

Center for Strategic Leadership and Organizational Coherence

501(c)(3) national non-profit applicant and fiscal agent

proposes:

LIFT – Leveraging Innovation Fuels Transformation!

Project Narrative

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ABSOLUTE PRIORITY 2: Supporting Effective Principals or Other School Leaders. The Center for Strategic Leadership and Organizational Coherence (CSLOC) - a national 501 (c)(3) nonprofit and fiscal agent, in partnership with: Metropolitan Nashville Public Schools (LEA), Tennessee KIPP Charter School Consortium (LEA), Tennessee State University College of Education and School of Graduate Studies & Research (HBCU/IHE), Lipscomb University College of Education (IHE), National Board for Professional Teaching Standards (national non-profit); The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University (HBCU / national nonprofit), and The Center of Excellence for Educator Preparation and Innovation at Voorhees University (HBCU / national nonprofit), jointly seek an investment of federal funds from the U.S. Department of Education for *LIFT: Leveraging Innovation Fuels Transformation!*, a *Supporting Effective Educator Development* (SEED) grant. CSLOC proposes programming that will be aligned with four specific domains: 1) principals and school leaders from Non-Traditional Preparation and Certification routes will be provided with the clinical experience, certification pathway, and the mastery of core competencies required to serve as an instructional leader in a traditionally underserved LEA; 2) principals and other school leaders will be provided with Evidence-Based Professional Development that addresses literacy; numeracy; strategies for working with students from special populations; and tools to build inclusive, supportive, unbiased and identify-safe environments where equity and belonging takes center stage and is a driver of the school culture; 3) principals and other school leaders will collaborate in cohorts and be provided with Evidenced-Based Professional Enhancement activities that lead to advanced credentials; and 4) principals and other leaders will have access to an Instructional Excellence Clearinghouse and Virtual Deeper Learning Networks for Improvement so that they can deconstruct problems of practice with leaders within their districts, as well as, with turn-around principals and superintendents from around the country.

Collectively, each of our partners believe, without refute, that cultivating, empowering and growing the competence of instructional leaders at all levels is quintessential to creating adaptive organizations that can meet the multifarious learning and social-emotional needs of all students. Efficacy in instructional leadership matters. As a result, our proposal is focused on empowering leaders, at all levels, who will be equipped to demonstrate the following competencies: 1) leaders who consistently utilize and provide critical feedback that promotes improvements in teacher efficacy, fosters highly effective instruction and accelerates continuous improvement; 2) leaders who can effectively use a data-informed approach to continuous

improvement in both instruction and school-wide transformation; 3) leaders who possess the social emotional intelligence to foster a culture of belonging in schools where every student feels seen, heard and validated and every educator feels empowered; 4) leaders who actively advance equity evidenced by their allocation of resources and promotion of rigorous learning for all students; 5) leaders who have the expertise to inculcate differentiated instruction, culturally responsive teaching and trauma-informed practices as norms in every classroom and school; 6) leaders who are able to use the tenets of improvement and implementation science as a mode of inquiry to train new teachers to accelerate large-scale transformation; and 7) leaders who have a “growth mindset” evidenced by their ability to be “adaptive” in their approach to leadership in the service of meeting the learning needs of all students.

The goal for CSLOC, in collaboration with our national partners, is to work together with our LEAs to design and build capacity across our partner district (Nashville) and charter consortium (KIPP) to ensure that each of the leaders – from aspiring principals, to assistant principals, principals and central office stakeholders – all have the tools to foster a culture of belonging and engagement in the classroom; meet, exceed and maximize the learning needs of every student; raise and sustain high levels of achievement for all students; utilize the tools needed to empower teachers and improve instructional efficacy; while also ensuring that each organization, with intention, cultivates a pipeline of diverse leaders who are equipped with the competencies needed to radically improve learning and instruction. CSLOC advocates that it is critical that such a system must provide stakeholders with the tools and learning needed to demonstrate the competencies to not only raise, but also sustain, significant improvements in student learning, growth and achievement and foster an environment of belonging where deep learning occurs in school classrooms daily.

COMPETITIVE PRIORITY 1: Increasing Educator Diversity. The Center for Strategic Leadership and Organizational Coherence (CSLOC) knows that providing opportunity is not the same as providing access to opportunity with a hallmark of ensuring a welcoming environment where every stakeholder can be seen, heard, and celebrated. CSLOC is intentional in its approach to partnering with Tennessee State University College of Education and School of Graduate Studies & Research, The Center of Excellence for Educator Preparation at Voorhees University, and The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, all of which are top-ranked Historically Black Colleges and Universities (HBCU) that have effectively designed Evidence-Based preparation programs to attract and retain instructional leaders of color. Tennessee State University College of Education is the

largest producer of educators of color in the nation. While Lipscomb University is not a HBCU, it is the mission of Lipscomb, to work with intention, to create an environment where all students will be able to flourish academically, socially, and intellectually. Scholars in each of these higher education institutions are serving as critical thought leaders and partners in the design, offering and implementation of the certification pathway that will be provided for our district stakeholders and provide critical insight on ways to ensure that content, academic supports and learning communities are culturally responsive to attract and empower diverse stakeholders. The Center of Excellence for Educator Preparation and Innovation at Voorhees University, in thought partnership with the Oakland University Center for Eradicating Racism and the Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, will design and offer a micro-credential in Equity in Education / Culturally Responsive Pedagogy / Systemic Change (see description of components in Competitive Priority 2 below). The goal is to empower leaders at all levels with the core competencies needed to promote rigor and engagement in each LEA in the service of advancing equity, diversity, and inclusion. The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University provides mentoring and support to male teachers and school leaders of color at every level to attract professional men of color with military, human service and management experience from nontraditional backgrounds and support them in obtaining alternative certification and licensure to serve as school leaders. Each of these organizations brings a highly-respected level of competence and invaluable level of expertise that provides clear insight on how to create the supports needed to build a robust pipeline of diverse candidates to be agents of transformation in K-12 education. CSLOC will also partner with nonprofit organizations and industry-specific professional organizations (i.e. National Association of Black/Hispanic - Engineers; Geoscientists; Accountants; Social Workers; Journalists, etc.); Black Greek Organizations; faith communities in TN, as well as, community advocacy organizations to recruit nontraditional candidates and midcareer changers into education for placement both in Metropolitan Nashville Public Schools and the Tennessee KIPP Charter Network.

COMPETITIVE PRIORITY 2: Equity in Student Access to Resources / Opportunities.

Instructional leaders will have the opportunity for extended learning by completing the Equity in Education credential described in Competitive Priority 1, followed by the Closing the Achievement Gap Progressive Credential. This micro credential will help current and future leaders create and sustain environments that provide equal access to outstanding teaching and learning programs for all students and educators. Leaders

will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial and socio-economic groups of students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with Equity in Education as a prerequisite for enrollment in the Closing the Achievement Gap Credential:

Stage 1: Equity in Education / Culturally Responsive Pedagogy / Systemic Change (6-month course of study leading to a credential and 8 graduate school credits)	
Thriving Ecosystem	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction. • Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning. • Uses “equity” lens and the tenets of improvement science to identify and deconstruct problems of practice (develop, test, refine solutions).
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Promotes effective teaching across all grade levels and subjects. • Enhances technology-based teaching and learning. • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes. • Implements and executes school / classroom-based interventions for targeted learning.
Stage 2: Closing the Achievement Gap Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes). • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework. • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy. • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning. • Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency.
Closing Equity Gaps	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of programs and measuring student performance. • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology.

COMPETITIVE PRIORITY 3: Meeting Student Social, Emotional and Academic Needs.

Using the evidence-based conceptual framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), The Center of Excellence for Educator Preparation and Innovation at Voorhees University, in thought partnership with the Oakland University Center for Eradicating Racism and the Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, will design a competency-based micro-credential in social-emotional learning that current and future leaders will access during *LIFT*. The core standards of SEL that the CASEL 5 addresses provide five broad and interrelated areas of competence and highlight examples of each: 1) self-awareness; 2) self-management; 3) social awareness; 4) relationship skills; and 5) responsible decision-making. The goal is to empower school leaders to apply the core standards of the CASEL 5 in their schools to create a sense of belonging, celebration and appreciation for students with multiple intelligences at various developmental stages from childhood to adulthood and across diverse cultural contexts. Ultimately, the extended learning opportunity of the SEL micro-credential will foster a developmental perspective and help Leaders acquire a deeper understanding of how social and emotional competencies can be expressed and enhanced at different ages from preschool through adulthood. Our goal is to develop an understanding of how students' social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment in schools and the responsibility each has to create school culture where every student thrives social-emotionally/academically.

Social Emotional Learning Competency-Based Micro-credential (6 graduate credits)	
Module I	Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making
Module II	The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment
Module III	Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis, High Expectations and Fostering Deeper Learning
Module IV	Inclusive Instructional Planning and Assessment
Module V	Designing Inclusive Learning Environments
Module VI	Using Evidence-Based Strategies to address Trauma-Informed Practice

A. QUALITY OF THE PROJECT DESIGN.

(1) Training / services of sufficient quality, intensity and duration to lead to improvements. *LIFT* was designed by a team of education practitioners with a collective history of several decades in PK-12 classrooms, school buildings, administrative offices, college campuses, state departments of education, and non-profit education organizations throughout the country. This collective think tank reviewed the research and developed a plan to elevate all levels of leadership in PK-12 education by focusing on four domains.

Domains of CSLOC <i>LIFT</i> Programming	
Domain I	Providing a Certification Pathway for Teacher Leaders and Nontraditional Candidates to Serve in Traditionally Underserved LEAs.
Domain II	Providing Principals or other School Leaders with Evidence-Based Professional Development Activities that address Literacy, Numeracy, STEM, Special Education, ELL, and other needs of LEAs and the Students their Schools Serve.
Domain III	Providing Principals or other School Leaders with Evidence-Based Professional Enhancement Activities, which may Lead to an Advanced Credential.
Domain IV	Providing Blended Coaching and Facilitating Networks for Improvement as a Mode of Inquiry to Accelerate Large-Scale School and District Transformation

DOMAIN I: Providing a Certification Pathway for a Diverse Cadre of Nontraditional Candidates and Aspiring Leaders to Serve in Traditionally Underserved LEAs.

Programming for this investment of federal dollars from SEED will provide a certification pathway for two groups of stakeholders: 1) teacher leaders who have been evaluated as “highly effective” and have consistently demonstrated efficacy in raising student achievement for a minimum of five years will be offered the opportunity to obtain certification and licensure as an instructional leader; and 2) a diverse cohort of nontraditional candidates including candidates who demonstrate the leadership core competencies requisite for highly effective school leadership (e.g. who have demonstrated highly effective core competencies in the following areas of expertise: military leadership, human services, school psychologists, school social workers and other ancillary support personnel) will be offered an opportunity to obtain certification and licensure as an instructional leader. This pool of candidates will sign an MOU which requires them, after completion of their licensure and certification requirements, to use their leadership expertise in the service of leading transformation in historically underserved schools in each of the LEAs represented in our grant – Metropolitan Nashville Public Schools and the KIPP Charter Network Consortium. Two cohorts of up to 25 candidates each, who meet the criteria of either of the two stakeholder groups listed above, will be invited to pursue an accelerated 14-month pathway to becoming an instructional leader.

Preparation for Licensure / Certification for Teacher Leaders / Non-traditional Candidates: Tennessee State University College of Education and Lipscomb University College of Education are collaborating to provide an accelerated pathway for licensure for teacher leaders and non-traditional candidates seeking licensure and certification to become instructional leaders. All CSLOC *LIFT* Leaders will successfully complete foundational coursework as a requirement toward licensure or certification. Coursework is comprised of classes that teach aspiring educators critical skills and build content knowledge prior to engaging in the SEL and Equity / Closing Gaps micro-credentials. Coursework follows a specially-designed set of modules that have been aligned with Interstate School Leaders Licensure Consortium (ISLLC), Professional Standards for Educational Leaders (PSEL), National Educational Leaders Preparation (NELP) and the Core Competencies Leadership Rubric designed by the Center for Strategic Leadership and Organizational Coherence. These modules are completed in conjunction with a Clinical Education Program and monthly colloquia designed to tackle and solve problems of practice, using Improvement Science and Implementation Science as a mode of inquiry to accelerate school and district transformation.

