2 principal candidates since it was late in the semester after they had had their workshop in January with related to how to do their best with [REDACTED]

[REDACTED] in early February. In addition, our research protocol includes contacting our principal candidates two semesters after graduation and tracking their job trajectory. If principal candidates are not entering the next level leadership workforce immediately upon graduation due to school and testing center closures/delays, our APLUS cohort graduate follow-up research data will also be affected. If the candidates miss the Spring (May 20 deadline for PASL) and the Summer deadline for 268, the participants will be able to take the 268 and PASL in Fall. They are eligible for a temporary certificate. However, please recall that in Texas, there are entry-level leadership and supervisory positions that do not require a Principals Certificate (it is a district decision to require that for entry-level positions). In addition, Central Office leadership positions, such as Bilingual/ESL Coordinator, would not require a Principal Certificate, unless the district requires it. A Master's leadership degree may be required (which they will have).

How we addressed the Challenge

As a result of working with the Deans in our Texas A&M University System and as a result of working with the Texas Association of the Colleges of Teacher Education (TACTE), we were able to work with the Texas Education Agency to find a stopgap solution for our participants who are these principal candidates. Since school districts closed and went online, the principal candidates were able to have their face-to-face hours reduced and moved online. So their work in their practicum was designed online for the remainder of the Spring. They met with their principal to discuss administrative issues on the campus. They met with the Assistant Principal to gain insight of what was happening on their campus, and they led PLCs for their team. For example, one of the team members actually became the entire District spokesperson for the COVID-19 issues (this was an example of great practice for leadership). One led the packet development for her campus. One was in charge of all special education issues online and at-home with the parents. She was working with the teachers at her campus to organize all of this situation. These are only a few of the great leadership experiences our students were able to work out with their mentors and the university field supervisors for our APLUS program.

Component 4

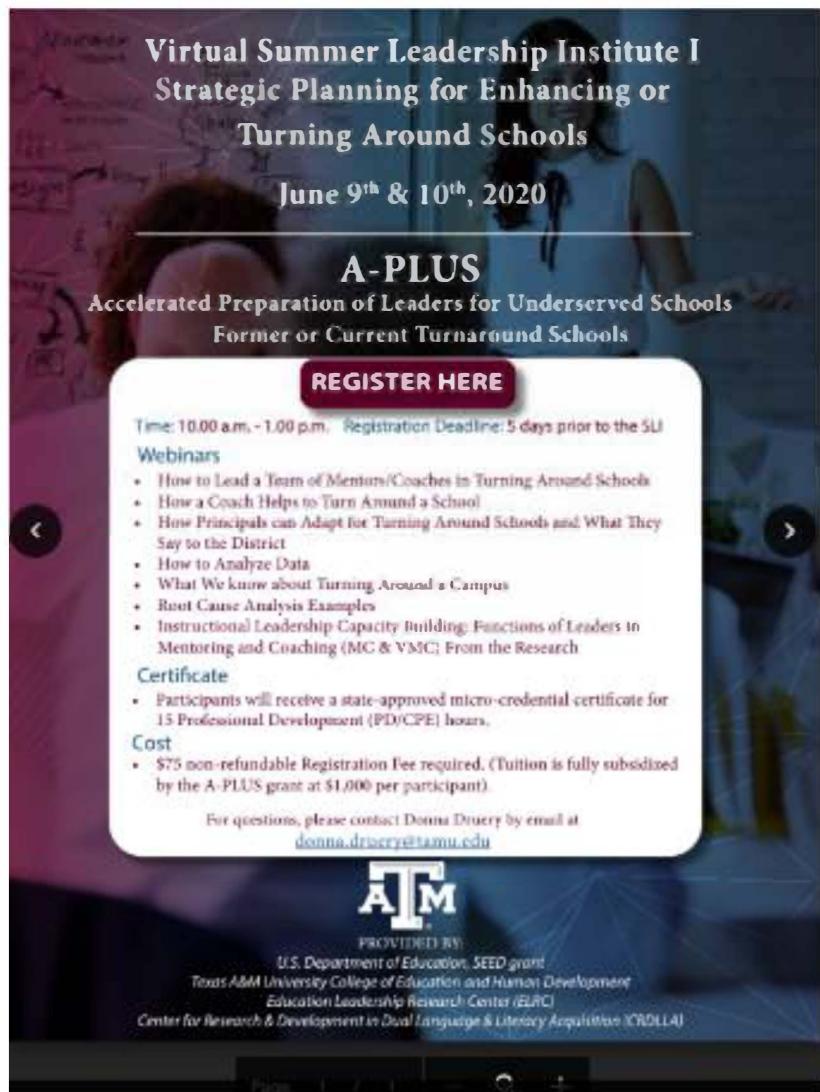
Under the current circumstances and following social distancing regulations for COVID-19, we are forced to not have our four Summer Leadership Institutes (SLI) in person.

How we addressed the Challenge

We were forced to move our SLIs into a virtual format with six shorter-term SLIs (only one will be live webinars that will occur over three days) for the upcoming Summer, 2020; one is a blended live and prerecorded, and the other 4 will be fully rerecorded. This made us cancel all contracts with hotels and re-plan the institutes to fit the virtual format. Following TAMU and CDC directions, we are breaking out the structure of a daylong PD sessions to an hour shorter live and/or recorded webinar sessions, working with our partner, LogMeIn (GotoWebinar). This caused our research team to have to spend approximately 300 hours collectively just figuring this out to make a good virtual training for our participants. We anticipate 490 participants over the 6 webinars. The same pre and post surveys will be provided online that we would ask for the SLI in terms of learning the content for application in their schools. Here is a sample of a flyer. We have top individuals in their fields presenting at these SLIs—such as [REDACTED]

[REDACTED] and other

top school district personnel.



Component 5

All schools in Aldine ISD are closed until further notice due to COVID-19. Therefore, implementation activities were halted since these require the schools to be open and functioning for this to take place. Currently, we are analyzing the data that have been collected under this component. We will

work with the schools to obtain any additional data to add to the analysis. All statewide annual school testing was waived by the Governor.

Texas School Assessment and Accountability Data Collection

Our team analyzed multiple data sources from the Texas Education Agency (TEA), such as STAAR, Texas English Language Proficiency Assessment System (TELPAS), and accountability campus ratings. Per Governor Abbott's mandate, the State of Texas STAAR testing requirements for the 2019-2020 school year have been waived, and for 2020 state academic accountability, all districts and campuses will receive a label of Not Rated: Declared State of Disaster. Therefore, APLUS will not have the opportunity to compare and analyze STAAR and TELPAS data in year 3.

How we addressed the Challenge

Though we could have no one on the campuses as they were closed for the mentor coaches from our project, and we could have no one on the project that would deal directly with children online due to FERPA and confidentiality issues, we are able to continue to work with one of the coaches who has developed with us a formula for determining potential for turning around a school. We are preparing an algorithm for this data analysis process so that schools can gain access and learn how to do this. He will be a speaker actually in one of our webinars. We also have a plan to contact our participating campuses on June 1 to collect student benchmark data for both the Fall and Winter benchmark examinations in 2019-2020 school year for analysis for the school campuses and help them develop an analysis to determine perhaps where they would have been had the testing not been shut down. The project for Component 5 would have ended at the end of May anyway with the exception of the invitation to SLIs over the summer.

- 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.**

The original project will continue as described earlier for Components 2 and 3. The alterations of how we met COVID-19 challenges are noted in the prior section. The original work will continue in Texas over the remaining months of the grant. The outcomes of each of the Components places APLUS in a position of success already for consideration of additional funding.

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?

- I. *The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.*

PLEASE NOTE THE FORMATTING HERE IS ALIGNED WITH THE OBJECTIVES BY COMPONENT IN THE NEXT SECTION #2.II. WHERE THE OBJECTIVES, OUTCOMES, AND REPLICABLE ACTIVITIES ARE FOUND.

We have a format of an internal evaluation method coupled with an external evaluation method from the Center for Research and Reform in Education at Johns Hopkins University. These have been discussed with CRRE and agreed upon. Following forward-moving plan to study the impact of APLUS, if awarded additional funding, CRDLA at TAMU will continue with overall responsibility for evaluation and running of the RCT. In addition to analyzing the A-PLUS with the RCT, quasi-experimental design (QED), one-group pre-post design, and qualitatively, CRDLA will also conduct scientifically-based research, and assess overall the objectives-based and management-oriented evaluation plan. We have found these efforts to be effective and feasible given the scope of the project, and results from the data analysis in the initial grant also showed positive effects. Therefore, the focus of the evaluation for this renewal will continue to be the formative and summative evaluation with exploratory and confirmatory questions by collecting internal, external, and contextual information pertaining to the participants and training. The formative evaluation procedures will include observations, interviews, open-ended surveys, and written and verbal reports to describe the process of the project activities, such as MOOPIL sessions, field practicum residency, and online courses. Summative evaluation will include data from Principal Exam (campus leadership), student or campus-level data on state assessment, course GPA, and disposition scale. Elaborations on the evaluation plan (including research questions and analytic procedure) is provided below by each Component. All research questions are proposed in alignment with the objectives.

Component 1

This component will be evaluated with a QED design. The participants in the renewal (n=10) will be matched with a sample of 10 from the Cohort 1 Treatment Group in the initial grant based on the following demographics: location (state, rural/non-rural), years

of administrative experiences, grade level, type of certification, and gender. The two groups (Cohort 1 and Renewal Cohort) will be compared to examine the two different residency models. ***Exploratory Question (EQ) 1 (Objective 1)***. What is the total number of teacher leaders who complete the scaled model of intensive residency? ***EQ 2. (Objective 2)***. Based on a document analysis of the reports developed from the APLUS Think Tank, does it include critical characteristics and principles that can be used to build leadership residency model? ***EQ 3. (Objective 5)***. What is the total number of leaders who participate in the VMC Webinar? ***EQ 4. (Objective 8)***. What is the number of presentations, professional media sources, website hits, and other types of dissemination during the year of renewal? ***Confirmatory Questions (CQ) 1 (Objective 3)***. 1. Do participants' performance between Cohort 1 and Cohort 3 differ as measured by scores on the disposition scale (used in the initial grant)? ***CQ 2. (Objective 4)***. Do participants' performance between Cohort 1 and Cohort 3 differ on their observation reports, and rating agreement with an observation specialist using TBOP to provide feedback to other teachers for building instructional capacity? ***CQ 3. (Objective 6)***. Do participants' performance between Cohort 1 and Cohort 3 differ on their parent and family engagement systematic plan and family community engagement plan? ***CQ 4. (Objective 7)***. Do participants' performance between Cohort 1 and Cohort 3 differ on their reports of dual language model?

Data collection and analysis. EQ1-4 will be answered qualitatively or via descriptive statistics. These data will be collected and will be analyzed using constant comparative method and will be coded according to themes for identifying trends or patterns. Data, researcher, and method triangulation and low inference descriptors will address credibility (internal validity) and reliability of the data. To answer CQ 1-4, Analysis of Covariance (ANCOVA) will be conducted to examine the difference on the outcomes between the two cohorts, with their pre-test score, if available (e.g., disposition), as a covariate. If pre-test score is not applicable, e.g., dual language report, then independent-sample t-test will be conducted. Rubrics (***Appendix K***) to evaluate outcome variables on dual language model report, family community engagement plan, and teacher observation reports were developed and used in the initial grant, and will be used in this renewal.