Instructional Leader Preparation			
Credits	Course	Credits	Format
EL 5300	Educational Leadership, Equity and Efficacy	4	Lecture
EL 5320	Staff and Curriculum Development	4	Lecture
EL 6300	Theories and Techniques for Adaptive Leadership	4	Lecture
EL 5340	Law for Teachers and Administration	4	Hybrid
EL 6320	Equity-Driven in School Finance and Resource Management	4	Hybrid
EL 6955	Internship for School Leadership	2	Internship
EL 5360	Schools, Students, Educational Equity and Fostering a Culture of Belonging	4	Hybrid
EL 6956	Internship for School Leadership II	2	Internship
EL 6960	Culminating Master’s Practicum using Improvement and Implementation Science	4	Thesis/Hybrid
	TOTAL CREDITS	32	

Clinical Education for Teacher Leaders and Non-Traditional Candidates for Instructional Leadership

Certification: Funding will provide aspiring leaders with a competency-based learning laboratory during which they can improve their practice and refine their inquiry-stance approach to teaching and learning with guidance from highly effective coaches - face-to-face and virtual support. Clinical Education includes:

- **Candidate Selection:** Aspiring instructional leaders motivated to lead transformation in historically underserved schools and to improve their instructional competencies and complete their certification and

licensure requirements will apply for admission into the program. The Instructional Team (see *Management Plan*) will review applications and offer enrollment to candidates who meet the highest standards of excellence in academic record, community service, essay response and in-person interview. Applicants who are currently serving as teacher leaders or teachers of record who have been evaluated as “highly effective” and who have consistently raised student achievement for 5 consecutive years and non-traditional candidates who demonstrate promise in mastering the core competencies for instructional leadership will be awarded priority access. Applicants will be admitted into the program without regard to race, ethnicity, gender, age, disability, religion, sexual orientation, gender identity, socio-economic status or other protected class.

- **Enrollment Agreement:** Each candidate admitted into the program will be required to fulfill the conditions of an enrollment agreement. Tennessee State University College of Education and Lipscomb University College of Education will recommend participants who successfully complete the licensure pathway, including all applicable State testing and certification requirements, for a K-12 License in Instructional Leadership. Incentives for participation are substantial, leading to a competitive selection process that finds the best and brightest non-traditional candidates aspiring to launch a career in K–12 education.
- **Residency:** As part of the preparation sequence, candidates will be required to complete a 10-week residency where they will be assigned to shadow, collaborate and immerse themselves in the role of an instructional leader. Each candidate will be assigned to a principal who has consistently raised student achievement for 5 or more consecutive years and has consistently experienced growth in their school-wide accountability rating over time, which includes measures in school climate and culture, as well as teacher efficacy.
- **Competency-Based Assessment:** Candidates will be subjected to a rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each *LIFT* Leader, across the same performance domains used to measure the effectiveness of all educators serving in the state of Tennessee. Professors will conduct independent assessments using validated tools to reduce evaluator bias and increase diversity of feedback provided to Leaders. Rubrics will align progress in the clinical program course of study (competency-based work facilitated by Clinical Leadership Coach) to the effectiveness standards Leaders must attain to meet professional performance expectations.
- **Digital Portfolio:** Leaders will create individual, digital portfolios of materials that include critical feedback provided by the virtual coach; action and scholarly research on the topics of equity, SEL, use of data to improve instruction in the service of advancing transformation and the assessments of the candidates’ work.

The portfolio serves as a repository of data which reflects each of the critical core competencies cultivated by the aspiring leader, while providing a toolkit and resource from their training that contains both scholarly and anecdotal research which can be referenced when leading transformation in the field. Professors and Coaches will review each portfolio and provide feedback that reflects professional growth outcomes and individual growth toward overcoming challenges related to problems of practice.

DOMAIN II: Providing Principals and other School Leaders with Evidence-Based Professional Development Activities that address SEL, Equity, Literacy, Numeracy, STEM, Special Education, ELL, and other Needs of LEAs and their Students.

The goal for CSLOC, in collaboration with our national partners, is to collaborate with our LEAs to design and build capacity across our partner districts and charter consortium to ensure that each of the leaders – from aspiring principals, to assistant principals, principals and central office stakeholders – all have the tools they need to foster both a culture of belonging and engagement in schools and classrooms. Our goal is to empower instructional leaders to: 1) meet, exceed and maximize the learning needs of every student; 2) raise and sustain high levels of student achievement for all students; 3) utilize the tools needed to empower teachers and improve instructional efficacy, while also, 4) ensuring that each organization, with intention, cultivates a pipeline of diverse leaders who are equipped with the competencies needed to radically improve learning and instruction. CSLOC advocates that it is critical that such a system must provide stakeholders with the tools and learning needed to demonstrate the competencies to not only raise, but also sustain significant improvements in student learning, growth and achievement and foster an environment of belonging where deep learning occurs in schools and classrooms daily.

Through a partnership with CSLOC and multiple national partners, principals and other school leaders will be provided with micro-credentials that will empower leaders to develop the core competencies needed to improve school culture and climate, advance equity, accelerate academic achievement and engage learners at all levels. Each micro-credential is designed in response to LEA data and feedback from leaders at all levels conducted through a needs analysis of professional learning for each of the organizations. Each of the micro-credentials is competency-based, which means that leaders who pursue the micro-credentials must demonstrate certain core competencies in order to receive credit for the completion of the modules. Core competencies will be evaluated by a trained facilitator who will observe the leader demonstrate, through their embedded leadership practice, the competencies identified for each micro-credential.

In addition to micro-credentials, our vast pool of national partners will provide customized Evidence-Based professional learning opportunities for our leaders. Our national partners include, but are not limited to: 1) National Board for Professional Teaching Standards; 2) Carnegie Foundation for the Advancement of Teaching and Learning; 3) SAM Project at the Wallace Foundation; 4) Harvard Strategic Data Project; 5) Learning for Justice; 6) National Equity Project; 7) Center for Advancing Social Emotional Learning (CASEL); 8) Project READ; 9) Chiefs for Change and 10) National non-profit centers on the campuses of Bowie State University and Voorhees University, two of our HBCU collaborators. These critical partners will custom-design professional learning for each of the LEAs participating in *LIFT*.

Competency-Based Micro-Credentials: Our goal is to advance the knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve the efficacy of instructional leaders. Our work will clearly define, through Evidence-based practice, what micro-credentials are and provides multiple opportunities to engage educators in micro-credential courses of study that will demonstrate the benefit that competency-based micro-credentialing adds to the professional preparation and development of school and district leaders. We strive to demonstrate that competency-based micro-credentials are powerful tools for empowering leaders to develop the skills needed to accelerate learning and innovation. The use of competency-based micro-credentials will empower educators to increase their knowledge and build a robust skill-set through intensive study of targeted areas of applied knowledge (e.g. literacy, mathematics, STEM, high-yield strategies to support special populations, etc.). This investment of federal dollars ensures that instructional leaders can attain micro-credential certification and degree endorsement at little cost to themselves or the schools in which they teach. Micro-credentials include:

Social Emotional Learning (SEL) Credential: Using the evidence-based conceptual framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), CSLOC, Center of Excellence for Educator Preparation and Innovation at Voorhees University, and Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, in thought partnership with the Oakland University Center for Eradicating Racism, will design a competency-based micro-credential in social-emotional learning that current and future leaders will access during *LIFT*. Our goal is to develop an understanding of how students' social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment and the responsibility each has to create a culture where every student thrives socially/emotionally and academically.

Social Emotional Learning Competency-Based Micro-credential (6-month course of study leading to a credential and 8 graduate school credits)	
Module I	Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making
Module II	The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment
Module III	Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis, High Expectations and Fostering Deeper Learning
Module IV	Inclusive Instructional Planning and Assessment
Module V	Designing Inclusive Learning Environments
Module VI	Using Evidence-Based Strategies to address Trauma-Informed Practice

Instructional Excellence Credential: The Instructional Excellence Micro-credential will provide educators with the opportunity to complete an Instructional Excellence Credential designed by CSLOC to elevate teaching/learning in traditionally-underserved/low-performing schools. Credential includes:

Instructional Excellence Credential Components (6-month course of study leading to a credential and 8 graduate school credits)	
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses evidenced based strategies to differentiate instruction and identify student indicators • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) • Conducts root-cause analysis to identify strengths/vulnerabilities in student/teacher outcomes • Creates countermeasures to improve student learning / teacher efficacy
Instructional Rounds	<ul style="list-style-type: none"> • Uses protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve teacher efficacy and student learning • Provides feedback to improve teacher practice and promote instructional collaboration • Develops mastery in facilitating rounds through observation / coaching / modeling
Rigorous Teaching and Learning	<ul style="list-style-type: none"> • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning • Designs observation and feedback tools for “peer review” to create culture of competency

Progressive Micro-Credentials: The Progressive Credential is a stackable learning experience divided into two, six-month courses with the pre-requisite of taking them in order. Progressive credentials include:

Equity in Education / Closing the Achievement Gap Progressive Credential: The Equity in Education / Closing the Achievement Gap Progressive Credential will help educators create and sustain environments that provide equal access to outstanding teaching and learning programs. Educators will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial

and socio-economic groups of students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with Equity in Education as a prerequisite for enrollment in the Closing the Achievement Gap Credential:

Stage 1: Equity in Education Progressive Credential Components (6-month course of study leading to a credential and 8 graduate school credits)	
Thriving Ecosystem	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions)
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Promotes effective teaching in STEM/Computer Science across grade levels and subjects • Enhances technology-based teaching and learning • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implements and executes school / classroom-based interventions for targeted learning
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Stage 2: Closing the Achievement Gap Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes) • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning • Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency
Closing Equity Gaps	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology

Special Populations / Special Education / English Language Learners Progressive Credential: The Special Populations / Special Education / ELL Progressive Credential will help educators create / sustain

environments that meet the social, emotional, developmental, physical and learning needs of special student populations. Educators will learn to engage special populations in outcome-driven, academically challenging study and provide the supports needed by students with special needs to succeed. Educators will then choose to complete the Progressive Credential in one of two tracks – Special Education or English Language Learners – to focus development of instructional skills in high-demand fields. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Special Populations Credential as a prerequisite for enrollment in one of two tracks, Special Education or the ELL Credential:

Equity in STEM Learning	<ul style="list-style-type: none"> Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study Reduces achievement gaps among subgroups in STEM / Computer Science
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> Mines formative and summative data to assure all students have access to rigorous instruction Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) Creates countermeasures to improve student learning / teacher efficacy
Computers and Technology in Special Ed.	<ul style="list-style-type: none"> Designs and integrates Computer Science Curricula Integrates Computer Science learning tools across curricula/enrichment programs Creates Computer Science differentiated learning pathways / project-based learning
Stage 2A: Special Education Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Ensuring Post-secondary Success	<ul style="list-style-type: none"> Explores and identifies targeted academic/social/financial supports that keep students on a pathway to high school completion and empower them for postsecondary success. Uses robust data from middle grades through high school to identify Counteract challenges which deter high school completion.
The Interdisciplinary Team: Assessment and Intervention	<ul style="list-style-type: none"> Develops multi-disciplinary proficiency in the use of technology to master standards in CORE subjects (English/Language Arts, Math, Science and Social Studies) Enhances technology-based teaching and learning Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes Implements and executes school / classroom-based interventions for targeted learning
Incorporating Improvement Science for Special	<ul style="list-style-type: none"> Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. Creates competency-based tools to aid in closing equity gaps.

Populations	<ul style="list-style-type: none"> • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Stage 2B: English Language Learners Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Accelerating Proficiency for ELL	<ul style="list-style-type: none"> • High Yield Strategies to improve reading in the content areas • Deconstruct problems of practice in English/language arts • Strategies to promote balanced literacy
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology
Incorporating Improvement Science for Special Populations	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.