Component 2

This component will be evaluated with RCT. A group of 60 participants from the pool will be matched on demographic variables including location (state, rural/non-rural), years of experiences, grade level, type of certification, and gender, and then randomly assigned to T (n=30) and C(n=30). Baseline equivalence will be examined between the T and C groups.

EQ 1. (Objective 1). What is T leaders' perceived effectiveness of the VMC? ***EQ 2.***

(Objective 2). What is the total number of MOOPILs sessions developed? ***CQ 1.a.***

(Objective 1) Does the VPLC with VMC make a difference on students' outcomes on the respective campuses where the school leaders serve? ***CQ 1.b. (Objective 1)***. Do T and C groups differ on the effectiveness of conducting VPLC sessions?

Data collection and analysis. EQ1 will be addressed qualitatively. These data will be collected via survey and will be analyzed using constant comparative method and will be coded according to themes for identifying trends or patterns. Data, researcher, and method triangulation and low inference descriptors will address credibility (internal validity) and reliability of the data. EQ2 will be analyzed via descriptive statistics on the

number of MOOPILs. To analyze CQ1, analysis of covariance (ANCOVA) will be used with campus-level data collected from accountability measures as outcome, and the data from previous school year as covariate to detect the change and the difference on such change between T and C conditions. Finally, CQ2 will be evaluated using ANCOVA with pre and post assessment of the VPLCs rated on an observation rubric developed in the initial grant.

Component 3

This component will be evaluated using one-group pre-post design to identify change throughout the project. The following data will be collected: (a) the number of VPD hours will be documented; (b) practicing school leaders' growth will be evaluated qualitatively via EduReflection app developed in the initial grant, and fieldnotes videos of PLCs; (c) practicing principals' perceived effectiveness of the MOOPILs will be examined; and (d) campus level data on state assessment will be used to examine as an indicator of the growth of participating principals. **EQ 1.a (Objective 1)**. What is the total number of VPD hours provided to principal participants? **EQ 1.b (Objective 1)**. How do principals grow with the PLCs receiving VMC? **EQ 1.c (Objective 1)**. What is aspiring and practicing principals' perceived effectiveness of the VPD? **EQ 2. (Objective 2)**. What is practicing principals' reflection on the impact of VPDs on their campuses using the EduReflection app? **EQ 3. (Objective 3)**. Is there a change on campus passing rate and English proficiency rating among these practicing principals?

Data collection and analysis. EQs 1-3 will be answered qualitatively (through data collection from interview), or via descriptive statistics. Qualitative data will be analyzed using constant comparative method and will be coded according to themes for identifying trends or patterns. Data, researcher, and method triangulation and low inference descriptors will address credibility (internal validity) and reliability of the data. For EQ 4, disaggregated campus level accountability data will be examined on high-needs students (English learners and economically challenged). The analysis will be conducted at the end of the year via dependent sample t-test. Outcome variables are state level accountability measures (STAAR and TELPAS) collected in 2020 and 2021 for each participant to examine change as a result of C3.

Component 4

This component will also be evaluated using one-group pre-post design to identify change throughout the project. The following data will be collected: the number of principals and campus leaders receiving the VSLIs will be documented. Further, participants' perceived effectiveness of the VSLIs will be studied through pre and post survey. Campus Improvement Plans will be evaluated before and after VSLIs to identify the improvement using a rubric that was developed during the initial grant to review these plans. Further, a knowledge and skill survey developed in the initial grant will be administered before and after the virtual SLIs to evaluate the growth on the topics mentioned in the project design of C4. Campus level data on state accountability measures will be used to examine the impact the virtual SLIs on student achievement on the campus where the principal and leadership team serve. **EQ 1.a. (Objective 1)**. What is the total number of participants receiving VSLIs? **EQ 1.b. (Objective 1)**. What is the participants' perceived effectiveness of VSLIs? **EQ 2.a (Objective 2)**. What is the difference on CIP before and after VSLIs? **EQ 2.b (Objective 2)**. What is the impact the VSLIs on student achievement on the campus where the principal and leadership team serve?

Data collection and analysis. EQs 1-3 will be answered qualitatively (document analysis) or via descriptive statistics. For EQ 4, disaggregated campus level accountability data will be examined on high-needs students (English learners and economically challenged). The analysis will be conducted at the end of the year via dependent sample t-test. Outcome variables are state level accountability measures collected in 2020 and 2021 for each participant to examine change as a result of C4.

Component 5

This component will also be evaluated using one-group pre-post design to identify improvement during the renewal period among the 10 high-need small school campuses.

EQ 1.a. (Objective 1). What is campus leaders' perceived effectiveness of VMC using the TAMU VMC Model? **EQ 1.b. (Objective 1).** What is campus leaders' perceived effectiveness of Virtual Principal Leadership Academy? **EQ 1.c. (Objective 1).** Do campus rating and student achievement improve as a result of the school turn-around intervention of C5? **EQ**

2. (Objective 2). Is there a difference on the leadership effectiveness before and after participating in the school turn-around intervention of C5 as measured by OLEI?

EQ 3. (Objective 3). Is there a difference on the CIPs before and after participating in the school turn-around intervention of C5?

Data collection and analysis. EQs 1.a-1.b, and EQ3 will be analyzed qualitatively through root cause analysis, interview, and coach logs. Qualitative data will be analyzed using constant comparative method and will be coded according to themes for identifying trends or patterns. Data, researcher, and method triangulation and low inference descriptors will address credibility (internal validity) and reliability of the data. EQ 1c will be addressed via descriptive statistics on campus accountability score in school year 2020 (using score in school year 2019 as a reference). Campus-level student achievement data will also be collected and compared before and after participation of C5. To address EQ1.d, a dependent-sample t-test will be conducted among the 30 campus leaders to examine the change on leadership effectiveness before and after participation of C5. EQ4 will be answered via descriptive statistics.

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.

As outlined above, the evaluation combines both qualitative approaches (hermeneutics, case study, and phenomenology) and quantitative methodologies. The qualitative data will be gathered using document analysis and interviews, fieldnotes by the mentors/coaches on VMC, and open-ended survey. The quantitative data will be collected from: (a) state Principalship certification exams; (b) state assessment and English proficiency test, i.e., in Texas they are STAAR and TELAPS, (c) OLEI, (d) ratings of campus by the state, (e) campus-level student achievement data, (f) number of hits on the website, (g) disposition scale, (h) scores on MOOPIL, and (i) other instruments developed and used in the implementation of A-PLUS in the past 3 years such as rubrics on CIP, teacher observation, campus leadership walkthrough.

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:

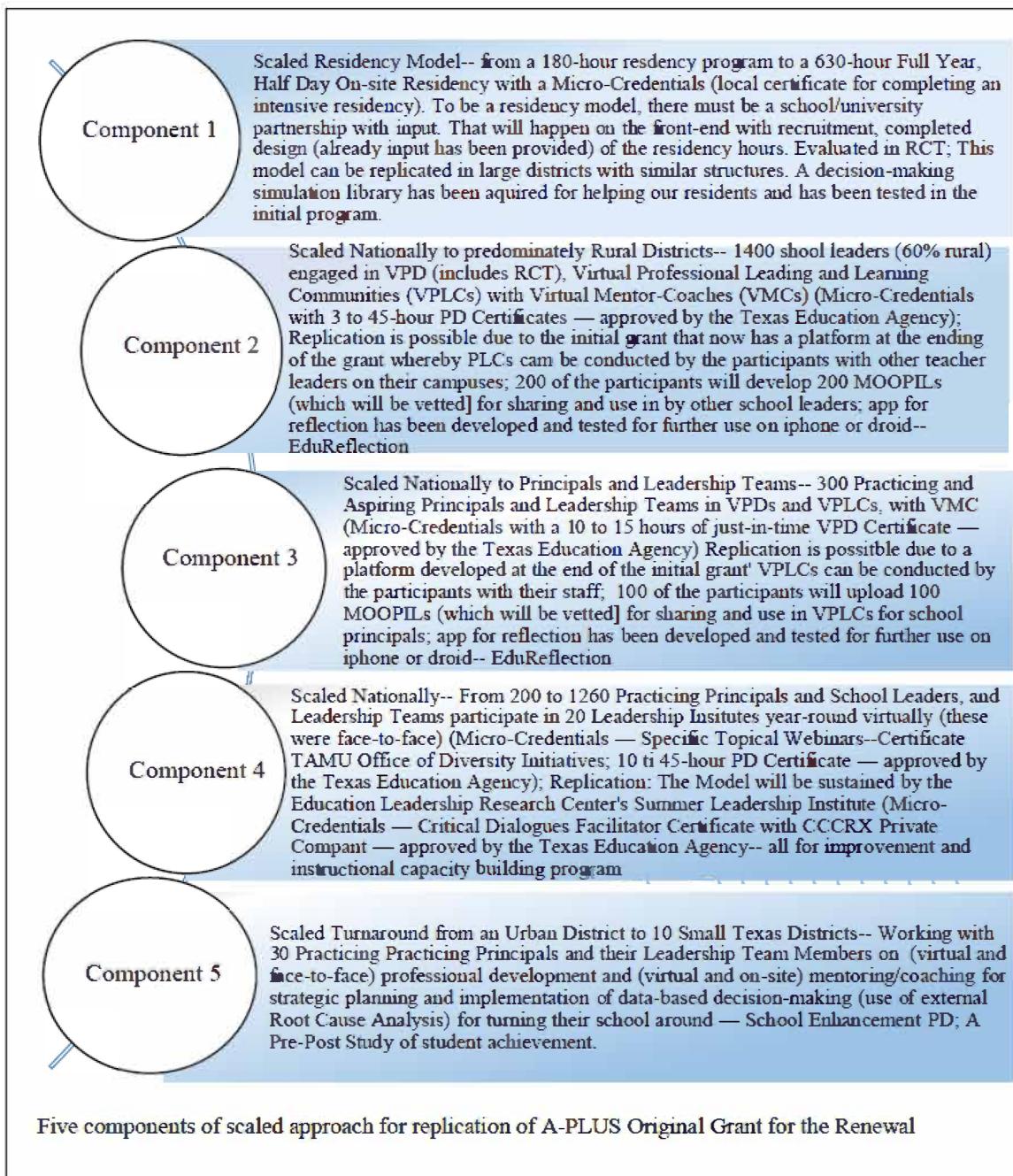
What activities will you undertake to continue to build upon the existing body of work related to the focus of the grant's activities and share its results with the field?

- 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.*

The APLUS project would like to continue with the current components but in a manner that is different to **increase the APLUS impact and finalize a sustainability plan** based on the findings from our original work for the past three years. We will share the design in the following outline—still operating under the current Competitive Priority and Absolute Priorities.

Absolute Priority 2 - Supporting effective principals or other school leaders.

This priority will be addressed by **scaling the 5 Components within one year to 3000 state and national school leaders**, who are diverse and who work on campuses with diverse learners across the United States, particularly those who are English learners (EL) and economically challenged students. A synopsis of all 5 components scaled to a different setting and nationally are presented in the following figure. Virtual Professional Learning Communities will play a big role, as they have and we have tested them in the original APLUS grant but they will be even more important during this new normal and learning to live within this situation. Virtual Teaching and Learning will be a major theme as well within the virtual Leadership Institutes that we provide.