Literacy Progressive Micro-Credential: The Literacy Progressive Credential will prepare educators to invigorate classroom / school programs with Literacy content vital to the comprehension and knowledge acquisition of all core and non-core subjects. Literacy is the foundation of all learning these tools will support educators as they strive to elevate literacy achievement. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Literacy Foundations Credential as a prerequisite for enrollment in the Literacy Proficiency, Assessment and Acceleration Credential:

Stage 1: Literacy Foundations (6-month course of study leading to a credential and 8 graduate school credits)	
Foundations in Reading Instruction	<ul style="list-style-type: none"> • Uses tools to increase Phonemic Awareness • Integrates technology to promote balanced literacy, assist in differentiating instruction and accelerating individualized learning proficiency. • Uses high-yield strategies to make the reading/writing connection • Explores expository and information text strategies to increase literacy proficiency
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Use STEM and Computer Science to accelerate literacy proficiency • Enhances technology-based teaching and learning in literacy • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning.
Sustainable Pedagogy in E/LA	<ul style="list-style-type: none"> • Uses evidenced-based practices, as well as, innovative and collaborative learning strategies to accelerate learning in English/language and exceptional learners • Apply strategies to reduce achievement gaps among subgroups.
Stage 2: Literacy Proficiency, Assessment and Acceleration (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	

Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in outcomes, look for predictive indicators that lead to improved outcomes) in literacy • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery in reading and writing • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Designs observation and feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency
Reading in the Content Areas	<ul style="list-style-type: none"> • Teaching Reading and Writing in the Content Areas • Creates competency-based tools to aid in closing equity gaps. • Diagnosing and Correcting Problems of Practice in Literacy • The Author and Illustrator’s Writer’s Craft • Deconstructing Informational and Expository Text
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology

Mathematics Progressive Micro-Credential: The Mathematics Progressive Credential will prepare educators to improve classroom / school programs with math content vital to the comprehension and knowledge acquisition of STEM and Computer Science concepts. Mathematics is critical to success in science, technology, engineering, and computer science. Programs of study will support leaders as they strive to elevate math achievement. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Mathematics Foundations Credential as a prerequisite for enrollment in the Mathematics Proficiency, Problem-Solving and Assessment Credential:

Stage 1: Mathematics Foundations (6-month course of study leading to a credential and 8 graduate school credits)	
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative / summative data to assure students have access to rigorous instruction • Uses high-yield, evidenced based strategies to differentiate instruction and identify student indicators for mastery learning • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) • Creates countermeasures to improve student learning / teacher efficacy
Computers and Technology in Special Education	<ul style="list-style-type: none"> • Designs and integrates Computer Science Curricula • Integrates Computer Science learning tools across curricula/enrichment programs • Creates Computer Science differentiated learning pathways / project-based learning

Stage 2A: Mathematics Proficiency, Problem-Solving and Assessment (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) in literacy • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery in reading and writing • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Designs observation and feedback tools for practitioner "peer review" from accomplished teachers to foster instructional excellence and create a culture of competency
Advancing Mathematics Proficiency	<ul style="list-style-type: none"> • Using Advanced Strategies for Problem Solving • Algorithms, Computational thinking, and logic frameworks for K-12 learners • Examine four phases of instructional design, analysis, development and evaluation. • Implements school / classroom-based interventions for targeted learning in mathematics.
Incorporating Improvement Science	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable mathematics to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps in mathematics. • Solving problems of practice in mathematics.

STEM / Computer Science Progressive Credential: The STEM / Computer Science Progressive Credential will prepare educators to invigorate classroom / school programs with STEM content and study in Computer Science to enrich core curriculum with advanced learning tools that nurture the growth of vital STEM and Computer Science competencies in students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the STEM Credential as a prerequisite for enrollment in the Computer Science Credential:

Stage 1: STEM Progressive Credential Components (6-month course of study leading to a credential and 8 graduate school credits)	
Curriculum Development	<ul style="list-style-type: none"> • Designs and integrates STEM Curricula across core academic and non-core subjects • Integrates STEM learning tools across curricula / enrichment programs • Creates STEM differentiated learning pathways aligned to careers / post-secondary study
Effective Teaching Practices	<ul style="list-style-type: none"> • Promotes effective teaching in STEM across grade levels and subjects • Uses predictive outcomes/recommended measures to improve student/teacher outcomes • Implements and executes school/classroom-based interventions for targeted learning
Equity in STEM	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM • Reduces achievement gaps among subgroups in STEM
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM programs and measuring student and teacher performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology

Stage 2: Computer Science Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; STEM Credential prerequisite)	
Curriculum Development	<ul style="list-style-type: none"> • Designs / integrates Computer Science Curricula across core academic / non-core subjects • Integrates Computer Science learning tools – emphasizing technology – across curricula • Creates technology-rich Computer Science learning pathways aligned to career and post-secondary study
Effective Teaching Practices	<ul style="list-style-type: none"> • Promotes effective teaching in Computer Science across grade levels and subjects • Enhances teaching and learning through integrated, technology-driven instruction • Uses predictive outcomes/recommended measures to improve student/teacher outcomes • Implements technology-based solutions to support individual learning needs
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in Computer Science programs of study • Reduces achievement gaps among subgroups in Computer Science
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of Computer Science programs and measuring student and teacher performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology

Up to 200 leaders per year will be invited to pursue *LIFT* generated, competency-based micro-credentials that lead to leadership endorsements, licensure and / or advanced degrees.

DOMAIN III: Providing Principals / Other School Leaders with Evidence-Based Professional Enhancement Courses that Lead to an Advanced Degree.

Instructional leaders at all levels (teacher leaders, assistant principals, principals, and central office leaders), in addition to earning micro-credentials in a variety of subject areas through professional development, will have the opportunity to earn a specialized Education Specialist or Doctorate of Education degree which builds upon the work completed in the licensure program designed to recruit a diverse pipeline of leaders from the ranks of teacher leaders and nontraditional candidates. This customized Inquiry-Based program blends theory and practice by using Improvement Science and Implementation Science as a Mode of Inquiry to deconstruct and solve problems of practice which occur within their schools and/or organizations. Instructional leaders will take an inquiry-stance and apply evidence-based research to solve problems of practice that lead to sustainable transformation in schools. There will be two cohorts (one at Tennessee State University and one at Lipscomb University). In Phase I, instructional leaders will complete the requirements for the Education Specialist. In Phase II, instructional leaders can continue their course of study to pursue the custom-designed Doctor of Education in Instructional Leadership degree. Instructional leaders will be able to conduct individual or collaborative action-research on site, as job-embedded immersive professional learning, using data to conduct root-cause analysis and applying Evidence to solve problems of practice.

LIFT Evidence-Based Professional Enhancement	
PHASE I: Concentration Education Specialist (36 Semester Hours)	
EDCI 6300	Multicultural Education
EDCI 7000	Foundations of Education
EDCI 7450	Learning Theories for Educators
EDAD 7010	Theory and Principles of Instructional Leadership
EDAD 7070	Application of Adaptive Leadership
EDAD 7150	Advanced Legal Problems
EDAD 7090	Using Improvement and Implementation Science as a Mode of Inquiry
EDAD 7000	Interdepartmental Ed. Specialist / Doctoral Seminar
EDAD 7030	Qualitative-Naturalistic and Evidence-Based Research for Raising Student Achievement
PHASE II: Inquiry-Based Doctor of Education Using Improvement Science (after completion of Phase I coursework + Phase II Coursework)	
EDAD 6000	Statistics (Prerequisite for EDAD 7180)
EDAD 7040	Creating a Culture of Belonging and Academic Rigor
EDAD 7120	Advanced Methods of Educational Research
EDAD 7180	Statistical Analysis in ED Leadership II
Choose one of the following three courses (3 hours)	
EDAD 7020	Policy Implementation to Advance Justice, Equity, Diversity and Inclusion
EDAD 7060	Administration of Institutional Programs and Materials
EDAD 7200	Human Capital Management Systems that Advance Diversity, Equity and Inclusion
Choose two of the following courses (6 hours)	
EDAD 7050	Professional Negotiations
EDAD 7280	Financial Management and Administration
EDAD 7300	Communication for School Executives
Dissertation (a minimum of 6-15 Semester Hours)	
EDAD 8100	Doctoral Dissertation Using Improvement and Implementation Science as Mode of Inquiry

Two cohorts (one at TSU, one at Lipscomb) of up to 25 candidates each, will be invited to pursue an accelerated 15-month ED Specialist degree or 30-month Doctor of Education in Instructional Leadership.

DOMAIN IV: Providing Blended Coaching and Facilitating Networks for Improvement as a Mode of Inquiry to Accelerate Large-Scale School and District Transformation

In the same manner that teachers are able to significantly improve their instructional efficacy through having access to support from Instructional Specialists and Coaches who model instruction and provide job embedded professional development, it is equally important for instructional leaders to receive ongoing support to improve their efficacy. A critical component of this initiative is providing instructional leaders, at all levels, access to an accomplished Leadership Coach. Additionally, our goal is to provide access for each school and district leader to become a member of a Network for Improvement so that leaders in Metropolitan

Nashville Public Schools and KIPP can collaborate with leaders across the nation that are both strategically and successfully leading turnaround efforts in high priority schools and districts. Through a partnership with CSLOC, Chiefs for Change and the National Board for Professional Teaching Standards, each school and district leader in Metropolitan Nashville Public Schools and the KIPP Charter Network Consortium will be provided with a Coach who is successfully leading turnaround efforts in historically underserved LEAs throughout the nation. Coaches will meet with school and district leaders assigned to turnaround high priority schools in the district on a weekly basis. Then, the leaders in our LEA partner districts and their Coaches will have access to an Instructional Excellence Clearinghouse and will make up a Virtual Deeper Learning Network for Improvement that will meet monthly to deconstruct and unpack problems of practice. In the Network, leaders at the school and central office level will collaborate to solve similar problems of practice that school and district leaders have across the nation. In essence, leaders will create an empowerment think tank to hone the competencies, tools and skills to accelerate learning.

Leadership Coaches. CSLOC Leadership Coaches and Coaches from the National Board and Chiefs for Change will work with intention to empower and assist instructional leaders with building the capacity to facilitate and build a culture of belonging using the CASEL framework for social emotional learning and implement the tenets, protocols and framework, of the National Equity Project, as well as incorporate new learning from the Virtual Networks for Improvement. Incorporating the work of Knight (2018) based on *The Impact Cycle* and the work of Bloom’s (2005) *Blended Coaching* framework, Coaches will assist instructional leaders in increasing their capacity to provide critical feedback to teachers to elevate their practice and empower them with the tools to facilitate deeper learning in the classroom. One of the key functions of the coach, as well, will be to provide side-by-side collaborative coaching with instructional leaders to co-facilitate instructional rounds, using them as a tool for embedded professional development where stakeholders in the professional learning community can learn from each other. The goal is to support the instructional leader in building a culture of competence where teacher effectiveness is no longer relegated to the isolation of single classrooms; instead, school leaders will be able to foster a positive contagion of highly effective practice within the school, setting the stage for building a culture of “shared competence.” One of the critical roles of the Leadership Coach is to model and support instructional leaders in learning how to build an inclusive, supportive, unbiased and identity-safe environment where equity and belonging takes center stage as a driver of school culture. As an intentional outgrowth of that culture, the Coach will

empower instructional leaders with tools to develop core competencies to maximize the efficacy of teachers, employing the adaptive leadership skills needed to place schools on a path of continuous improvement.

Coaching to Improve the Efficacy of Instructional Leadership
<p>Coaching Outcomes to Support Instructional Leaders:</p> <ol style="list-style-type: none">1. Set personalized learning goals established by the Instructional Leader and the Coach to adopt and implement tools to support effective classroom instruction and build a culture of belonging using the CASEL framework for social emotional learning.2. Adopt and implement the tools to support an inclusive, supportive, equitable, unbiased and identify-safe environment that aligns with the tenets of the National Equity Project framework.3. Learn how to effectively use the Tennessee Teacher evaluation tool based on the Danielson Model to support teacher growth and development.4. The Instructional Leader and the Coach will co-facilitate instructional round lesson studies to support embedded professional learning for teachers, as well as, support the continuous improvement of teacher efficacy.5. Set SMART goals to measure, assess and accelerate teacher growth and development.6. Develop the needed competencies to provide critical effective feedback to improve teacher efficacy and promote highly effective classroom practice.7. School leaders will learn how to apply the tenets of improvement and implementation science to accelerate schoolwide continuous improvement.