Component 1: in this component, we had a full-year part-time residency model in which the participants worked, took courses, and did specific activities. Additionally, we had the partnership with iEducate that tested a full summer residency with our participants simulating being principal over two to four classrooms of summer enrichment and practicing building instructional capacity for the teachers in the program, (they hired, evaluated, led instruction, and planned a summer graduation). It was the engaged and successful summer residency that was mentioned earlier from the first three years that led to the discussions and partnership to engage in this model and test it. Expanding and altering the residency model in this Component, we propose to build further evidence in a different manner with a residency called—APLUS Aggie Leader Residency in a University /Urban School Partnership (APLUS Aggie Leader Residency-UP—ALLR-UP) to a level that assesses 10 in-service school leader candidates in a ***full-year half-day residency*** for leading the education of English learners (ELs) and economically challenged students that results in the completion of a bilingual/ESL principal residency program and a bilingual/ESL certification (if it is not held presently) within a master's degree which leads to a micro-credential of ALLR-UP and the preparation for a macro-credential of two state certifications (bilingual/ESL and/or principal certification). This is the only component in the renewal with lower numbers participants purposefully developed for assessing this type of residency in a rigorous design so that we can share specifically with other university leadership programs, how this residency design can be accomplished and sustained. The structure for this model is as follows.

C1 Implementation: An MOU will be formalized with the HISD for the ALLR-UP. The Handbook for the Residency is shown in ***Appendix C***. The plan is to have a Field Supervisor and a Residency Practicum Professor to supervise the residents and work collaboratively with the principals of their schools. The residents will complete bi-weekly online meetings with the professor and field supervisor. Additionally, they will have individual meetings (no less than 18 meetings) with the Virtual Mentor Coach. Also, they will engage in Master's level online courses in bilingual/ESL education (3 courses) and in instructional leadership (9 courses). The residents will receive a Dolby GoToRoom license and an APEXIS Lite tablet to have their work on and to have the EduReflection app and reflections placed on the tablet. Additionally, they will have the Decision Making Simulations on the tablet (Ed Leadership SIMS). There will be data taken and a quasi-experimental design will be implemented for the specific items in their residency including: (a) teacher observations and feedback, (b) leadership walkthroughs, (c) dual language model, (d) family engagement plans, (e) organizational and leadership effectiveness inventory- 360, (f) disposition scale (pre-post), (g) campus improvement plan analyses, (h) community engagement plans, (i) professional development campus plan, and (j) campus budget analysis. The qualitative analysis will include analysis of the reflections on the decision-making simulations, the virtual mentoring and coaching, and the reflections on all other items i-j. This Component has the potential for replication based on the data presented earlier and based on our numbers of participants served.

Component 2:t In this component we have trained over 2300 in-service school leaders in Texas with 123 Massive Open Online Professional Individualized Learning (MOOPILs) (***Appendix D***) Modules for building instructional capacity at the campus level in the education of ELs and economically challenged students. We will utilize these 123 Modules and update these with videos/Powtoons and updated research. The Modules have represented approximately 1- 1.5 hours each. We will include 1200 participants initially nationally, and we will ask 200 additional in-service school leaders to develop a MOOPIL module each. We currently have had over 300 MOOPILs developed by school leaders in the

past three years; we will work to edit and put those up as well. Those have been screened and assessed by a rubric (*Appendix E*).

C2 Implementation: The developed MOOPILS will be able to be used statewide and nationally for Virtual Professional Development (VPD) hours for teacher leaders. 60 of the 1200 participants (30 T & 30 C) will be randomly assigned to the treatment and control groups (and requested to join the RCT), to participate in Virtual Professional Learning Communities (VPLCs) and determine how much the school leaders grow with VMC provided to the VPLCs in treatment only. Both treatment and control PLCs will practice rotational leadership in the PLC group. Additionally, the T-groups will lead the VPLCs with VMC feedback and C will have no VMC. T and C groups will use the MOOPIL to conduct a VPLC on their campus with three teachers-- thus multiplying the effects and impacts of the MOOPIL modules by 180. Based on the training and VMC with the T-group, we will also be able to determine the impact of how much training is needed for teacher leaders to be able to deliver a VPLC. These sessions will be recorded and analyzed via a rubric. Both T and C VPLC groups will meet weekly for five weeks. The sixth week will be their virtual facilitation of their own VPLC with their teachers using a MOOPIL module. There will be 10 hours of MOOPILs taken by each T and C participant which makes this a potential total of 600 hours of PD, plus the other teachers they train will be another 270 hours. There will be data taken and a RCT design will be implemented to determine: (a) the difference between typical VPD with VPLCs and VPD with VPLCs using VMCs, (b) VPD MOOPILs used with VPLCs and how to conduct those effectively on a national scene, (c) number of VPD hours taken by participants, (d) effectiveness of the MOOPILs (pre-post), and (e) quality of VPLC and VMC. For all remaining participants, we will anticipate at least 3 hours on average; that places all the remaining individuals (1140) with 3,420 hours minimum. The total number of VPD hours for this Component 2 is 4,390 hours. This Component has the potential for replication based on the data presented earlier and based on our numbers of participants served.

Component 3: In this component, we have trained over 136 campus leaders in Texas with 46 Massive Open Online Professional Individualized Learning (MOOPIL) Modules for building instructional capacity at the campus level in the education of ELs and economically challenged students. We will utilize these 46 Modules and update these with videos/Powtoons and updated research. The Modules have represented approximately 1-1.5 hours each. We will include 300 participants initially nationally, and we will ask for 100 of the campus leaders to develop a MOOPIL module each. Those will be screened and assessed by a rubric (*Appendix E*).

C3 Implementation: The developed MOOPILS will be able to be used statewide and nationally for VPD hours for campus leaders in public schools, including charters. Pre-post assessments for each MOOPIL Module will assess learning gains. The principals will test specific principles/practices learned in the VPD in the school, reflect, and report on how those are influencing their schools; they will report the outcomes using the EduReflection app. There will be data taken with a pre-post measurement design and a qualitative document analysis and interview research to determine: (a) professional growth via PLCs with VMCs, (b) effectiveness of the VPD, and (c) effectiveness of the VMC on principals' leadership development via, and (d) pre-post differences in school's student achievement after the participation in the VPLCs. This Component has the potential for replication based on the data presented earlier and based on our numbers of participants served.

Component 4: By the end of the summer, this component we have trained over 1182 practicing principals and school leaders (campus leadership teams) for building instructional capacity at the campus level in the education of ELs and economically challenged students via Summer Leadership Institutes (SLIs) and the Dual Language and Literacy Institutes (DLLIs). We will offer 20 virtual SLIs and DLLIs (VSLIs and VDLLIs- but called VSLIs moving forward all encompassing). We expect to recruit for the VSLIs approximately 1260 participants.

C4 Implementation: The topics for the VSLIs are Virtual PLCs, Virtual Mentoring and Coaching of Leaders and Teachers, Virtual Peer Coaching, Virtual Family Engagement, Critical Dialogues, Turn Around School, Data Meetings, Root Cause Analysis, Special Population Teaching and Learning, Strategic Planning, and Virtual Admissions, Reviews, Dismissals. There will be data taken to determine: (a) evaluate campus improvement plans before and after VSLIs to identify improvement, (b) effects of VSLIs (pre-post), and (c) quality of VSLIs. This Component has the potential for replication based on the data presented earlier and based on our numbers of participants served.

Component 5: In this component, we prepared 80 practicing principals and school leaders for building instructional capacity at the campus level in the education of ELs and economically challenged students via a randomized controlled trial (RCT) with a School Enhancement/Turnaround Intensive Leadership Professional Development Intervention. During the renewal period we will work with 10 high-need small school campuses (3 school leaders/campus= 30 participants), serving ELs and economically challenged students to build instructional capacity at the campus level. This is a disseminated process of what we learned in the urban school district and how it may work within the rural/small school campuses. This is an across-Texas component.

C5 Implementation: To build instructional capacity, we will work with each district to assist the campus leadership team (principal, assistant principal, and skills specialist) to determine what avenues they would take to help teachers to improve instruction in the classroom so that children can learn better, perform better, reflect on their own leadership, and ultimately help teachers and students achieve better results. We will provide support and training to the leadership teams so that they turn the school around via the following tools: (a) Root Cause Analysis (RCA) conducted on all 10 schools virtually?, (b) on-going training and implementation for the leadership team on VMC using the TAMU VMC Model for building instructional capacity that has been developed collaboratively with four high needs schools, including, supervisory functions, instructional capacity, and instructional transformation; (c) a coach for 3 hours per week, and (d) Virtual Principal Academy. The goals of the Virtual Principal Leadership Academy are:

1. To create a Professional Learning Community of educational leaders, including Principals and Academic Coaches, within a rural environment that provides high quality, sustained, and collaborative professional learning that promotes professional growth while establishing a career long support network that would not exist without this program.
2. To support, apply and extend the concepts and theories in creative leadership that can be used within the rural environment to promote district and campus excellence, which promotes student success.

There will be data taken via: (a) leadership walkthroughs, (b) coach logs, (c) RCA report for each school, (d) CIPs.

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.

Activities that Build Upon the Body of Work of the Original APLUS

Component 1. As noted, we have worked to train 100 school leaders over the 3 years will receive an M.Ed. and Texas principal certification and bilingual/ESL certification prepared to lead campuses and influence policy in districts that serve diverse learners, particularly those with ELs and economically challenged students and we have built a standards-aligned modular curriculum format that can be delivered in one year. **The Body of Work:** The M.Ed. in Educational Administration includes 9 hours of specialization (also offered as a sub-local certificate) in Bilingual/ESL education. The 100 school leaders in the M.Ed. and the principal certification are ready to build instructional capacity within an intensive PD during the 3 years as they have gained a deeper understanding of high professional standards and as a certified campus leader. 50 members of the cohort group were randomly assigned to the treatment (T) group of VMC and summer instructional leadership residency program with a strategic planning and implementation of a community engagement model for a summer program for K-2 students (with engaging college and high school students for a 3-1 ratio with students in a summer bridge/enrichment school) and simulating the work of a principal for a 6 week period. The T group was in charge of all management, set-up, leadership, carrying out of research-based literacy-infused STEM of the summer school bridge program (*only 25 in the first Cohort were able to engage in this last summer – this summer there are no summer face-to-face programs due to COVID-19, so we have planned an alternative program, but it is this successful residency program that we engaged in discussions with Houston ISD administration to develop a scaled model of residency for a group of teacher leaders*). 50 members were randomly assigned M.Ed. candidates will be the control (C) group who will participate in a traditional leadership practicum, without specific VMC for traditional practicum activities and without the summer leadership residency experience, but with a typical practice internship. The summer residency program was a collaborative enterprise with iEducate, a 501(c)(3) organization that identifies and brings together motivated undergraduates to assist elementary school students in underserved and underperforming schools to strengthen their math and science concepts and to nurture, educate and inspire future generations of doctors, engineers, scientists, and artists. The organizational model was implemented for our candidates as administrators who develop with iEducate a summer bridge program with four K-2 classrooms. The leadership candidates trained the tutors/teachers (the college and high school students) and managed all components of the program—giving feedback, training on the curriculum in literacy, STEM, (the literacy and STEM curriculum is based on the two RCTs mentioned above) and enrichment time. They carried out all logistics of summer school working with the school campus principal and parents. **Scaling the Work:** Expanding and altering the residency model in this Component, we propose to build further evidence in a different manner with a residency called—APLUS Aggie Leader Residency in a University /Urban School Partnership (APLUS Aggie Leader Residency-UP—ALLR-UP) to a level that assesses 10 in-service school leader candidates in a ***full-year half-day residency*** for leading the education of English learners (ELs) and economically challenged students that results in the completion of a bilingual/ESL principal residency program and a bilingual/ESL certification (if it is not held presently) within a master's degree which leads to a micro-credential of ALLR-UP and the preparation for a macro-credential of two state certifications (bilingual/ESL and/or

principal certification). This is the only component in the renewal with lower numbers participants, but the scaled component has many facets as you can see in the objectives and activities that may it scaled and sustainable—and purposefully developed for assessing this type of residency in a rigorous design so that we can share specifically with other university leadership programs -- how this residency design can be accomplished and sustained. The structure for this model is as follows.

Objective 1: To recruit with the Houston Independent School District, 10 in-service school leaders who at a Tier 2 teacher leadership position, who are from diverse ethnic groups, from who desire to be engaged in a **scaled model** from a 6-week intensive residency within a three-semester practicum of activities embedded within courses to that of a full-year residency program that is one-half day service as an instructional coach and one-half day residency as a campus leader/administrator. The cohort residency will begin Fall, 2020 and will go through Summer, 2021. The members of this APLUS Aggie Leader Residency in a University /Urban School Partnership (APLUS Aggie Leader Residency-UP—ALLR-UP) will be able to help open the school year, carry on throughout the school year, and plan for the upcoming school year. They will be prepared to obtain an M.Ed. in educational administration with a Texas principals certification in Fall, 2021. They will also be prepared to obtain a local certificate with an emphasis in bilingual/ESL as they should be ready to lead instructional improvement and develop programs on their campuses. The ALLR-UP will also provide a micro-credential for participation and completion of the ALLR-UP program. We will also use the already tested disposition scale related to ethical and social justice leadership also for analysis between groups (See **Appendix F**). **OUTCOME:** A Tested Full-Time Residency Model that we can share in terms of cost, partnerships and specific activities in which the Residents are engages. 10 recruited school leaders who obtain a micro-credential as a Leader Resident from TAMU and HISD, and they are prepared for an advanced state macro-credential certification with a M.Ed. (online) with an emphasis in instructional leadership, in particular, to lead and impact campuses with high concentration of ELs and economically challenged students.

C1 Recruitment: Houston ISD Area Superintendent (direct report to the Superintendent) will request nominations of teacher leaders in Tier 2 level positions—such as instructional coaches. Once the nominations come in with a letter of reference, the individuals will complete the university application. Once the applications are received, then the faculty will review for a paper review. Once the applicant pool is cleaned, then the HISD and Faculty in Educational Leadership will interview the applicants with the former **APLUS questions for interviews and with the same rubric (Appendix G) as in the prior APLUS Component 1**, which yielded on average a group of almost double the amount of slots we had to fill. So, we anticipate interviewing 20 candidates for the 10 slots. Notices of the potential program will be sent in August-September (if funded), 2017 to all Bilingual/ESL education directors, superintendents, and assistant superintendents over bilingual/ESL and curriculum and instruction in participating school districts with high-needs campuses. First, highly-qualified teachers, particularly those of diverse backgrounds from among African Americans, Hispanic/Latinos and other underrepresented ethnic groups who wish to learn to obtain principal certification and a local certificate in bilingual/ESL education, will be recruited through the HISD via A-PLUS fliers emailed; we are particularly interested in those candidates the district and campus administrators identify as having potential to lead instruction on a full campus. The candidates who move to round two must submit a transcript with a 3.0 undergraduate GPA, a letter of reference, a graduate application, a teaching service record, a writing sample that indicates their motivation, commitment, and qualifications to be in ALLR-UP Residency and M.Ed. leadership program to improve

instruction for ELs and economically challenged students, and the participation in a virtual (TAMU/HISD) interview by a committee of 2 TAMU faculty from bilingual/ESL education and educational leadership. A rubric (**Appendix H**) has been established by the faculty that reviews all the basic requirements, the interview score, potential for leadership, and a writing, problem-solving in-basket writing and then discussion related to culturally-linguistically relevant instructional leadership. The basic measure of success will be the number of students (% of diverse students) admitted and the number to graduate with the cohort within 3 years and ultimately, the number of students to maintain their Tier 2 leadership positions and obtain other positions of leadership in high-needs schools after the residency ends and upon their graduation from the M.Ed. program. ***REPLICABLE***

ACTIVITY: A-PLUS has been about providing PD for developing leaders for high -needs campuses serving diverse learners this will continue in a scaled residency model. Campus leaders do not always emerge from graduate programs fully prepared to lead efforts in a school (Gray, Fry, Bottoms, & O'Neill, 2007); however, we plan to have candidates exit the Residency program with a campus-level leadership position in hand serving campuses with ELs for instructional improvement (such positions may be—assistant principal, chair of curriculum committee, chair of Language Proficiency Assessment Committee [LPAC], chair of the grade level, or improved instructional coach). We will study the key characteristics of strong teacher residencies as noted by Guha, Hyler, and Darling-Hammond (2016) and leadership residency characteristics as noted by Mitang (2012) and will determine the strength of these characteristics and if others are needed to be added for an Urban Residency Model (please note-- *we plan to scale this model to rural schools in the fifth year of the program.*

Objective 2: Develop a National Think Tank (via 3 virtual GotoMeetings) that includes Universities and School District personnel to discuss the current characteristics of residency programs and how to better implement such models with potential leaders (we will share our model as well in these 3 virtual meetings). ***OUTCOME:*** A Think Tank developed from APLUS that can continue develop reports on Leadership Residency Models as programs. ***REPLICABLE ACTIVITY:*** A list of Residency characteristics and principles that come out of the APLUS Think Tank virtual meetings from across the country that can be replicated across the USA with Schools and Universities. The reports emanating from this Think Tank will be shared via the Education Leadership Research Center (ELRC) website, accessible nationwide. We will pay the participants an honorarium for their time and reports. We prefer that those are developed in a Research Briefs format for quick reads for policymakers' and practitioners' implementation agendas.

Objective 3: To determine in a scaled residency model, via a Quasi-Experimental Design, the effectiveness of the ALLRS-UP program versus the program components within the initial Cohort of the APLUS program who had a different type of summer residency practicum. What was Cohort 1 A-PLUS residency? Residency, for the Cohort 1 T-group, included an intensive 150 hours of required active engagement in an instructional, administrative, and organizational leadership practicum in the summer. The intern was in charge of four classrooms for a summer bridge program that will be on a high-needs campus. As noted, we partnered with iEducate and their sub partner, Schlumberger. We trained them in the curriculum via VPD, as they were across Texas and were provided all materials to the schools. iEducate trained the interns in how to work with the college students and train them, along with the high school students; they trained them on the math and engineering activities and enrichment and meaningful activities they use and how to engage the community in supporting the summer school. The interns coordinated all curriculum-based assessments (CBA) of the students' achievement over the 4-weeks of instruction, will coordinate all aspects of the summer school program, and were responsible for the four-week program and one week before (training college students and high school

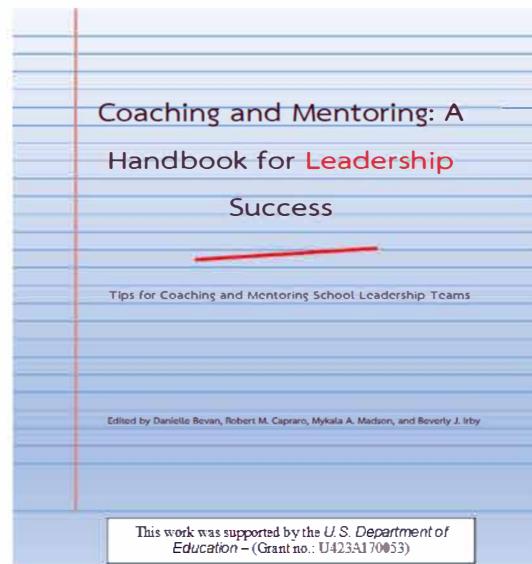
students and setting up) and one week afterward (recognition ceremony and completion reports). These interns received VMC coaching during the summer residency. We used the Advanced Pedagogical Extra Imaging System (APEXIS) hardware that we have developed or virtual applications. The New ALLR-UP Residency will have a time extraneous variable that is tested with the Resident Interns being in the school and working as an administrator/leader for half-day and incorporating the activities in a real setting similar to those as indicated in the summer residency (we will not be partnering with iEducate as the program does not lend itself to this year-long scenario and was determined to be very expensive and would not be able to be implemented in a year-long model). See the handbook in **Appendix C** for activities for the new ALLRS-UP and the Residency model.

OUTCOME: A new rigorous QED evaluation study will be conducted and reported comparing the difference in the scores on rubrics for the **intern activities and on a disposition scale** between two groups, Cohort 1 Treatment Group and Cohort 3 (the Renewal Cohort) **compared between the two different residency-type models**. Based on a review of literature, there have been no RCTs or QEDs assessing the impact of leadership preparation related to the impact of principals on student achievement and related teachers' instructional capacity, particularly for ELs and economically challenged students. Fuller, Young, and Baker (2011) stated, "Little research has specifically examined the linkage between the characteristics of PPPs [principal preparation programs] and teacher quality, and we could not identify any studies that examined the relationship between PPPs and teacher-team qualifications and student achievement" (p. 175). Indeed, in Fuller's et al. review, the studies mainly included practicing principals and not principals in preparation; they indicated that even so, those few that have included principal preparation, have "focused on program content and processes without linking these to any type of important program outcomes" (p. 180). They also stated, "Although the literature focused on quality preparation is in its infancy, studies increasingly are building a case that certain program attributes are associated with quality preparation as measured by actual outcomes, such as the behavior of principals (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen; 2007; Young, 2008; Young, Fuller, Brewer, Carpenter, & Mansfield, 2007; Young & Grogan, 2008)" (p. 180). Furthering this notion of reviews related to principal preparation, Irby (2017) reported on a review of dissertation studies and indicated that only 55 studies since 2000 were related to principal preparation, and none were experimental in nature. This point makes our QED meaningful. **REPLICABLE ACTIVITY:** The QED will help to determine if the Residency Model in a preparation program that is inclusive of a summer campus leadership practicum residency with a VMC and/or a Full-Year/Half-Day Residency Model is a generalizable effective model as applied on campuses serving ELs and economically challenged students.