Instructional Excellence Clearinghouse: *LIFT* will launch and sustain an online Instructional Excellence Clearinghouse that promotes dissemination of best practices and supports the growth of an expanded Network for School Improvement in partner LEA schools and beyond - as resources impact educators across rural, suburban and urban schools around the country. The Clearinghouse will serve as a searchable online library of White Papers and scholarly research, co-authored by *LIFT* Leaders with oversight / guidance / research support from the Instructional Team, that reflect upon problems of practice, root-cause analysis of problems, use of data to inform instructional leadership and the improvement of practice resulting from strategies learned during micro-credential / Career Ladder / advanced study. Each *LIFT* participant will co-author a White Paper as a mandatory component of the program in order to grow diversity and the leadership knowledge base, thereby increasing the relevance of the Instructional Excellence Clearinghouse.

Virtual Deeper Learning Network for Improvement: The final instructional component of *LIFT* will empower Leaders to help develop, utilize and sustain a Virtual Deeper Learning Network for School Improvement. Informed by the work of one of our *LIFT* national partners - the Carnegie Foundation for the Advancement of Teaching and Learning - and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), leaders can deconstruct problems of practice with leaders within their own districts, as well as, with turn-around principals and superintendents from around the country.

Six Core Principles of Improvement Science

Make the work problem-specific and user-centered. It starts with a single question: “What specifically is the problem we are trying to solve?” Engage key participants early and often.

Variation in performance is the core problem to address. The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.

See the system that produces the current outcomes. It is hard to improve what you do not fully understand. Go and see **how local conditions shape work processes**. Make your **hypotheses** for change public and clear.

We cannot improve at scale what we cannot measure. Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.

Anchor practice improvement in disciplined inquiry. Engage rapid cycles of **Plan, Do, Study, Act (PDSA)** to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

Accelerate improvements through networked communities. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

LIFT will embrace a process of disciplined inquiry combined with the use of technology to identify, adapt, and successfully scale promising practices. Led by *LIFT* Leaders who have completed grant programming, Virtual Deeper Learning Networks will promote continuous improvement, accelerate learning in key areas of education and expand the impact of *LIFT* beyond individual educator growth to catalyze systems change yielding lasting outcomes. Accomplished and novice leaders will learn from each other across districts on the effective tools for raising and sustaining student achievement. Leaders will be able to conduct virtual instructional rounds to observe teaching and learning, giving substantive feedback that not only helps teachers, but helps leadership to strengthen their skills. We have a moral imperative to educate all children well at high levels. Our charge is to empower instructional leaders with the tools to sustain results beyond this initiative so that leaders can collaborate to solve problems.

(2) Building capacity and yielding results. For more than 30 years, the practitioner-scholars at CSLOC have led transformation initiatives which have significantly closed achievement gaps in schools and districts that historically have not received an equitable investment of funding, resources and staffing throughout the nation. Our commitment is two-fold: 1) build the capacity through an investment in human capital to foster deep learning in schools and 2) provide the coaching, mentoring and professional learning needed to positively maximize the instructional leaders to accelerate results in student learning, growth and achievement. We recognize that a contributing factor in accelerating large-scale school and district transformation is that all students must have access to a diverse cadre of accomplished and highly effective instructional leaders who possess the core competencies and the “growth mindset” needed to both

consistently and recursively lead transformation.

Collectively, we have designed an intentional and targeted initiative aimed at accelerating the path of continuous improvement for schools by building capacity with leaders at all levels who are both equipped and committed to transforming the lives of all students, especially those who by virtue of their demography, may attend schools where resources have been historically divested. Our intention is to implement a competency-based professional learning approach to empower leaders to eradicate low student achievement in historically underserved schools. Our goal is to demonstrate emphatically that academic underperformance is no match for a team of highly competent, skilled and highly effective instructional leaders. Towards that end, alignment and coherence are critical; meaning that leaders must be trained at every level – which includes – teacher leaders who aspire to become school leaders; assistant principals; principals; and central office leaders who have a shared language and framework for improvement. Each of these leaders must have shared tools and protocols for solving problems of practice; a shared vision for supporting and cultivating teacher efficacy; and a common framework for using data to make curricular decisions; along with, shared conceptual frameworks for accelerating innovation.

One of the core beliefs at CSLOC is that there is formidable power in collaboration and conveying. CSLOC asserts that “isolation is the death of ingenuity and continuous improvement”. Organizations and systems can only go “*further faster*” when they can collectively learn together both across their own organizations, while, concomitantly, also learning alongside stakeholders from external organizations who have successfully solved similar problems of practice. As CSLOC continues to delve deeper into its work of building systemic capacity and advancing diversity, equity and inclusion, the organization has broadened its partnership for this proposal to include thought leaders from Tennessee State University College of Education and School of Graduate Studies & Research; Lipscomb University College of Education; Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University; Oakland University Center for Eradicating Racism; and Center of Excellence for Educator Preparation and Innovation at Voorhees University.

The Oakland University Center for Eradicating Racism (OUCER) recently reported in one its précis papers that “Far too many people view education as *the great equalizer*. However, the reality is that education can only act as the great equalizer if it is founded in a place of equity”. OUCER asserts that historically K-12 education and schooling in the United States has not been built on equitable practices, and

instead has functioned as a place of sorting and labeling through consistent practices of systemic and institutional racism. Towards that end, both Tennessee State University College of Education and Lipscomb University College of Education have been instrumental in re-shaping and redesigning their advanced credentials in instructional leadership with an understanding of this reality. Not only does each College of Education ensure that leaders are empowered with the tools to accelerate learning, each institution, also unpacks and provides leaders with a deeper understanding of the structural and systemic barriers that must be overcome to foster equitable educational outcomes for all students, which includes access to equitable funding and resources for all students. These advanced credentials provided to our leaders by these higher education partners will not only have an emphasis on the core-competencies and evidence-based tools needed to accelerate learning, growth and achievement, but also facilitate a level of deeper learning that elevates the tenets of social justice, equity, and social emotional intelligence and a culture of belonging. Similarly, The Center of Excellence for Educator Preparation and Innovation at Voorhees University (EPI), in collaboration with CASEL and the National Equity Project, has provided invaluable expertise, insight and scholarship in differentiation, social emotional learning and culturally-responsive pedagogy. EPI will provide access to competency-based micro-credentials to each of our leaders at all levels both in social emotional learning (SEL) and culturally responsive pedagogy (CRP). These micro-credentials are grounded in how to deliver SEL and CRP using an equity-driven conceptual framework.

The Center for Strategic Leadership and Organizational Coherence understands that in order to accelerate learning, leaders must understand the discrete, content-based core competencies needed to close persistent, stubborn and long-standing achievement gaps. CSLOC will design competency-based micro-credentials in partnership with our national collaborators to empower leaders at all levels with the tools needed to significantly raise student achievement. Competency-based credentials will provide tools to accelerate literacy proficiency for reluctant readers (K-12 at all levels); provide strategies for accelerating math and STEM proficiency; identify high-yield strategies for accelerating learning with special populations; and show leaders how to use improvement and implementation science as a mode of inquiry to accelerate large-scale transformation. Additionally, professional learning will be provided by: Tennessee State University College of Education and the TSU Graduate School; Lipscomb University College of Education; National Board for Professional Teaching Standards; National Equity Project; Center for Academic Social and Emotional Learning (CASEL); SAM Project (focus on instructional leadership and time management) at

the Wallace Foundation; Carnegie Foundation for the Advancement of Teaching (focus on improvement science); Harvard Strategic Data Project; Learning for Justice; Project READ; and Boyd Griffin and Associates in partnership with the Association for Supervision and Curriculum Development (ASCD).

(3) Conceptual framework underlying research and activities. CSLOC firmly believes that instructional leadership is quintessential to creating, achieving and sustaining high performing schools and districts. The efficacy of instructional leaders greatly impacts teacher effectiveness, school climate and culture, and the ability of an organization to sustain positive results and gains in student achievement over time.

Education Research Confirms Impact of Instructional Leadership on Teaching and Learning	
•	Principal quality is the second most meaningful school-related factor in student achievement, behind teacher quality (RAND, 2012; Center for Public Education, 2005; Leithwood, 2004).
•	The "effect" of a quality principal is particularly strong in schools with the greatest needs (Hallinger & Heck, 1996).
•	While teachers affect individual students and classrooms, principals have schoolwide impact (Seashore, et al, 2010; Manna, 2015).
•	Effective principals attract and retain high-quality teachers (Boyd, et al, 2011; Branch, et al, 2013; Grissom 2011; Ladd, 2011)
•	Effective principals create professional work environments that facilitate effective teaching and learning (Seashore, et al, 2010; Clotfelter, 2006).
•	High-quality principals accelerate teacher quality improvement (Gates, et al, 2014).
•	Researchers have shown that there are virtually no cases of school improvement occurring without effective leadership (Bryk 2010; Duke 2004; Leithwood, 2004; Berends 2001).
•	Many high-needs LEAs lack a strong leadership pipeline and struggle to attract and retain effective principals (Bierly & Shy, 2013).
•	An estimated 27% of principals from high-needs LEAs leave their schools each year, many to take less demanding roles in more affluent schools (School Leaders Network, 2014).
•	Numerous charter networks report that leadership is their greatest barrier to replication and student academic growth (Chadwick & Kowal, 2011).

Evidence of Effectiveness: The following chart identifies evidence of effectiveness that confirms *LIFT* programming is based on Strong / Moderate Evidence of Support per *What Works Clearinghouse* standards:

Evidence of Support Study # 1: Professional Development and Coaching	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
WWC Rating	<ul style="list-style-type: none"> • Meets <i>What Works Clearinghouse</i> Standards Without Reservations. • At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1

Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> • Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers’ practice and students’ achievement.
Relevance to Project	<ul style="list-style-type: none"> • <i>CSLOC</i> proposes extensive professional development and an Instructional Coaching Model / Inquiry-Based Real-Time and Virtual Coaching Supports that utilize Improvement Science and content-specific SEL / Equity Micro-Credential for educators to improve competency and instructional practice that positively impact student achievement.
Evidence of Support Study # 2: Professional Learning	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Learning Models on Teacher Knowledge and Student Achievement in Elementary Science. <i>Journal of Research in Science Teaching</i> 49(3) 333- 362.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations.
ESSA Rating	Tier 1 – At Least One Finding Shows Strong Evidence of Effectiveness
Process	Single study review protocol.
Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> • Results of randomized control trial demonstrate that investments in professional learning improve educator/student achievement on content knowledge assessments.
Relevance to Project	<ul style="list-style-type: none"> • <i>CSLOC</i> brings extensive professional learning designed to improve educator instructional practice and increase student academic achievement on content knowledge assessments.
Evidence of Support Study # 3: National Board Certification	
Citation	Cowan, J., & Goldhaber, D. (2015). National Board certification and teacher effectiveness: Evidence from Washington. Technical Report 2015-1, Center for Education Data and Research, Seattle, WA.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards With Reservations.
ESSA Rating	Tier 2 – At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.2
Evidence	Moderate Evidence of Support.
Study Outcomes	A quasi-experimental design study demonstrates National Board Certification leads to improved student achievement in elementary and middle school mathematics.
Relevance to Project	<i>ACHIEVE</i> proposes a Career Ladder strategy that promotes National Board Certification attainment for educators that increases educator ability to pursue instructional leadership positions.

Our Core Values and Beliefs Guide and Inform Our Work. Our work collectively, at the Center for Strategic Leadership and Organizational Coherence, the work of our national partners and our LEA partners is driven by a set of shared core beliefs that inform the project design of our current, on-going, and future work that we will embark upon in leading school and district transformation. First, we believe, without refute, that the academic achievement of all students is both a moral and economic imperative for our country, and it is vital to ensuring that our children have the opportunity to realize their potential. We believe that **“all students”, unequivocally, despite race, socioeconomics, or demography can achieve**

academically at high levels and that it is the responsibility of highly effective instructional leaders to ensure that each student is equipped with the tools needed to meet that challenge. Cultivating a diverse pipeline of highly effective teachers and school leaders is critical to fostering an inclusive, supportive, equitable, unbiased and identity-safe culture that is evidenced by significant growth in student learning and achievement. This unique investment of SEED funding allows us to accelerate the recruitment of a pipeline of diverse leaders who can meet the demand of filling vacancies in critical shortage areas and support sustainable continuous improvement efforts while facilitating and leading large-scale transformation.