Objective 4: To assess the competency of the principal candidates to observe a teachers' instruction based on a low-inference teacher observation scale and to determine the quality level of outcome-based instructional feedback for the observed teachers. This objective is **scaled to assess the outcomes of two types of Leadership Residencies** in the QED – compared to the Cohort 1 group in the different type of Residency - as described in the evaluation and as described above. **OUTCOME:** Trained A-PLUS Residency candidates on the ability to observe classrooms and provide feedback to improve instruction/build capacity of teacher of ELs and economically challenged students. **REPLICABLE ACTIVITY:** This activity will be assessed and shared as the low inference observation scale that can assist in providing specific feedback to teachers as it relates to the pedagogy in classrooms for ELs and economically challenged students. In such classrooms, there "continues to be a lack of research on the knowledge base and empirical studies on teachers' pedagogical delivery, as well as the documented quality of teaching as shaped by instructional intervention" (Lara-Alecio et al., 2013, p. 1130). In the past few years, there have been

newly developed studies (Echevarria, Vogt, & Short, 2012; Foorman, Goldenberg, Carlson, Saunders & Pollard-Durodola, 2004; Freedson, et al., 2009; Halle, Whittaker, & Anderson, 2010; Hamre, et. al, 2012; Holland-Coviello, 2005; Lara-Alecio, Tong, Irby, & Mathes, 2009; Pianta, La Paro, Hamre, 2009; Rivera & Tharp, 2004; Rivera, Waxman, & Powers, 2012; W Tong, Luo, Irby, Lara-Alecio, & Rivera, 2017; Waxman & Padron, 2004) that reiterate the importance of effective classroom observation instruments as they evaluate classroom activities, quality of instruction, language and literacy, as well as social, behavioral, cognitive and linguistic development of students. We will use the TBOP (T-Bilingual/ESL Pedagogical Observation Protocol; see **Appendix I**), which was developed and validated from the four-dimensional bilingual pedagogical classroom theory (Lara-Alecio & Parker 1994) to encompass major instructional domains employed by the candidates. It has had numerous validation studies since that time and has been tested in a variety of EL/LIS settings, such as dual language, developmental classrooms, and ESL classrooms. Additionally, it has been suggested as yielding outcomes for teachers of ELs and ELs' achievement (Garza, 2012; Goldenberg, 2013; Montalvo, Combes, & Kea, 2014; Murphy, 2015). There are four domains: Language of Instruction and Language of Response, Language Content, Communication Mode, and Activity Structures. Physical grouping is also observed, along with ESL strategies. To ensure replication fidelity on the campuses with the instructional leaders, TBOP-experienced and trained researchers from Center for Research and Development for Dual Language and Literacy Acquisition (CRDLA) will also rate that observation, and an inter-rater will be calculated so as to determine aspiring school leaders' full mastery of the instrument.

Objective 5: To scale the use of the APLUS-developed book-- Coaching and Mentoring: A Handbook for Leadership Success to train 100 leaders as Virtual Mentor-Coaches (VMCs), through a National Webinar to mentor prospective and practicing (receive a micro-credential certificate; training of our own VMCs will also occur using this resource developed from our first 3 years working with VMCs). **OUTCOME:** A VMC Webinar for 100 leaders. **REPLICABLE ACTIVITY:** A VMC manual was produced in the third year of A-PLUS and will be housed on Aggie STEM and on the ELRC website at TAMU that will give guidance for assisting school leader candidates' mentors in residency-ready activities that are aligned to bilingual, ESL, and leadership standards for a summer residency program, all for serving as a leader on a high needs campus that serves ELs. Webinars will be accessible to 3000 individuals at one time—we will have this webinar and book available for 100 leaders.



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Objective 6: To determine difference between the two types of residencies via a QED as to what extent differences exist between the summer residency Cohort 1 group and the Cohort 3 renewal residency group on: (a) parent and family engagement systematic and (b) community engagement plans developed and implemented in the semester of the developing school-community partnerships as measured by a developed rubric (see **Appendix J**) for a and b above (developed and tested in APLUS years 1-3). **OUTCOME:** 10 new parent, family, and community systematic engagement plans that are developed, implemented, and evaluated based on a developed quantitative rubric. A website developed

on the Education Leadership Research Center (ELRC) website for Family and community engagement. ***REPLICABLE ACTIVITY:*** 10 additional (added to the 100) parent/family and community engagement plans implemented and quantitatively assessed will be posted on the ELRC website. These plans can will be used by other leaders.

Objective 7: To determine difference between the two types of residencies via a QED as to what extent differences exist between the summer residency Cohort 1 group and the Cohort renewal residency group on Dual Language models that they develop and determine the easibility (in conjunction with their practicing principals and campus teams) as analyzed by candidates' action research projects (in the research course in bilingual/ESL education) via qualitative data from teachers and practicing principals. ***OUTCOME:*** 10 new DL models on campuses that serve EL students and 10 additional action research projects written and posted to the ELRC website and analyzed for differences between the two residency models. ***REPLICABLE ACTIVITY:*** 10 new action research project reports on EL models the residency candidates develop and evaluate will be posted on the ELRC website to be used by other such campuses, along with the 100 from the prior cohorts. Findings from the analyses will also be posted on the websites for furthering implications for practice related to Leadership Residencies for high-needs campuses.

Objective 8: To disseminate the results of A-PLUS Component 1, via faculty in the program, through at least 1 state and 2 national or regional conferences and webinars during the year of the project, through 2 professional media sources, and through a website for A-PLUS Component 1. ***OUTCOME:*** Participant and HISD presentations on the webinars, 2 professional media sources, a website for A-PLUS (hits) via ELRC website; 10 leadership residents can articulate their schools' policies on ELs and present to local teachers and board members (in presentations of their work on the campuses); selected candidate reports will be peer-reviewed for publication in the *Dual Language Research and Practice Journal*; also a research brief and a paper can be produced for publication. ***REPLICABLE ACTIVITY:*** Other Leadership Preparation Programs can replicate A-PLUS findings on the Residency program and disseminate them via presentations and other media outlets

Component 2. The ***Body of Work*** from this Component rests on the over 2000 teacher leaders we have served in MOOPILS VPD and the 123 MOOPIL Modules developed for the State of Texas (with a small test bed to determine scalability of this component). The ***Scaling of the Work*** is with 1,400 school leaders expanded to a national scale over a 1-year time period will receive VPD and will work in virtual professional learning communities (VPLCs) with a Virtual Mentor Coach (VMC). Recruit the school leaders via electronic fliers to the superintendent and campus principals based on open access website emails and put up video link invitations related to Component 2 outlining the benefits professionally with the micro-credentials provided. We will utilize the already completed 123 Modules and update these with videos/Powtoons and updated the applied research components. The Modules have represented approximately 1- 1.5 hours each. Because the micro-credentials serve the teacher leaders, they can take from 1 to 45 hours of the Virtual Professional Development (VPD). We will include 1200 participants initially nationally, and we will ask for 200 additional in-service school leaders to develop a MOOPIL module each. We currently have had over 300 MOOPILs developed by school leaders in the past three years; we will work to edit and put those up as well and we will edit and put up the 200 MOOPILs from this 1-year project. Those MOOPIL modules will be screened and assessed by a rubric (***Appendix E***).

C2 Recruitment: We will actively recruit across the United States and Puerto Rico. Our national recruitment will begin by identifying states with the largest numbers of English learners (ELs) and students served in rural areas where teachers have fewer professional development opportunities. According to Migrant Policy Institute

(<https://www.migrationpolicy.org/research/english-learners-demographics-outcomes-state-accountability-policies>), states outside of Texas, that have large numbers of ELs include, for example, California, Arizona, Illinois, Colorado, Virginia, Florida, Indiana, Massachusetts, Michigan, Maryland, Minnesota, Washington, Oregon, Utah, and New Mexico. We will add to the existing database with 40,000+ educator emails across various states. Mass emails will be sent to district level personnel, principals, directors of special programs, and individual emails using the IT department approved APLUS@tamu.edu to use for all of our recruitment and professional development emails. Recruitment will begin as soon as we are greenlighted with the renewal. The second phase will include recruiting across all of the United States, especially rural areas and areas of high numbers of ELs, offering teachers high-quality professional development (MOOPILS) and virtual PLCs (VPLCs) with virtual mentoring and coaching to help strengthen teacher knowledge, promote effective teaching practices, increase teacher leadership opportunities, and develop strong cohorts of teachers across states. From past VPD and virtual professional learning communities for the personalized learning environments, our data reveal that many rural school campuses across the nation are challenged with meeting basic academic needs of ELs. We had established in our initial grant, the need to serve teacher leaders who could impact their own and their fellow teachers' instructional delivery to this growing group of students. In many cases in rural academic settings, EL numbers may be low, but teacher unpreparedness is high.

Objective 1: Use the already-developed MOOPILS statewide and nationally for Virtual Professional Development (VPD) hours for teacher leaders. 60 of the 1200 participants (30 T & 30 C) will be randomly assigned to the treatment and control groups (and requested to join the RCT), to participate in Virtual Professional Learning Communities (VPLCs) and determine how much the school leaders grow with VMC provided to the VPLCs in treatment only. Both treatment and control PLCs will practice rotational leadership in the PLC group. Additionally, the T-groups will lead the VPLCs with VMC feedback and C will have no VMC. T and C groups will use the MOOPIL to conduct a VPLC on their campus with three teachers--thus multiplying the effects and impacts of the MOOPIL modules by 180. Based on the training and VMC with the T-group, we will also be able to determine the impact of how much training is needed for teacher leaders to be able to deliver a VPLC. These sessions will be recorded and analyzed via a rubric. Both T and C VPLC groups will meet weekly for five weeks. The sixth week will be their virtual facilitation of their own VPLC with their teachers using a MOOPIL module. There will be 10 hours of MOOPILs taken by each T and C participant which makes this a potential total of 600 hours of PD, plus the other teachers they train will be another 270 hours. There will be data taken and a RCT design will be implemented to determine: (a) the difference between typical VPD with VPLCs and VPD with VPLCs using VMCs, (see **Appendix D** for a list of MOOPILs for Component 2).

OUTCOME: An RCT conducted on a random assigned group of 60 among the 1,400 school leaders nationally recruited and completed 10 hours of MOOPILS one group with VMC and one group completing without—determining on a national scale the impact of VMC.

REPLICABLE ACTIVITY: The determination of whether VMC is applicable in a VPD via an RCT will be able to be shared with the national audience providing virtual learning for teacher leaders (this is particularly relevant for situations in which we find ourselves today and perhaps in the future) and developed MOOPILS will be able to be used statewide and nationally for VPD hours for leaders and for micro-credentials (we already have developed the structure and platform for these VPD MOOPILs. These also form the basis for personalized individual learning environments.

Objective 2: 200 of the 1400 recruited participants will produce a MOOPIL related to improving instruction on high-needs campuses with diverse learners and related to the guidelines that we have developed in APLUS Years 1-3 for such development. **OUTCOME:**

200 MOOPILS from the participants will be produced from the field (from the school leaders) on topics of instructional leadership and personalized learning, or student-centered learning, and other topics deemed important from research related to aiding high-needs schools and improving instruction. ***REPLICABLE ACTIVITY:*** 200 MOOPILs will be screened with the already developed rubric for usability (***Appendix E***), and linked to our VPD on the ELRC website.

Objective 3: To disseminate the results of A-PLUS Component 2, via the internet and webinars, through at least 1 state and 1 national or regional conferences and webinars during the year of the project, through 2 professional media sources, and through a website for A-PLUS Component 2. ***OUTCOME:*** Number of presentations on the conferences or webinars, 2 professional media sources, a website for A-PLUS (hits) via ELRC website; a research brief is completed and a paper is published. ***REPLICABLE ACTIVITY:*** ELRC can share the process and can share the MOOPIL program and disseminate it further nationally.

Component 3. In this component, as part of our ***Body of Work***, we already have trained over 136 campus leaders in Texas with 46 Massive Open Online Professional Individualized Learning (MOOPIL) Modules for building instructional capacity at the campus level in the education of ELs and economically challenged students. We will utilize these 46 Modules and update these with videos/Powtoons and updated research. The Modules have represented approximately 1- 1.5 hours each. ***Scaling of the Work:*** We will scale to 300 participants initially nationally, and we will ask for 100 of the campus leaders to develop a MOOPIL module each. Those will be screened and assessed by a rubric (***Appendix E***).

Objective 1: To recruit and train 300 practicing principals at the elementary school level via 1 to 45 hours of MOOPILs and with the use of the L.E.A.D.E.R (Leading Questions, Engagement, Applied Research, Discussion, Examples, and Reflection—with the Virtual Professional Leadership Learning Communities – VPLCs) to improve instruction (see ***Appendix L*** for a list of MOOPILs already developed for Component 3, and those that are being developed this summer by topics). Pre-post assessments for each MOOPIL Module will assess learning gains. Interview research will determine: (a) professional growth via PLCs with VMCs, (b) effectiveness of the VPD, and (c) effectiveness of the VMC on principals' leadership development via the reflections in the LEADER model and the VMC's logs.

C3 Recruitment: Notices of the Leadership Virtual MOOPIL program will be sent to all superintendents, assistant superintendents, and elementary (adding middle and high school) principals in participating school districts and charter schools with high-needs campuses (EL and economically challenged) across the United States will be invited to participate and partner. District offices will be contacted as well to share recruitment information. Social media will also be used for recruitment. ***OUTCOME:*** 300 practicing principals will have completed 1 to 45 hours of micro-credentials each of VPD with VMC and work in innovations to find and solve problems related to the topics of the MOOPILs with a study. ***REPLICABLE ACTIVITY:*** MOOPILS will be used statewide and nationally for 100 hours for principals nationally.

Objective 2: To have the principals test specific principles/practices learned in the VPD in the school and reflect and report on how those are impacting their schools; they will report the outcomes using the EduReflection app. This will be assessed by qualitative analysis of the reflection steps. ***OUTCOME:*** The determination of how well VPD and VPLCs aid principals in growing understanding of how to improve practice and share this information nationally. Nationally, principal learnings will be posted to the ELRC as to the best practices and the challenges in terms of instructional improvement so that other principals not in the project can have access to replicate. ***REPLICABLE ACTIVITY:*** Districts can use VMCs to enhance PLCs with their principals and can use them.

Objective 3: To determine the impact VPD has on student achievement on the campus where the principal serves. This will be based on pre-post STAAR & TELPAS data from the campus. **OUTCOME:** Outcome data of student achievement related to the VPD will be analyzed and reported back to the principals. **REPLICABLE ACTIVITY:** These VPD MOOPIL sessions can be shared nationally—further to implement strategies for improved instruction.

Objective 4: To disseminate the results of A-PLUS Component 3, via at least 1 state and 1 national or regional conferences and webinars during the year of the project, through 2 professional media sources, and through a website for A-PLUS Component 3. **OUTCOME:** Number of presentations on the conferences or webinars, 2 professional media sources, a website for A-PLUS (hits) via ELRC website; a research brief is completed and a paper is published. **REPLICABLE ACTIVITY:** ELRC can share the process and can share the MOOPIL Leadership program and disseminate it further nationally.

Component 4. As our **Body of Work**, by the end of the summer, this component we have trained over 1182 practicing principals and school leaders (campus leadership teams) for building instructional capacity at the campus level in the education of ELs and economically challenged students via Summer Leadership Institutes (SLIs) and the Dual Language and Literacy Institutes (DLLIs). For our **Scaling of the Work**, we will scale the offerings nationally of the Institutes using the 3000-participant potential of GotoWebinar (from our official Partner in this Renewal). We will offer 20 virtual SLIs and DLLIs (VSLIs and VDLLIs—but called VSLIs moving forward all encompassing). We expect to recruit for the VSLIs at least **1260 participants**.

C4 Recruitment: Recruitment flyers will be sent out using the databases we created, to all superintendents, assistant superintendents, elementary principals, and school leaders in Texas and national school districts with high-needs campuses inviting them to participate and partner in the VSLIs which will be held throughout the school year. District offices will be asked to share recruitment information about the Institutes online.

Objective 1: To provide (we were to have provided 4, but we have been able with our Officer's approval to provide 13 over the past 3 years) to scale nationally, **20 virtual SLIs and DLLIs throughout the year (VSLIs and VDLLIs- but called VSLIs moving forward all-encompassing) to 1260** school leaders and their leadership teams from high needs campuses over the renewal year. The topics for the VSLIs are: Virtual PLCs, Virtual Mentoring and Coaching of Leaders and Teachers, Virtual Peer Coaching, Virtual Family Engagement, Critical Dialogues, Turn Around School, Data Meetings, Root Cause Analysis, Special Population Teaching and Learning, Strategic Planning, and Virtual Admissions, Reviews, Dismissals. There will be data taken to determine: (a) evaluate 20 sample campus improvement plans before and after VSLIs to identify improvement, (b) effects of VSLIs (pre-post assessments for each VSLI), and (c) quality of VSLIs. (We can monitor with the GotoWebinar—attention on the webinar virtually with the Partner's platform.)

OUTCOME: 1260 school leaders (practicing principals and other school leaders) receive virtual training and are certified with a micro-credential (specific to the topic) with from 6 hours to 40 hours upon completion of specific topical and relevant just-in-time VSLIs.

REPLICABLE ACTIVITY: The APLUS SLIs has been held face-to-face out of the ELRC, with the exception of the coming Summer due to COVID-19. We have demonstrated so far that 98.95% of the participants in our current SLIs indicated the information met or exceeded their expectations and 85.21% indicated the information was helpful for them to improve their teaching, others' teaching, and their leadership. Post-test scores were up to 7 percentage points overall score in evaluations on the learning. We have certified and renowned trainers in to teach the SLIs. SLI can be replicated with other similar campus leadership teams invited from across the country. We will share our model with the SEED

grantees.

Objective 2: To review and compare 20 sample Campus Improvement Plans (CIP) (pre SLI and post SLI)—the strategic planning process will be taught—current CIPs will be reviewed and new ones will be initiated. In the Fall, the participant groups in the Fall SLIs will submit their CIPs from the past year and then again after they participate in the SLIs—for follow through to review differences. **OUTCOME:** A processed CIP with a strategic plan for completing and following through on it and monitoring it. **REPLICABLE ACTIVITY:** CIP process is posted and sample plans with follow through are posted for other leadership teams to access.

Objective 4: To disseminate the results of A-PLUS Component 4—we will share via at least 1 state and 1 national or regional conferences and webinars during the year of the project, through 2 professional media sources, and through a website for A-PLUS Component 4.

OUTCOME: Number of presentations on the conferences or webinars, 2 professional media sources, a website for A-PLUS (hits) via ELRC website; a research brief is completed and a paper is published. Additionally, a dissemination is the sheer number of people who sign for the SLIs (GoToWebinar) in this Component. **REPLICABLE ACTIVITY:** ELRC can share the SLIs on its website and social media pages and will share the SLI program and disseminate it even further nationally.

Component 5. As our **Body of Work** indicates, we worked with 8 urban schools in a leadership capacity-building model (not a takeover model) via a randomized controlled trial (RCT) with a School Enhancement/Turnaround Intensive Leadership Professional Development Intervention. After 2 years of intervention with the school district, the 4 treatment schools came out of Improvement Required. The third year we took on a control school that was still in IR, but due to COVID-19, we will not be able to ascertain if the school comes out of IR this year due to the state closing the testing for the schools and all schools being remote. For the **Scaling of the Work**, during the renewal period for scaling the work, we will invite with 10 high-need small school campuses (3 school leaders/campus= 30 participants), serving ELs and economically challenged students to build instructional capacity at the campus level and who are at a D or F level. This is to **disseminate the process** of what we learned in the urban school district and how it may work within the rural/small school campuses. This is *an across-Texas component*. The definition of *turnaround schools* typically has been used in reference to general reform efforts for low-performing school personnel to significantly improve student achievement. Rhim, Kowal, Hassel, and Hassel (2007) defined it as “a documented, quick, dramatic, and sustained change in the performance of an organization” (p. 4). More importantly, Leithwood, Harris, and Strauss (2010) indicated that turnaround is not simply school improvement; rather, turnaround is targeted to most consistently underperforming schools with actions conducted in a short amount of time with dramatic changes and consequences for failure. Researchers have not yet provided sufficient information to have characteristics of a leader of turnaround schools (Kowal & Hassel, 2005); however, it is known that such leaders have characteristics similar to entrepreneurial, as well as traditional leaders (Kowal & Hassel, 2005; Rhim et al., 2007; Walberg, 2007). Stephens (2010) indicated how critical instruction is in turning around a school. The teacher is the “single most important in-school predictor of student achievement” (Miles & Baroody, 2012, p. 5); therefore, Winters and Herman (2011) suggested that teachers’ instruction must be a focus of turnaround efforts. Turning around schools requires the collecting, analyzing, and utilizing data to improve instruction with the use of benchmarks (Klinger & Wade-Woolley, 2012; Miles & Baroody, 2012).

Increased focused time on task is critical to improving achievement (Kutash et al., 2010). What schools typically do with their time with low-performing students is not adequate (Tong, Lara-Alecio, Irby, Mathes, & Kwok, 2008). Given that time was a finite resource for

students each day, what matters the most, from an instructional perspective, is how to most efficiently utilize these instructional minutes and ensure that the instruction is delivered more carefully and purposefully so as to best address students' academic and language needs and, ultimately, to promote school performance (Tong, Irby, Lara-Alecio, Yoon, & Mathes, 2010; Tong, Luo, Irby, Lara-Alecio, & Rivera, 2017). Therefore, leadership for such is critical.

Objective 1: To evaluate the effectiveness of work with 10 small school district elementary campuses to assist the campus leadership teams (principal, assistant principal, and skills specialist) to determine what avenues they would take to help teachers to improve instruction in the classroom so that children can learn better, perform better, reflect on their own leadership, and ultimately help teachers and students achieve better results. We will scale our support and training to the leadership teams so that they turn the school around via the following tools: (a) Root Cause Analysis (RCA) conducted on all 10 schools virtually (**This will be a new process that we develop for the renewal as this is a needed component due to the size of Texas as we scale to rural/small schools and as we scale this nationally during the 5th year**); (b) on-going training and implementation for the leadership team on VMC using the TAMU VMC Model for building instructional capacity that has been developed collaboratively with four high needs schools, including, supervisory functions, instructional capacity, and instructional transformation; (c) a coach for 5 hours per week, and (d) Virtual Principal Academy. The goals of the Virtual Principal Leadership Academy are:

1. To create a Professional Learning Community of educational leaders, including Principals and Academic Coaches, within a rural environment that provides high quality, sustained, and collaborative professional learning that promotes professional growth while establishing a career long support network that would not exist without this program.
2. To support, apply and extend the concepts and theories in creative leadership that can be used within the rural environment to promote district and campus excellence which promotes student success.

There will be data taken via: (a) leadership walkthroughs (we will work to determine ways to do this virtually as well - developed for the APLUS years 1-3 on-site (**Appendix M**), (b) coach logs, (c) RCA report for each school (developed and conducted in years 1-3), (d) CIP analyses, (e) Organization and Leadership Effectiveness Inventory (OLEI; Irby, Brown, & Duffy, 2000- based on the Synergistic Leadership Theory).