There is No Substitute for Exceptional Teaching. Second, CSLOC, our national partners and LEAs believe, bar none, that **great teaching is the single most important in-school factor for improving student learning and closing the achievement gap.** Academic research and evaluations of high-achieving underserved schools repeatedly validate this belief, with analyses determining that as much as one-third of a school's total impact on student achievement stems directly from classroom teaching (Gordon et al., 2006; Hanushek et al., 2004; Wright et al., 1997; and Sanders & Horn 1994).

Great Instructional Leadership Fosters Highly Effective Teaching. Third, CSLOC, national partners and LEAs believe that **great instructional leadership is needed and necessary to promote and cultivate highly effective teaching and to advance and sustain school and district transformation.** Researchers concur that leadership actions account for as much as a quarter of a school's impact on student achievement, in large part because of the actions leaders take to build a school-wide instructional culture and to ensure that students have access to effective teachers. Building a culture of competence that advances equity and belonging, coupled with empowering teachers to become efficacious in their practice so that every student has access to a highly effective teacher, are two of the most important responsibilities of instructional leaders (Grissom, 2008; Allensworth, et al., 2009; Calkins et al., 2009; and Marzano, 2001).

We have the Tools to Intentionally Improve the Efficacy of Instructional Leaders. Finally, the Center for Strategic Leadership and Organizational Coherence, our national partners and LEAs believe that **we can build capacity in teachers and school leaders to dramatically improve learning outcomes for all students.** We strongly believe that using evidence-based training; mentoring and coaching; onboarding support; and competency-based micro-credentials to enhance embedded professional learning can empower educators to become highly effective in their practice. We believe in the tenets of improvement and implementation science to teach instructional leaders how to identify problems of practice, conduct root

cause analysis, design a plan of action, examine the data, and course-correct while placing a significant focus on high-yield/high-impact strategies which foster equity in the learning process and are essential for continuous improvement (Darling-Hammond et. al. 2017; Bryk, 2010; Lezotte et al., 2010).

Strong Theory / Rationale: The Planning Team collaborated to create a Logic Model that grounds *LIFT* in strong theory aligned to evidence of effectiveness. The *LIFT* Planning Team adopted a validated Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy to outline the project. The **Logic Model** will guide process and outcome evaluation that focuses on relationships between services, goals, objectives and outcomes of *LIFT*.

LIFT LOGIC MODEL

GOAL: To raise the academic achievement of high-need students by improving educator effectiveness.

OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Objective 1 Improve academic achievement in high needs schools.</p> <p>Objective 2 Equip leaders with skills to promote 21st Century Learning in high-need schools.</p> <p>Objective 3 Increase number of educators prepared to fill elevated instructional leadership positions.</p> <p>Objective 4 Increase the impact of <i>LIFT</i> through effective</p>	<p>Knowledge of Evidence-Based Strategies</p> <p>SEED Grant Funding</p> <p>CSLOC, Tennessee State U, Lipscomb U, VU, BSU, OU, Digital Promise</p> <p>Expertise / Resources of National Partners</p> <p>Expertise / Resources from Partnerships with Tennessee Public School Districts</p> <p>Expertise in</p>	<p>LIFT Framework</p> <p>Domain 1: Coursework / Residency for Traditional & Non-Traditional Leaders</p> <ul style="list-style-type: none"> • Cohort Model • Credentials <p>Domain 2: Professional Development for Leaders</p> <ul style="list-style-type: none"> • Coaching • Credentials <p>Domain 3: Professional Development Enhancements for Leaders</p> <ul style="list-style-type: none"> • ED Specialist • Doctorate • Coaching <p>Domain 4: Replication (Scaled Impact) Strategies</p> <ul style="list-style-type: none"> • Instructional Excellence Clearinghouse 	<p>Twelve <u>Progressive, Stackable, Exportable Micro-Credentials</u></p> <ul style="list-style-type: none"> • Equity/Closing Gaps • Special Populations/ Special ED / ELL • Literacy Foundations /Literacy Proficiency • Math Foundations / Math Proficiency • STEM / • Computer Science <p><u>Virtual Improvement Supports</u></p> <ul style="list-style-type: none"> • Stakeholder Support Teams • Virtual Coaching by <i>Accomplished</i> Leaders <p><u>Two Scalable Strategies to Grow 21st Century Leaders:</u></p> <ul style="list-style-type: none"> • Instructional Excellence Clearinghouse • Virtual Deeper Learning Networks for Improvement 	<p>Enroll 50 teacher leaders in <i>LIFT</i></p> <p>Enroll 50 non-traditional Leaders in <i>LIFT</i></p> <p>Provide <i>LIFT</i> educator training and supports, including skills assessment, competency-based credentials</p> <p>Select schools based on Priority selection procedure (low achieving / high poverty)</p> <p><i>LIFT</i> Educators will attain top <i>Exemplary</i> performance standards, utilizing TN Effectiveness Rubric</p>	<p><i>LIFT</i> Educators will lead turnaround efforts in TN high-need schools</p> <p><i>LIFT</i> will reduce the number of schools designated as “F” and “D”</p> <p><i>LIFT</i> students will meet or exceed statewide ELA, Math and Science proficiency standards</p> <p><i>LIFT</i> will increase student proficiency in Literacy / Math / STEM and Computer Science learning skills</p>	<p>CSLOC will adapt micro-credentials to serve as stand-alone PD</p> <p>CSLOC will expand the number of credential options / themes aligned to school leader endorsements</p> <p>Two scalable strategies will prepare educators to serve as 21st Century instructional leaders in high-need schools around the country</p> <p>Partner districts will adopt <i>LIFT</i> strategies to diversify leader preparation</p>

replication and scaled impact strategies.	Research, Methods, Evaluation by Evaluation Team	<ul style="list-style-type: none"> Virtual Deeper Learning Networks for Improvement 		<i>LIFT</i> Framework of four Domains will offer high-quality services and supports that cultivate and grow instructional leaders	<i>LIFT</i> will implement a scalable / sustainable leadership development program to prepare educators to address problems of practice	initiatives <i>LIFT</i> will disseminate effective practices to expand the significance of <i>LIFT</i>
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(4) Collaboration of Appropriate Partners. National partners will provide customized, evidence-based professional development for leaders to maximize the effectiveness of *LIFT* project services.

Professional Development	
Program / Provider	Purpose / Impact
The Center for Strategic Leadership and Organizational Coherence (CSLOC)	CSLOC will design competency-based micro-credentials in literacy, numeracy, high-yield strategies to support special populations, STEM and tools to effectively use improvement and implementation science; provide Coaching support, to all instructional leaders, to incorporate improvement and implementation science as a mode of inquiry; ensure that instructional leaders at all levels are able to incorporate the tenets of the principles of the National Equity Project and CASEL; support the learning needs of superintendents and school leaders and help stakeholders at the central office level clearly define goals, and capture data; work across districts as a strategist at the macro level to ensure that there is intersectionality among each of the LIFT components, coaching support, professional learning, and the strategic plan and proposal.
The National Board for Professional Teaching Standards (NBPTS)	NBPTS will provide a pathway for National Board Certification for teacher leaders who have consistently raised student achievement for 3-5 years and are preparing to pursue a career ladder position as an instructional leader; provide customized ATLAS training for instructional leaders. ATLAS is a repository of standards-based instructional videos which shows promising practices facilitated by NB Teachers providing model lessons in various content areas. Leaders will learn how to use ATLAS as a tool to provide critical feedback and support teacher efficacy. NBPTS has created a new pathway for instructional leaders to receive National Board certification by allowing them to co-teach in their content area with a highly effective teacher. A cohort of Instructional Leaders seeking National Board certification will be supported in this grant.
Harvard University Strategic Data Project (HUSDP)	HUSDP will provide customized professional development for instructional leaders in MNPS and KIPP. Members of the MNPS and KIPP leadership team will also be selected to attend the two-year Fellowship to transform educators into data strategists and research professionals with skills to build schoolwide / districtwide cultures driven by use of data to inform strategic decisions

	impacting district, school and instructional practice.
Learning for Justice (LFJ)	LFJ upholds the mission of the Southern Poverty Law Center to be a catalyst for racial justice in the South and beyond. Learning for Justice will provide professional development, supplemental curriculum materials and a train-the-trainer model for equity-driven education. LFJ will facilitate conversations to spark deep learning on the impact of culturally-relevant and responsive pedagogy and how our perspectives, attitudes and actions impact student learning and achievement in the classroom. School leaders will develop management skills to increase the effectiveness of culturally relevant conversations about student learning with peers at all levels of performance, competence, and commitment. Coaching will provide educators the ability to positively impact employee competency, engagement and retention.
Chiefs for Change (CFC)	CFC will provide Virtual Blended Coaching support for leaders in high priority schools who are actively engaged in large-scale transformation. Coaches will help leaders mine, disaggregate and conduct a root cause analysis of the data to design an evidence-based action plan with strategies to close equity and achievement gaps for each high priority school. CFC coaches will use data, implementation science and inquiry to drive improvements in student achievement. Coaches will consult with instructional leaders to provide embedded professional development by modeling high-yield strategies that leaders can use to accelerate learning / improve equity outcomes for students.
Boyd Griffin and Associates (BGA)	BGA, which has developed and designed professional development solutions for the Association of Supervisors of Curriculum Development (ASCD) and the National Board for Professional Teaching Standards among others, will conduct an audit (along with CSLOC) of professional development offerings in each of the districts. After reviewing the offerings, examining student achievement and teacher efficacy data, BGA will work with CSLOC to design professional learning options for teachers where expertise gaps may exist.
National SAM Innovation Project (SAM)	Principals / Assistant Principals will complete the Wallace Foundation SAM Project – a time management and prioritization strategy – to increase efficiency of school leaders to engage in instructional leadership versus managerial tasks.
Carnegie Foundation for the Advancement of Teaching and Learning (CFATL)	Carnegie will provide instructional leaders across LEAs the tools to use improvement science protocols. Leaders will learn from each other across districts on the effective tools for raising and sustaining student achievement. Leaders will be able to conduct virtual instructional rounds and observe and give substantive feedback to each other to strengthen their practice.
Center for Research & Mentoring of Black Male Students & Teachers at Bowie State (CRMBMST)	CRMBMST provides recruitment and mentoring of nontraditional educators of color to enlist them in the role of instructional leadership. CRMBMST also provides customized professional development to train instructional leaders to implement Evidenced-Based strategies successfully used to engage reluctant learners who have been historically underserved.
National Equity Project (NEP)	NEP empowers instructional leaders to explore and address issues of equity at the ideological, individual, institutional, structural and societal levels. Individuals and teams receive expert facilitation to collaboratively address the

	personal, relational, and technical dimensions of equity work and leadership. NEP training gives instructional leaders tools to increase equity consciousness and develop capacity to create inclusive environments and make positive change on behalf of communities and populations who are most marginalized.
Collaborative for Academic, Social, and Emotional Learning (CASEL)	CASEL provides instructional leaders with schoolwide SEL implementation tools, exploring specific problems of practices that our partner school communities have identified, such as how SEL can be integrated into math instruction or how strategies used to implement SEL in service of equitable learning environments can align with continuous improvement components of CASEL’s district-level theory of action. At the conclusion of CASEL’s work with MNPS and KIPP, we will share our learnings broadly in a series of research partnership briefs.
PROJECT READ	PROJECT READ empowers leaders to support teachers in ensuring exceptional instruction in three literacy domains: 1) phonics; 2) reading comprehension; and 3) written expression. This training empowers instructional leaders to support teachers in closing the achievement gap in classrooms by arming teachers with the instructional strategies necessary to address the unique needs of all students. Project Read programs have been proven to enrich <i>Response To Intervention</i> models, improve test scores, and provide the tools to rigorously meet/exceed state standards.
The Center of Excellence for Educator Preparation and Innovation at Voorhees University (EPI)	EPI, in partnership with TSU, OU and BSU will create customized micro-credentials: 1) Equity and Creating a Rigorous Culturally Responsive Classroom; 2) Leading Instructional Teams with an Equity Lens; 3) Creating a Culture of Belonging and Fostering Academic Excellence; and 4) Using Improvement Science to Advance Equity in the Classroom and Accelerate Learning. EPI designs professional development that addresses building a climate and culture of belonging in schools; tools for leaders to ensure that there is an equitable distribution of resources and supports in schools; and tools for accelerating rigor in schools that have been historically underserved.
T. Roberts Consulting (TRC)	TRC was a critical thought partner in co-designing the PARCC mathematics national standards-based assessment. TRC provides national training for instructional leaders and teachers to significantly increase mathematics literacy by accelerating learning for historically underserved students so they achieve the mathematical proficiency needed as a prerequisite for a college preparatory mathematics sequence. TRC provides curricular materials, teacher training, and professional development support and community involvement activities for schools to improve mathematics education.