C5 Recruitment: High-need schools will first be identified via the Texas school rating system and the help of school districts. Those schools that have made a D or F will be recruited through A-PLUS fliers. District offices will be emailed called to aid in recruitment. If they wish to participate, then we will complete an MOU with the school/district. We will use the last year's scores (since COVID-19 prohibited any new testing for the state assessment- schools remain at the level they were last year, 2019).

OUTCOME: A university/rural school partnership that provides support and training to the leadership teams so that they turn the school around—we will provide the tools to them via – (a) a Root Cause Analysis (RCA) conducted on all 10 schools—with a report for each school; (b) a Virtual Principal Academy (scaled from the original meetings we called SLIs for this group conducted after the RCA conducted; (c) On-going training and implementation for the leadership team with VMC real-time so that they can select three main items of need to work on during the year and calibrate their observations- using a an instrument appropriate for the campuses- and provide uniform feedback—Use the TAMU VMC Model for Building Instructional Capacity that has been developed out of the APLUS years 1-3—including, supervisory functions, instructional capacity, and instructional transformation; (c) an virtual VMC coach for 3 hours per week per treatment campus. **REPLICABLE**

ACTIVITY: A turnaround leadership intervention for rural/small schools will be shared statewide and with TEA. Most models include school takeovers by the state or other entities, but this is a *collaborative leadership intervention turnaround model* dealing with providing tools and support. The process and VMC model will be posted on the ELRC website.

Objective 2: To review and compare CIPs (pre leadership intervention and post)—the strategic planning process will be taught—current CIPs will be reviewed and new ones will be initiated. In the Fall, the participant groups will submit their former CIPs and then the new ones, along with their modifications around the year—for follow through to review differences. **OUTCOME:** A processed CIP with a strategic plan for completing and following through on it and monitoring it. **REPLICABLE ACTIVITY:** CIP process is posted for other teams to access.

Objective 3: Develop a National Think Tank (via 3 virtual GotoMeetings) that includes Universities and Rural/Small School District personnel to discuss the current characteristics of rural/small school turnaround programs and how to better implement such models with leadership teams (we will share our model as well in these 3 virtual meetings). **OUTCOME:** A Think Tank developed from APLUS that can continue develop reports on Leadership Turnaround Models as programs. **REPLICABLE ACTIVITY:** A list of Turnaround School characteristics and principles that come out of the APLUS Think Tank virtual meetings from across the country that can be replicated across the USA with Schools and Universities. The reports emanating from this Think Tank will be shared via the Education Leadership Research Center (ELRC) website, accessible nationwide. We will pay the participants an honorarium for their time and reports. We prefer that those are developed in a Research Briefs format for quick reads for policymakers' and practitioners' implementation agendas.

Objective 4: To disseminate the results of A-PLUS Component 5—we will share via at least 1 state and 1 national or regional conferences and webinars during the year of the project, through 2 professional media sources, and through a website for A-PLUS Component 5.

OUTCOME: Number of presentations on the conferences or webinars, 2 professional media sources, a website for A-PLUS (hits) via ELRC website; a research brief is completed and a paper is published. Additionally, we will distribute via webinars to other small schools in Texas (and then nationally, in year 5) the results of the application of the urban school data we determined successful for turning around all 4 treatment schools and how that is applied in rural/small schools. Research briefs from the Think Tank will be completed, and paper will be published. **REPLICABLE ACTIVITY:** ELRC can share the characteristics on its website and social media pages and will share the SLI program and disseminate it even further nationally.

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?

- 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.*

We have, in APLUS in the 2.5 years we have been in operation, even with a delayed start due to the set-up and 5 large components to get through the IRB at TAMU, -- we have been able to meet and exceed the objectives in the grant. We attended the TQP Scaling and Sustainability Meeting in Puerto Rico early the project, and we developed scaling and sustainable plans. As a result, we are in an excellent position to scale our work and alter it for different settings/populations, depending on the component. We have reviewed the activities it would take to move the program forward for scaling in Section 2 above. We will share more here and synthesize that section for responding to this question.

- II. *The mechanisms the applicant will use to disseminate broadly information on its project to support further development or replication.*

See the last objective on each of the Section 2, activity sections, above for specific items. We list the mechanisms we will use to broadly disseminate the project activities for replication on different settings or populations:

1. Papers presented at state, regional, and national conference/meetings
2. Think Tanks for two components
3. Research briefs on our ELRC website
4. Sharing with the SEED grantees
5. Summer Leadership Institutes (held year-round)
6. Virtual Principal Academies
7. Webinars
8. Media Releases

For further information on project dissemination, please see **Appendix N**.

# of Leaders	Type of Leaders		Intent/Intervention/ Innovation/Type of Service		Evaluation Design	Replicable Activities
Component 1: 10 Full-year Residency Urban School Tier 2 Leader participants This is scaled to be a Full-year residency model that emanated from the 6-week summer residency model. Different level of model is tested for Residency.	Yr. 4 10 Urban School Leaders	Yr. 5 10 Rural School Leaders	School Leaders: Aspiring principals—who will come from among the ranks of Bilingual/ESL Teacher Leaders serving on campuses with large numbers of English learners (ELs) and low-income students	Intent: to improve leadership effectiveness and increase the number of highly effective leaders in such schools Intervention: Full-year Residency Model-- Advanced Degree and Advanced Professional Principal Certificate; A Residency THINK TANK formed statewide and nationally to develop best practices for principal/leader residencies Type of Service: Full-Year Residency model within a Master's degree (M.Ed.) in school leadership and an advanced professional state certification; official Texas Higher Education Micro-Credential of an Instructional Leadership Certification, State Level Micro-Credential in a Full-Year Instructional Leadership, Advanced Educational Leadership-AEL State Issued Certificate, a Virtual Mentor/Coach during the Residency program	<i>QED—Test the Full-Year Residency Program participants' resulting activities to the Summer brief residency group of participants. Outcome Data:</i> Pre-post survey of skills, Disposition Scale, Open-ended surveys; Rubrics for all activities, scales, inventories compared. A campus leadership position within 2 semesters of graduation; publications from the THINK TANK.	If deemed successful- - The two Residency Models for Leadership Preparation will be shared as compared shared nationally If successful, we will take the model in Year 5 to rural/small schools.

# of Leaders	Type of Leaders	Intent/Intervention/ Innovation/Type of Service		Evaluation Design	Replicable Activities	
Component 2: 1,400 national participants We are scaling the program nationally	1400 Teacher leaders Nationally	1400 Teacher leaders Nationally	<p>School Leaders: Certified Teacher Leaders, Instructional Skills Specialists, Instructional Coaches, Asst. Principals, Counselors, grade level chairs/dept. heads, aspiring leaders who serve on high needs campuses.</p>	<p>Intent: (a) to train school leaders to build instructional capacity for diverse learners; (b) to have teachers share best practices via Professional Learning Communities statewide (PLCs) and in VPD</p> <p>Intervention: Massive Open Online Professional Individualized Independent Learning (MOOPIL)—this is a virtual professional development (VPD) that is intensive, focused, needs-aligned, and actualized over time, and with ongoing VPLCs. Also a leadership decision-making app will accompany some MOOPILs in this year. Micro-credentials are offered via the State of Texas – PD Certificates for between 1 to 45 hours. ELRC is approved to offer the approved certificates—if another state needs us to align with their requirements, we are prepared to do so or partner with the state or other university or school districts to do so.</p> <p>Type of Service: VPD with 1-45 hours per person.</p>	<p><i>Quasi-Experimental Design for the quantitative portion; Qualitative Time Point Reviews of Recorded PLCs. Of the 600 per year, 70 participants will be randomly selected (matched on gender, grade level, year of experience, type of initial certification) to participate in virtual PLCs (35 in Virtual PLCs</i></p>	<i>If deemed successful—</i> Virtual platform developed for VPD usage of PLCs MOOPILs shared with other leaders across the state (and nationally);

# of Leaders	Type of Leaders	Intent/Intervention/ Innovation/Type of Service	Evaluation Design	Replicable Activities	
Component 3: 300 participants In VPD and reflective practice, VPLCs, and VMC We are scaling the program nationally.	300 campus leaders	Practicing Principals: who serve on campuses with diverse learners, particularly those with English learners and low-income students,	Intent: (a) to build instructional leadership capacity on high-needs campuses; (b) to have principals share their best practices and challenges in national principal Virtual Professional Leadership Learning Communities; (c) virtual mentoring and coaching (VMC) bi- weekly applied; (d) 100 principals/leaders will develop MOOPILs for principals for sharing nationally Intervention: MOOPILs—this is VPD that is intensive, focused, standards-and school-aligned, and actualized over time, and with ongoing professional learning communities; Micro-Instructional Leadership Credential Offered via the State of Texas –1- 45 PD total hours per person; Testing of the principles learned (applied learning on the campus and a brief reflection on the results of the learned principles) Type of Service: 1- 45 hours of just-in-time VPD, 1-20 hours of reflective activity, 1-5 hours of PLC time, and 1-20 hours of VMC offered	<i>One-Group Pre-Post Design for the Quantitative portion Experiential Impact Analysis</i> of principals and their perception of impact on their practice (Document Analytic Technique); <i>VMC analysis</i> of field notes of the Mentor-Coach (Document Analytic Technique); <i>Quantitative Analysis-</i> Analyze campus level scores prior to the PD and afterward; <i>Qualitative Video Analysis-</i> Best practices and challenges analyzed from 4 recorded directed Principal PLCs throughout the year (Video Recording Analytic Technique) <i>Qualitative Rubric Analysis</i> School Leaders' MOOPILs developed and assessed for potential impact with rubrics (selected for posting for further study by participants and other teacher leaders) Outcome Data: Reflective Journal app. Fieldnotes Videos of PLCs Student data on state tests ; Rubrics for Evaluating 50 MOOPILs to be developed by participant principal teams	VMC Booklet published online for access; Best Practices and Challenges Report to be Published related to VPLCs; published information on the LEADER general PLC model that was developed under APLUS

# of Leaders	Type of Leaders	Intent/Intervention/ Innovation/Type of Service	Evaluation Design	Replicable Activities
Component 4: 1260 Participants	1260	<p>Practicing Principals and other School Leaders from schools that are diverse learners, particularly English learners and low-income students</p> <p>Intent: Provide 20 online top quality Institutes The concept of Summer Leadership Institutes will be spread throughout the year with 20 Institutes online. Participants in the Critical Dialogues Institute—will receive a Critical Dialogues Facilitator Certificate and all participants for all webinars/institutes will receive another micro-credential for the hours that are required to in the specific institute from 1-45 hours certificates.</p> <p>Intervention: Summer Leadership Institute going online in webinar formats (top quality with GotoWebinar) that covers critical dialogues; culturally responsive pedagogy; strategic planning with data; follow-up on the plans; parental/ community engagement and other topics as indicated as listed in the narrative in section 2.</p> <p>Types of Service: Summer Leadership Institute- Online (20)</p>	<p><i>One-group Pre-Post Design for quantitative analysis.</i> Evaluations from each day of the webinar/institutes will be taken. Data on a pre-assessment and a post-assessment will be taken related to content from SLI (<i>Quantitatively analyzed</i>); Campus Improvement Plans (CIP) reviewed for the strategic planning Institute – prior year and current year after the SLI (<i>Qualitative Document Analysis</i>); Follow up interviews or open-ended surveys with 35 randomly selected participants from each institute after six weeks of the institute to determine Implementation Fidelity of SLI outputs and applications.</p> <p>Outcome Data: Daily Evaluations; Pre-post content assessments; (CIP pre-post the SLI; student achievement data- for the strategic planning Institute); interview/survey data</p>	Continue the national webinar Summer Leadership Institute Model.

# of Leaders	Type of Leaders	Intent/Intervention/ Innovation/Type of Service	Evaluation Design	Replicable Activities	
Component 5: 30 leadership team Participants from 10 rural/small schools Model used to turn around 4 urban campuses in an RCT will be move to a new venue of small/rural schools who are in improvement required	30	30 Practicing Principals and Other School Leaders 10 rural campuses (four assigned as control; four at treatment) with diverse learners, but which is not successful in achievement for diverse learners (turnaround campuses)—estimated 15 leadership team	Intent: Provide a Leadership School Enhancement Intervention –VPD, with an SLI, and training to 4 leadership teams randomly assigned to treatment and compare the outcomes to 4 control schools without the instructional and organizational leadership training. Intervention: Conduct a Root Cause Analysis (40 hours total) will be performed on each campus. The 4 treatment campuses (with the leadership team) will be provided a coach for 10 hours a week for leadership support and improvement; the members of the leadership team from the treatment campuses will be provided with professional development with the Instructional Leaders (skills specialists on the campus and lead teachers on the campus and the assistant principals and principals) who will implement a VMC calibrated approach on their campus with real-time feedback to teachers they are supervising. Provide a webinar for the 10 schools for collaboration – institute after their Root Cause Analysis. Also a Turn-around THINK	<i>10 rural/small schools will be purposefully selected to participate among all IR school in Texas (turnaround schools)— work with the leadership team providing VPD and coaches to develop the project; Provide institute/webinars to all 10 schools— provide building instructional capacity with the instructional leadership specialists or department/grade level chairs</i> Outcome Data: Student campus data (STAAR data for comparison grade level-grade 3, 4, and 5 where STAAR is given- for the next year—this will only be a pre-post for two years—which means that grade level to grade level will be compared and pre (3 rd grade compared to 5 th grade since no test was provided this year due to COVID-19—of the same students)- classroom/student level); Campus Improvement Plans for comparison; Root Cause Analyses; Teacher observations by grade level one teacher per grade level K-4 (two time points); Organization and Leadership Effectiveness Inventory. Publication reports from the Think Tank	A rural/small school turnaround leadership model that can be replicated in other districts in need.

# of Leaders	Type of Leaders	Intent/Intervention/ Innovation/Type of Service	Evaluation Design	Replicable Activities
		<p>TANK will be called together from across the State/Nation to discuss Turnaround Schools and produce policy briefs based on best practices.</p> <p>Type of Service. Leadership Team VPD; Coaches virtually, Root Cause Analysis online.</p> <p><i>ALL COACHES WILL BE TRAINED IN VPD</i></p>		

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?

- 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.*

Upon completion of this renewal year's funding, applying the concepts in a broader manner, the budget will be scaled back for the fifth year to apply the program as it transitions to standing on its own within the Center, Education Leadership Research Center, which has a structure within to function within the Department and College. The APLUS is also supported by the Center for Research and Development in Dual Language and Literacy Acquisition. The information will be disseminated primarily virtually—as all of our programs in APLUS have been and are primarily virtual – with the exception of the SLIs and DLLIs (Institutes) and the Turnaround and the Residency (of course- with participants in schools); however, those SLIs/DLLIs have moved to virtual Institutes via Webinars. Additionally, the Turnaround Schools initiative will move to an online venue for support and observations (we already have the foundation and have tested all virtual components- virtual observations, virtual mentoring/coaching, virtual PLCs, and virtual PD—so all that is in place- we can even give real-time feedback with bug in the ear in classrooms to teachers or to the leader in a PLC or other type of non-private meeting). Structurally, we are prepared to deliver. Financially, we will need to charge a minimum fee after the grant funding ends, so there will be a small fee for service, and we will continue our business partnerships and district partnerships; we will also continue our regional support and partnerships to consider a closer relationship. During this operational year, we will be sharing our work and findings and services with the Texas Education Agency. So, we are prepared to sustain the program well into the fifth year and after the grant 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.*

All purposes of this project are a major function of the Education Leadership Research Center. Our function is to conduct and apply research and to conduct evaluations with and for school districts in Texas and beyond. We support the land-grant mission of Texas A&M University which is to serve the citizens of Texas and the nation. All project purposes and activities will be institutionalized within the Center by the ending of the Grant and can be sustained as noted above.

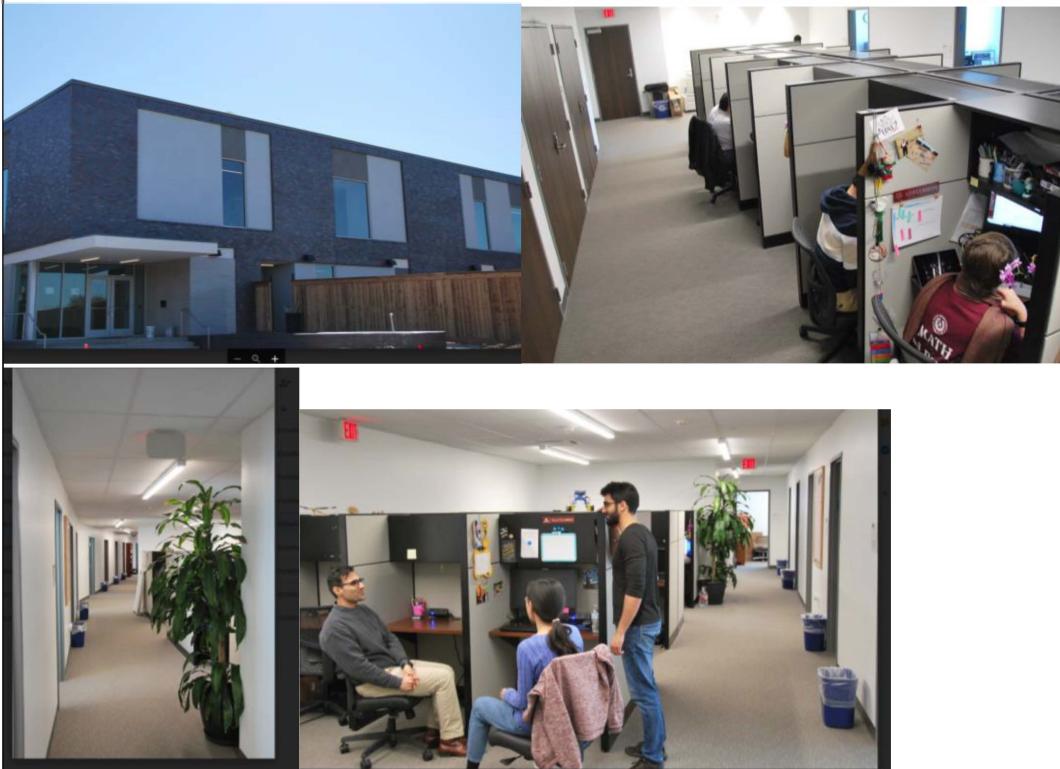
How would your project use renewal funding to develop or enhance capacity in the key areas (human, material, structural, and organizational) necessary to transition successful aspects of the project into system-wide improvements?

Human Capital: We will use the renewal funding to fund our PI and 3 Co-PI's – a portion of their time they generously devote to the grant (another portion of time is to be funded from the no-cost extension- which is attached in the Budget Information as an unofficial document). Additionally, we are funding three faculty members, a summer stipend to aid with the residency curriculum to assist in building any additional curriculum and work with the district and the schools in HISD and work with the participants (another portion of time is to be funded from the no-cost extension- which is attached in the Budget Information as an unofficial document). We are funding 3 GARs out of this budget and 2 undergrad researchers to assist with the data on the components noted. There are other GARs funded from the no-cost that is also included unofficially. The university requires the GARs full tuition and fees- This was instated by Dr. Robert Gates when he was President at TAMU. We are funding four coordinators partially by the renewal. Another portion is funded from the no-cost extension. To scale the project and get it stood up for sustaining it with only a Director in the future within two more years in the ELRC, we need these individual coordinators to continue the scale. We have eliminated one Coordinator from the renewal and no-cost. We do have Coaches hired for the online components. They have been trained and new ones will be trained to lead the Virtual Mentor Coaching sessions. We also have a person who is an expert who has worked with us face-to-face for the Root Cause Analysis. We will work with him to put this into a type of streamlined online format during this renewal. This is a way we can scale that part of the renewal process. Also, we have a supervising coach who assists with all coaches and all the MOOPILs to help check them and monitor the quality. (Some of our vendors/consultants are shared costs with some of the funding that was carryover.) So, we have begun to bring down the numbers of Coordinators will further reduce in the coming year.

We will have participants in this grant at a total scaled number of 3346. That is 1021 participants over the number we had in the last grant cycle and the participants are from a different setting or venue and are nationally represented. So, in this way we build human capital that way as well.

Material and Structural Capital: We have leveraged first our official partner for this renewal grant, GoToMeeting (LogMeIn) what has the best secure platform for virtual meetings and trainings. We must have a secure platform going into schools. Our current school partners are familiar with the platform and are comfortable – all the way to the Boards of Education in the local districts with having the security certifications (particularly now in this virtual normal in which we find ourselves—we anticipate being out of this situation somewhat by Fall—but still operating in it somewhat throughout next year. Therefore, we are strategically poised based on all our virtual work that has been accomplished over the past three years with our platform for MOOPILs for Virtual PD and Virtual PLCS and Virtual Mentoring and Coaching and Virtual Observations (in real-time) and with the planned work for this summer as we quickly turned to virtual SLIs and virtual Summer Residency. Our University supports the program with the Continuing Professional Education Development (CPED) the platform for our outreach of MOOPILs with Canvas. We also are now using POWTOONS to make them more active. We have a

new Decision Making Simulation app working with Ken Spero who is training us to include these this summer in the MOOPILs and VPLCs. We also have a new reflection app that we developed out of the project. We have been provided by the university a brand new research facility by the University and College- APLUS has most of the second floor space. This helps us to have a structural space to work (once we return from remote working—and are back on campus by August 1). Photos of the new facilities are shared as follows.



Organizational Capital: The five components will remain intact for the next round of renewal funding. We have addressed how we will carry out these functions. We have had 6 coordinators organizationally; however, we have reduced that by one as we develop our scaled project (see organizational chart below). One of the coordinators will take on the leadership and the Component 5 for the renewal. All other components will be organized as they have been. The Component 1 coordinator will be the field supervisor as well for the Residents. That individual will need to be certified as a principal (it is the only leadership certification we have and is required by the State to be able to supervise students in the field; additionally, this person is TPESST trained with the TEA principal assessment). Currently, our Coordinator for Component 1 has all of these requirements. We will organize the Residency in a different structure with a full-year/half-day model to test in an urban center for Component 1; we will go national with Component 2 and Component 3 MOOPILS, while targeting the same groups as before for each of those components—teacher leaders for C2 and campus leadership (with their teams) for C3. Component 4 will change structurally to a Web-based Institute to be held throughout the year on specific topics as noted earlier in the discussion—this will be organized to recruit a national audience. Component 5 will scale to a different venue from urban to rural failing schools. We were successful with urban schools, so organizationally, we determined to move the support online for the renewal year. Also, this will support the altered schedule that schools may find themselves in come Fall, 2020, and possibly into Spring, 2021.