(5) Project will address needs of target population or other identified needs. Implementation of *LIFT* will empower CSLOC, partners and partner LEAs (Metropolitan Nashville Public Schools and Tennessee KIPP Charter School Consortium) to launch, refine, improve and sustain a project designed to meet the needs of schools, educators, students and families impacted by significant challenges impeding success.

Our LEAs: **Metropolitan Nashville Public Schools (MNPS)** is the second largest school district in Tennessee, serving nearly 80,000 students in 157 schools. It is the 41st largest district in the United States and spans 520 square miles, including the city of Nashville and surrounding Davidson County. MNPS students represent more than 120 countries and speak over 100 languages. It is Tennessee’s most diverse public school district with more than 6,000 teachers and over 800 administrators. **Tennessee KIPP Charter Network** is part of the Knowledge is Power Program (KIPP) - a network of free, open-enrollment, college preparatory schools in low income communities throughout the U.S. KIPP is America's largest network of charter schools and Tennessee KIPP consists of five schools in Memphis and seven in Nashville that enroll over 5,000 students. Students are accepted regardless of prior academic record, conduct or socioeconomic background with the goal to create a classroom that helps children develop the knowledge, skills, character and habits necessary to graduate from college and be successful in life.

Metro Nashville Public Schools (MNPS)	79,651	75.0%	75.0%	82.0%	19.6%	12.6%
Tennessee KIPP Charter Network (KIPP)	5,299	98.0%	90.0%	91.0%	14.5%	22.0%
Totals/Averages	84,950	86.5%	82.5%	86.5%	17.0%	17.3%
School District	Leaders					2019-2020 Teacher Turnover Rate
Metro Nashville Public Schools (MNPS)	847	15%	6,111	23%	40%	14%
Tennessee KIPP Charter Network (KIPP)	48	22%	245	36%	62%	20%
Totals/Averages	895	19%	6,356	30%	51%	17%

Tiers of Priority: There are 157 schools in Metro Nashville Public Schools and 12 Tennessee KIPP schools. Based on the terms of the *LIFT* Clinical Education Program, newly-certified leaders will complete a minimum three-year tenure as an instructional leader in a high-need public elementary, middle or high school (partner districts will provide Induction support upon placement through existing new teacher support strategies). Newly-certified leaders will be placed in high-need schools based on availability of positions. Placement will follow a Priority approach to ensure highly-trained leaders are equipped with skills to adopt an inquiry-stance to leading, teaching and learning, implementing continuous improvement strategies in their school buildings that improve student achievement and graduation rates:

- **Priority 1: “F” Schools with 50% - 100% Free / Reduced Lunch %:** *LIFT* leaders will be placed in state-designated “F” schools with greater than 50% Free/Reduced Lunches, to the maximum extent possible, based on availability of positions.
- **Priority 2: “D” Schools with 50% - 100% Free / Reduced Lunch %:** *LIFT* leaders not placed in

Priority 1 schools will be assigned to state-designated “D” schools with greater than 50% Free/Reduced Lunches, to maximum extent possible, based on availability of positions.

- **Priority 3: “F” and “D” Schools with less than 50 % Free / Reduced Lunch %:** If number of annual *LIFT* teachers exceeds availability of positions in Priority 1 and 2 schools, leaders will be placed in “F” and “D” schools with less than 50% Free/Reduced Lunches, based on availability of positions.

LIFT will include four Project Domains aligned to the Needs identified by the Planning Team:

LIFT PROJECT DOMAINS / NEEDS / STRATEGIES			
Domain 1: Providing a Certification Pathway for Teacher Leaders and Nontraditional Candidates to Serve in Traditionally Underserved LEAs.	Domain 2: Providing Principals/School Leaders with Evidence-Based Professional Development Activities that address Literacy, Numeracy, Remediation, or other needs of LEAs and the Students the Agencies Serve.	Domain 3: Providing Principals / School Leaders with Evidence-Based Professional Enhancement Activities; including Activities that Lead to Advanced Credentials.	Domain 4: Providing Blended Coaching and Facilitating Virtual Deeper Learning Networks for Improvement as a Mode of Inquiry to Accelerate Large-Scale School and District Transformation
LIFT Needs	LIFT Strategies		
Need 1: Districts/schools lack a pipeline of well-trained instructional leaders, prepared to lead high-need schools and districts.	<ul style="list-style-type: none"> • Tennessee State, Bowie State and Voorhees University are <i>Historically Black Colleges and Universities (HBCU)</i> uniquely positioned to expand the pool of highly effective educators from traditionally under-represented groups to increase equity in learning in partner LEAs. • CSLOC, Digital Promise and The National Board for Professional Teaching Standards will partner to offer Career Ladder strategies designed to increase educator effectiveness in partner school districts. 		
Need 2: District and School leaders lack opportunities to gain expertise in critical 21 st Century leadership skills.	<ul style="list-style-type: none"> • <i>LIFT</i> will provide educators with rigorous, innovative and relevant Progressive Micro-Credentials – Instructional Excellence; STEM and Computer Science; Equity and Closing Achievement Gaps; Special Populations and Special Education or English Language Learners; Literacy; Mathematics – to develop vital skills that increase alignment of PK – 12 education to the 21st Century career / post-secondary skills students must master to succeed. 		
Need 3: Leaders lack access to as-needed, on-demand professional learning designed to elevate efficacy.	<ul style="list-style-type: none"> • CSLOC, in partnership with IHE’s, HBCUs, NBPTS and national partners, will launch, refine, improve, sustain and scale an innovative Virtual Deeper Learning Network for Improvement that provides central administrators and school leaders with an on-demand professional learning platform that connects leaders with a Network of aligned educators forming a virtual professional learning community convened to elevate professional practice. 		
Need 4: Partners lack platform to expand use of evidence-based, effective instructional leadership strategies.	<ul style="list-style-type: none"> • CSLOC, national partners and partner school districts will create a Replication Support Team to identify effective strategies that elevate educator effectiveness / raise student achievement. • The <i>LIFT</i> Instructional Excellence Clearinghouse will provide open access to white papers, research, evaluation results, implementation plans and best practices to support replication. • CSLOC, EPI and The National Board for Professional Teaching Standards will partner to offer Virtual Deeper Learning Networks for Improvement to sustain learning and momentum. 		

B. SIGNIFICANCE.

(1) **Magnitude of results in teaching / student achievement.** During the three-year *SEED* project, *LIFT* will provide professional learning opportunities for up to 700 administrators (district and school leaders) impacting nearly 85,000 PK-12 students enrolled in high-need Metropolitan Nashville Public Schools and the Tennessee KIPP Charter Consortium. Implementation of *LIFT* will test the effectiveness of a multi-faceted professional learning model designed to improve leadership performance of current and future leaders by giving them tools and skills to solve problems of practice that impact student outcomes. CSLOC, HBCU/IHE and national partners will collaboratively implement a project designed to improve education leadership and impact the following emerging education priorities – (1) Increasing Equity; (2) Expanding Virtual Deeper Learning; (3) Inquiry-Based Professional Development; (4) Inquiry-Based Instruction; and (5) Progressive Micro-Credentials. The significance of *LIFT* includes, but is not limited to, the following:

- **Increasing Equity in Education:** *LIFT* is intentionally designed to increase equity in learning and increase equity in access. Each micro-credential course of study will include an intensive exploration of barriers impeding equal access to education across student demographic subgroups and an inquiry-based analysis of strategies that deconstruct equity barriers – equity topics are explored, in-depth, through the Equity / Closing the Achievement Gap Progressive Micro-Credential. Equity is a driving force motivating the continued education work of all partners in this grant and the shared imperative to advance equity in education is a catalyst for the historic partnership linking Tennessee State, Bowie State and Voorhees University, three *HBCUs*, with The National Board for Professional Teaching Standards, a leader in educator improvement. All aspects of *LIFT* are designed with equity as a primary outcome; advancing equity in education is the intention of our Tiers of Priority school selection process to ensure resources and efforts focus on the improvement of teaching and learning programs impacting highest-need youth. With an emphasis on improving equity in education for ALL students, particularly students of color and students impacted by poverty, *LIFT* will create equity leaders at all levels of PK – 12 education prepared to break down barriers that create equity gaps in teaching and learning, equity gaps in education access and achievement gaps across racial and socio-economic student groups.
- **Expanding Impact of Virtual Professional Learning:** Implementation of *LIFT* will elevate the practice of virtual professional learning by transforming virtual PLCs into Virtual Deeper Learning Networks for Improvement and harnessing the power of inquiry to implement the tenets of Improvement Science and Implementation Science in a virtual learning environment. While professional learning communities are important, the impact of PLCs can be advanced by grounding convenings in the

inquiry-driven, data-informed practice of Improvement Science. *LIFT* will implement a Virtual Deeper Learning Network for Improvement to maximize the magnitude of outcomes related to leadership effectiveness gained through virtual professional learning. *LIFT* will demonstrate the potential of Improvement / Implementation Science to increase the magnitude of results in a virtual learning environment that takes full advantage of increased efficiency and nearly unlimited capacity to expand the potential for positive outcomes far beyond what is possible in face-to-face Networks for Improvement.

- **Inquiry-Based Professional Development:** *LIFT* proposes twelve competency-based micro-credentials (five that are progressive or “stackable”) that leaders can earn only through the clear demonstration of competency and mastery of credential content aligned to identified problems of practice. The *LIFT* professional learning model re-imagines the professional development concept to demand demonstrated growth in skills rather than more traditional experiences that simply attempt to distribute information with no requirement of participants to improve practice. By adopting an inquiry-based model for educator improvement that links professional learning to the root-cause analysis of problems of practice, *LIFT* will show that a competency- and inquiry-based approach to professional learning better deconstructs educational problems and yields lasting positive change – and a higher order of magnitude of results – compared to more traditional, non-competency based professional development strategies.
- **Promoting Inquiry-Based Instruction:** *LIFT* – through Virtual Deeper Learning Networks and inquiry- and competency-based Progressive Micro-Credentials – will prepare education leaders to identify problems of practice, conduct root-cause analysis, identify strategies to overcome problems and implement interventions to increase equity. Virtual networks and micro-credential courses of study, grounded in the core principles of Improvement Science, will prepare educators to apply inquiry-based strategies to all facets of their professional practice, not just the concepts embedded in micro-credential programs. *LIFT* will facilitate continuous improvement by catalyzing a transition to inquiry-based problem-solving in high-need schools as leaders become better prepared to address the needs of teachers and their students through Improvement Science cycles of problem analysis and problem solving.
- **Adding to the Field Definition of Micro-Credential Concept:** *LIFT* will advance knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve educator effectiveness and create meaningful Career Ladders. While the credential concept has received significant attention in recent years, a clear understanding of what a micro-credential is and what it can do remains elusive among some facets of the broader education community. *LIFT* clearly defines through practice what micro-credentials are and provides a total of 12 micro-credential courses of

study that will demonstrate the potential benefit micro-credentials add to the educator preparation and development field. *LIFT* further explores the potential of micro-credentials as professional learning change agents by creating progressive / stackable courses of study that link aligned content to multi-stage credentials. The progressive micro-credential concept will demonstrate the effectiveness of connecting study across stackable credentials that have the potential to impact positive change in isolation but increase the magnitude of positive results when connected to promote a “deep dive” into professional learning across critical strands. While the Center for Strategic Leadership and Organizational Coherence, through implementation of *LIFT*, proposes professional learning in 12 specific micro-credentials, practitioners in the field can expand offerings in the future to reflect needs in other learning environments by adapting content to diversify professional growth opportunities. Micro-credentials can be developed to address a range of educational priorities, including but not limited to cultural relevancy, social/emotional learning, mental health, early childhood education and school climate.

LIFT is a significant project designed to increase the magnitude of results by implementing professional learning models that catalyze systemic change applicable across diverse content and test efficacy of models designed to serve large numbers of education leaders to expand the potential for positive outcomes.

(2) **Costs reasonable in relation to number served and anticipated results / benefits.** CSLOC, higher education partners, national partners and partner school districts will provide quality resources to support implementation of *LIFT* and promote sustained programming beyond the three-year grant period:

- **Personnel and Fringe Benefits** – A Project Director, Senior Professional Learning Manager, MNPS LEA Professional Learning Specialist, KIPP LEA Professional Learning Specialist, Senior Grant Compliance and Finance Manager, Executive Administrative Assistant to the Project Director and AA to the Learning Manager and Specialists will assure the smooth running of the day-to-day operations of the grant, coordinating programming, interfacing with district and *LIFT* partners, and working with the evaluation team to collect and analyze data for the completion of timely-filed performance reports.
- **Travel** – The travel budget will support required travel for post-award and annual meetings hosted by the U.S. Department of Education (funder), local travel to district and partner sites as programming is implemented and regional and national conferences where *LIFT* personnel and the CSLOC team will present findings to fellow grantees and the education community at large.

- **Supplies** – CSLOC will procure the supplies needed to successfully implement and operate *LIFT*, including curriculum materials, technology for the Leaders to facilitate assessment and evaluation, and the SWYVL application and hardware / software for virtual coaching.
- **Contractual** – CSLOC will work with Tennessee State, Bowie State and Voorhees universities and national partners to develop and deliver programming for alternative candidates with STEM or other critical need career experience (Special Education, Literacy) that will include Foundational Coursework and Micro-Credentials. CSLOC will work with *LIFT* staff and national partners to develop, design, implement and facilitate the improvement science protocol for using data to inform decision-making to improve leader efficacy. Funds will support on-site and virtual coaching by National Board Certified personnel as *LIFT* Leaders complete a Clinical Education Program with an accomplished Instructional and Leadership Coach. A 22-year-old, experienced research and evaluation team will conduct process and outcome evaluation, using data and feedback to inform grant personnel so that course-correction will result in continuous improvement throughout the life of the grant and beyond.
- **In-Service Training** – *LIFT* Leaders will receive compensation for the time they are attending professional learning to help with ongoing expenses while they acquire leadership expertise.
- **Physical Infrastructure / Facilities** – CSLOC/partners/school locations comply with *Americans with Disabilities Act* standards for classrooms, storage space, auditoriums and media centers, etc. At each site, ample space will be provided to accommodate programming for *LIFT* Leaders.
- **Administrative Resources** – CSLOC will contribute significant and ongoing administrative leadership and support during the grant period and beyond. CSLOC’s administrative capacity is more than sufficient to meet the demands of managing a large federal discretionary grant.
- **Indirect Cost** – CSLOC does not yet have an indirect cost rate but is making application for one.
- **Matching Funds** – CSLOC, *LIFT* partners and MNPS/KIPP districts are contributing 100% of the 25% match to successfully implement and operate *LIFT*, including in-kind personnel and fringe/facilities use.

(3) Incorporating results into organization at end of federal funding. The investment of resources from *LIFT* will empower CSLOC and partners to use virtual, technology supports to re-tool school leaders who serve in high-need schools so they are equipped to solve problems of practice and help teachers solve problems of practice to accelerate the learning of all students. *LIFT* funding will allow CSLOC and partners to launch and refine a virtual improvement network that can be scaled nationally to build capacity in educators throughout the country to eradicate stubborn achievement gaps which have persisted as a result of

systemic inequalities and inequities proliferating the narrative that access to high-quality learning is only for some students, not all students. *LIFT* funding will empower partners to continue the vital work of closing education equity gaps that reduce opportunities for success for students of color and students of poverty. *LIFT* will support the continued, vital work of the partnership beyond the grant period:

- As the *LIFT* partnership continues to build virtual support structures and study and learn from the work that is emerging across the country, the partnership will seek to significantly increase the number of districts serving high-need schools and students that employ the latest tenants of improvement science; cultivate a large cadre of highly effective school leaders and teachers; and dramatically raise and sustain high levels of student achievement. This unique collaboration will allow partners to synthesize what has worked in various contexts and build upon the work by providing a new body of evidence into the field. Technology will continue to inform and enhance improvement science and can be used to support effectiveness and create sustainable, continuous improvement efforts as districts lead large-scale change.
- CSLOC and *LIFT* partners believe that there is no substitute for Exceptional Teaching and that, bar none: “great teaching is the single most important in-school factor for improving student learning and closing achievement gaps.” Partners believe that great leadership is needed and necessary to promote and cultivate highly effective teaching, as well as, foster sustainable school and district transformation. *LIFT* funding will support ongoing efforts of all partners to implement and expand innovative strategies that expand professional learning supports to educators serving in high-need schools to expand student access to Exceptional Teaching and Great Leadership. Expansion of efforts aligned to long-term partnership priorities and improvement in educator support initiatives will sustain partnership programs beyond the grant period (Gordon et al. (2006); Hanushek et al. (2004); Wright et al. (1997); Sanders & Horn (1994).
- *LIFT* will promote school transformation and continuous improvement in partner schools and accelerate the current work of partners to build the capacity of leaders to dramatically improve leadership efforts in school buildings, teaching efforts in the classroom and learning outcomes for all students. *LIFT* will accelerate, expand, improve and sustain current efforts beyond the grant period to promote lasting, positive change in schools most in need of support for underserved students.

(4) Dissemination of results enabling others to use strategies. There are four areas for potential lasting impact beyond the grant: 1) CSLOC can develop a training model that helps in alleviating school leadership shortages by increasing the number of qualified candidates who enter instructional leadership,

with an intentional focus on attracting mid-career changers and other professionals, as well as members of underrepresented minority groups; 2) CSLOC can create additional Micro-Credentials that meet the needs of aspiring and professional leaders throughout the nation who need to be re-tooled so that they can effectively accelerate learning; foster engagement in schools; increase the use of problem-solving, computational, and critical thinking; and be a driver for improvements in academic achievement; and 3) This SEED grant offers Tennessee State University and Lipscomb University an opportunity to pilot a clinical education program in the state of Tennessee which has the potential to become a “best in class” model for training new, non-traditional leaders and attracting non-traditional professionals into school leadership roles. 4) The *Virtual Deeper Learning Network for Improvement* will be a strategy that continues to gain momentum and users, with a vision to link networks from multiple federal grant efforts (TSL, TQP, EIR), thus expanding the expertise available to educators throughout the country and around the world. *LIFT* has the potential to revolutionize the way leaders and teachers, in education and other fields, are trained – locally to globally.

C. QUALITY OF MANAGEMENT PLAN.

(1) **Goals, objectives, outcomes specified and measurable.** *LIFT* is grounded in evidence-based, peer-reviewed research designed to meet/exceed the following goal, objectives and outcomes:

<i>LIFT: Measurable Goal, Objectives and Outcomes</i>		
GOAL	To raise the academic achievement of high-need students by improving leadership effectiveness.	
Objective 1	Improve academic achievement in high-need schools.	Measures / Data Source
Outcome 1.1	Increase ELA, Math, Science proficiency of students in <i>LIFT</i> Leader schools.	TN Assessment Scores
Outcome 1.2	Increase high school graduation rates of students in <i>LIFT</i> Leader schools.	HS Graduation Rates
Outcome 1.3	Increase postsecondary enrollment rates of students in <i>LIFT</i> Leader schools.	PS Enrollment Rates
Objective 2	Equip leaders with skills to promote 21st Century Learning.	Measures / Data Source
Outcome 2.1	Increase effectiveness rating of participating leaders.	TN Rubric Rating
Outcome 2.2	Expand # leaders completing SEL / Equity / Progressive Micro-Credentials	Completer Rates
Objective 3	Increase number of leaders who attain advanced certification.	Measures / Data Source
Outcome 3.1	Launch and sustain Non-Traditional Certification Pathway that results in licensure / certification to teach in PK-12 schools	Completer Rates
Outcome 3.2	Increase number of leaders from traditionally-underrepresented groups who attain licensure / certifications.	Completer Rates
Objective 4	Increase the impact of <i>LIFT</i> through effective replication and scaled impact strategies.	Measures / Data Source
Outcome 4.1	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate <i>LIFT</i> best practices.	Clearinghouse Operational Dates
Outcome 4.2	Launch and sustain Virtual Deeper Learning Networks for Improvement	Web Portal Launch Date

(2) Objectives on time / within budget; responsibilities, timelines, milestones. A structured grant management plan – (1) Equal Access; (2) Timely Implementation; (3) Budget Oversight; (4) Procedures; (5) Personnel; and (6) Timeline – will ensure timely completion of grant activities and promote continuous improvement. **(1) Equal Access:** CSLOC and all project partners will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All administrators, teachers, students, families and community stakeholders will be encouraged to participate in activities to maximize impact of the project. *LIFT* will be administered to guarantee equal treatment of and equal opportunity for all participants. CSLOC and partners will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** CSLOC will initiate *LIFT* immediately upon funding and will manage all grant activities in accordance with the *LIFT* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *LIFT* Logic Model (see *Project Design*). Evaluators will develop a FORECAST Model of *LIFT* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help CSLOC and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Team designed the budget to meet goals and objectives, ensure equal access and promote sustainability of strategies. Each line item is linked to one or more grant Domains, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming. The Project Director and CSLOC Business Office will manage expenditures in accordance with U.S. Department of Education and State of Tennessee regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will identify complementary organization / partner programming and funds that expand the reach of *LIFT* and sustain systemic changes initiated during the grant. **(4) Procedures:** Service coordination guided by management procedures will help CSLOC achieve the goal and objectives of *LIFT* on time and within budget:

1. **Initiate Grant** – CSLOC will hire staff and brief project partners to launch *LIFT*;
2. **Convene Advisory Board** – Planning Team will transition into Advisory Board w/ Budget, Equity and Sustainability committees to provide critical implementation oversight during the grant period;

3. **Ensure Equal Access** – CSLOC and partners will provide equal access / treatment for participants without regard to age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;
4. **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
5. **Implement Fiscal Management Protocol** – CSLOC’s Business Office will establish a system of accounting, cost management / reporting to promote efficient expenditure of funds;
6. **Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project Domains and services linked to *LIFT* Timeline to ensure completion of all project elements;
7. **Implement Goods/Services Management Protocol** – CSLOC will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
8. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
9. **Disseminate Results** – Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, board presentations and outreach to increase transparency and engage the community in education.
10. **Sustain Programs** – Grant administrators and Advisory Board members will initiate a sustainability plan, from award through end of grant, to sustain *LIFT* after federal funding.

(5) Personnel: Through strong management and clearly defined responsibilities for project personnel – Advisory Board; Project Director; Senior Professional Learning Manager; MNPS LEA Professional Learning Specialist; KIPP LEA Professional Learning Specialist; Senior Grant Compliance and Finance Manager; Executive Administrative Assistant; Instructional Team, Coaches, Project Support – CSLOC will ensure the success and continued improvement of *LIFT*. **Advisory Board:** An Advisory Board – comprised of the Project Director; Senior Professional Learning Manager; MNPS LEA Professional Learning Specialist; KIPP LEA Professional Learning Specialist; Senior Grant Compliance and Finance Manager; Principal Investigator; HBCU / IHE and national partner representatives and partner school district administrators – will meet bimonthly during the three-year project to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *LIFT*. The Advisory Board

will ensure that implementation of equal access protocols will promote equity for all participants. The Advisory Board will serve as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally-underrepresented subgroups will ensure a diversity of perspectives influence the planning, implementation and continuous improvement of *LIFT*. The AB will report outcomes and progress to increase transparency within communities the project is designed to serve.

Project Director (PD): ██████████ will serve as Interim Project Director for *LIFT* until a full-time Project Director is hired. ██████████ is an award-winning principal in Memphis City / Shelby County Schools, the largest district in Tennessee with over 110,000 students. As an Instructional Facilitator, he regularly reviewed weekly lesson plans, observed teachers in the classroom, and provided teachers with reflective and actionable feedback. As Assistant Principal, ██████████ developed a comprehensive system for administering formative and end-of-course assessments that contributed to raising his school’s average state test scores by 10%. As Principal, he researched and incorporated instructional strategies to optimize educational effectiveness for building instructional and non-instructional staff (see *Appendix* for CV). The *LIFT* Project Director will possess the following qualifications and be responsible for the following duties:

Position	Qualifications	Job Responsibilities
<p>Project Director To Be Hired (1.0 FTE)</p>	<ul style="list-style-type: none"> • Preferred, Doctor of Education, Curriculum and Instruction • Minimum, Master of Education • Experience in undergraduate or graduate teaching/leadership • Experience collaborating with K – 12 public schools • Experience in differentiated instruction, instructional coaching, teacher leadership, assessment, teacher evaluation • Experience in graduate degree curriculum development • Specialty in equity and educational access. 	<ul style="list-style-type: none"> • Coordinate all components of <i>LIFT</i> SEED grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage collaboration. • Coordinate multi-component <i>LIFT</i> programs to assigned Leaders serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Coordinate Clinical ED programs in partner school districts • Review applicants / select annual cohort of <i>LIFT</i> Leaders • Sustain / expand partnerships to increase <i>LIFT</i> support. • Lead sustainability efforts to promote long-term outcomes. • Conduct outreach to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports and disseminate results. • Share <i>LIFT</i> programming results with stakeholders

Instructional Team (IT): A team composed of Improvement Science Faculty and Instructional Leadership Coaches, the Senior Professional Learning Manager, MNPS and KIPP Professional Learning Specialists and the President of CSLOC will facilitate an intensive Clinical Education Program to

deconstruct problems of practice; disaggregate data; conduct root-cause analysis; and empower leaders with the strategies to course-correct and close persistently stubborn achievement gaps. The Instructional Team will work with *LIFT* Leaders to improve their effectiveness (see *Appendix for resumes*).

Instructional Team	Qualifications	Responsibilities
██████████	Clinical Improvement Science and Leadership Coach, CSLOC	<ul style="list-style-type: none"> • Co-develop, with PD/PLM/PLS, content for <i>LIFT</i> Modules/Micro-credentials
██████████	Director, Teacher/Leadership Training Institute, Tennessee State University	<ul style="list-style-type: none"> • Launch Modules and Micro-credentials to fulfill Project Design’s four Domains
██████████	Dean, College of Education, Lipscomb University	<ul style="list-style-type: none"> • Participate in <i>LIFT</i> support strategies, including feedback and coaching
██████████	Executive Leadership Coordinator, OUCER, Oakland University	<ul style="list-style-type: none"> • Review applicants / select annual cohort of <i>LIFT</i> Leaders
██████████ ██████████	Executive Director, Center for Excellence in Educator Preparation and Innovation, Voorhees University	<ul style="list-style-type: none"> • Collaborate with Partners to align feedback/coaching with content • Launch Excellence Clearinghouse
██████████ ██████████	President, Center for Strategic Leadership and Organizational Coherence	<ul style="list-style-type: none"> • Support Virtual Deeper Learning Networks for Improvement

Senior Professional Learning Manager (PLM): The *LIFT* PLM (to be hired) will work directly with our higher education and district partners to ensure that *LIFT* Leaders successfully matriculate; complete the training process; and receive the ecosystem of support needed to develop the core competencies to become highly effective teachers and school leaders. The PLM will work with partner organizations to recruit leaders; provide support and technical assistance; assist with placement and onboarding, post-certification and licensure; work with districts to ensure leaders are placed to fill critical shortages identified in the grant.

MNPS and KIPP LEA Professional Learning Specialists (PLS): The MNPS and KIPP PLS’s will coordinate professional learning opportunities for leaders at all levels to improve systemic impact within Nashville and KIPP schools. The PLS will work with the PLM and national and university partners to custom-design professional learning modules for instructional leaders. The PLS will create a compendium of learning options for leaders while also working with Tennessee State and Lipscomb universities to provide degree attainment options for leaders within the district. The PLS will use, assign and manage digital portfolios for all instructional leaders engaged in professional learning, who earn micro-credentials, obtain digital badges or pursue degree attainment options.

Instructional and Leadership Coaches (IC / LC): CSLOC grant managers, in collaboration with partner school districts, will select a team of Instructional and Leadership Coaches to serve as learning partners with

LIFT Leaders. Coaches from all grade levels and instructional specialties (Reading, STEM subjects, Special Education Coaches) will provide daily guidance, support, coaching and leadership for *LIFT* Leaders as they complete Instructional Rounds during their leader clinical experience. IC and LC will provide induction support – following existing district strategies – upon placement of *LIFT* Leaders in district schools.

Senior Grant Compliance and Finance Manager (CFM): Under the supervision of the Project Director, the CFM will manage annual budgets for all federal funds and monitor activity in those funds throughout the fiscal year in order to assure compliance with federal regulations. The CFM will maintain financial software that provides the real-time budget status sufficient to process transactions in accordance with applicable requirements and produce monthly, quarterly and annual financial reports. The CFM will establish a system of internal controls, manage accounts payable, requisitions and reconciliations and arrange for independent and compliance audits to protect the integrity of the investment of SEED federal funds.

Executive and Administrative Assistants will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support to the PD (EAA) and PLM/PLSs (AA).

(6) Timeline: The Timeline below summarizes the major components of *LIFT*, as well as Grant Administrative Activities and Grant Implementation broken into – Procedures, Coursework and Micro-credentials, Residency, and Replication / Scaled Impact. Coordination of *LIFT* by grant managers will ensure delivery of high-quality services in accordance with a Timeline and Logic Model. Grant Managers, Advisory Board and Evaluators will monitor progress, ensure fidelity with design, and assess milestones.

<i>LIFT: Implementation Timeline and Responsible Parties</i> October 1, 2022 - September 30, 2025 (Three Year Project)				
Responsible Party Key: CSL (Center for Strategic Leadership and Organizational Coherence [fiscal agent]); AB (Advisory Board); PD (Project Director); (LM) Professional Learning Mgr; LS (Learning Specialist); LEAs (Nashville / KIPP); IHEs (Tennessee State, Lipscomb, Voorhees, Bowie); NP (Nat'l Partners); LL (<i>LIFT</i> Leaders); IT (Instructional Team); VC (Virtual Coaches); ET (Evaluation Team); RST (Replication Support Team)				
<i>LIFT</i> Grant Administrative Activities				
Administrative Milestones	Responsible Party	Timeline		
		Year 1	Year 2	Year 3
• Conduct <i>LIFT</i> Advisory Board Meetings	PD,LM,LS,IT	Bimonthly	Bimonthly	Bimonthly
• Gather Annual Baseline Data	ET,PD,CSL	Oct 2022	August 2023	Aug 2024
• Monitor Evaluation Progress/Conferencing	ET,PD,LM,LS	Monthly	Monthly	Monthly
• Collect /Analyze/Monitor/Adjust Outcome Data	ET,PD,LM,LS	Ongoing	Ongoing	Ongoing
• Perform Evaluation Site Visits and Monitoring	ET,PD,CSL	Ongoing	Ongoing	Ongoing
• Complete Annual Performance Reporting	ET,PD,CSL	May 2023	May 2024	May 2025
• Complete / Submit Final Performance Report	ET,PD,CSL	-	-	Dec 2025

LIFT Procedures / Curriculum / Modules / Micro-Credentials / Endorsements / Licensure

Implementation Milestones	Responsible Party	Timeline		
		Year 1	Year 2	Year 3
• Assemble <i>LIFT</i> Instructional Team	CSL,PD, EPI	October 2022	October 2023	May 2024
• Establish <i>LIFT</i> Leader Application Process	AB,PD,CSL	Oct 2022	Oct 2022	May 2024
• Market and Recruit <i>LIFT</i> Leaders	PD,IT,LM,LS	Oct-Nov '22	Oct-Nov '23	June/July 2024
• Finalize / Update Core Curriculum (Domain I)	PD,CSL,IT	Oct-Dec 2022	Oct-Dec 2023	June/July 2024
• Selection of <i>LIFT</i> Leaders for Domains I,II,III	PD,IT,LM,LS	Dec 2022	Dec 2023	July 2024
• Complete <i>LIFT</i> Leader Enrollment Agreement	PD,LM,LS	Dec 2022	Dec 2023	July 2024
• Finalize Micro-Credential Offerings	CSL,IT, IHE,NP	Oct-Dec 2022	Ongoing	July 2024
• Begin <i>LIFT</i> Offerings in Domains I, II and III	IT,IHE,NP	January 2023	January 2024	August 2024
• Deliver Core Instruction to Domain I (DI)	IT,IHE,CSL	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Introduce Leaders to Improvement Science	CSL,IT,NP	March 2023	March 2024	October 2024
• Launch Virtual Coaching / Mentoring / PLCs	CSL,IHE,NP	June 2023	June 2024	January 2024
• Offer Micro-Credential Courses – All Domains	CSL,IT,IHE	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Place DI Leaders - District/School Leader Roles	CSL,PD,LM,LS	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Launch / Maintain <i>LIFT</i> Leader Portfolios	VC,LL,LS	SY Jan 2023	SY Jan 2024	SY Aug 2024
• Rotate SY Quarterly Instructional Rounds	PD,LS,CSL,VC	22-23 SY	23-24 SY	24-25 SY
• Offer Ongoing School Year Virtual Coaching	VC,LL,IT,NP	Monthly	Monthly	Monthly
• Do Baseline Instructional Leader Observation	LEA,CSL,VC	Jan 2023	Jan 2024	Aug 2024
• Do Mid-Term Instructional Leader Observation	LEA,CSL,VC	Apr 2023	April 2024	Jan 2025
• Do Leader Rubric Instructional Assessment	LEA,CSL,VC	June 2023	June 2024	Mar 2025
• Do Final Instructional Leader Observation	LEA,CSL,VC	Mar 2024	Mar 2025	Oct 2025
• Confer DI Alternative Certification by TN ED	IHE,LL	May 2024	May 2025	Dec 2025
• Confer Leader Endorsements / Credentials	IHE,LL	May 2024	May 2025	Dec 2025
• Complete <i>LIFT</i> Leader White Papers	LL,IT,VC	June 2024	June 2025	Dec 2025
• Place All Leaders in District/School Roles	LEA,PD	July 2024	July 2025	Jan 2026
• Monitor Compliance w/3-yr Service Agreement	CSL,PD,LM	2025-2027	2026-2028	2026-2028

Replication (Scaled Impact) Strategies

Implementation Milestones	Responsible Party	Implementation Timeline		
		Year 1	Year 2	Year 3
• Establish Replication Support Team	AB,PD,CSL,IT	Jan 2023	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	RST	Feb 2023	Ongoing	Ongoing
• Create/Use Virtual Deeper Learning Network	RST,VC,LL	Mar 2023	Ongoing	Ongoing
• Upload Research/Results to Clearinghouse	CSL,LL,VC,IT	Apr 23-Jly 24	Apr 24-July 25	Oct 24-Dec 25
• Present <i>LIFT</i> results at Education Conferences	LL,CSL,IT,NP	Aug-Dec 24	Aug-Dec 25	As requested

D. QUALITY OF PROJECT EVALUATION.

(1) **Methods will produce evidence to meet WWC effectiveness standards.** The Center for Strategic Leadership and Organizational Coherence – a 501(c)(3) non-profit applicant and fiscal agent - will contract with EduShift, Inc. (ESI), a 22-year-old research and evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *LIFT*. Project Leader and Senior Analyst, [REDACTED] is a seasoned project administrator and evaluator. She has served as principal investigator in over 250 federal / state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants. [REDACTED] has served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school LEAs throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, [REDACTED] and her team of professionals offer tremendous experience and expertise to *LIFT*. External evaluation will generate the data and feedback needed to facilitate continuous improvement and sustainability of effective programming components. Evaluation methods will include: (1) Evaluation Oversight; (2) Evaluation Methodology; (3) Design Meets WWC Standards; and (4) Objective, Measurable Performance Indicators:

- **Evaluation Oversight:** The *LIFT* Principal Investigator (see *Management Plan*) will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *LIFT* that meets the rigorous WWC standards and allows for the completion of scholarly research supported by scientifically valid data. The Principal Investigator will review annual evaluation plans, annual FORECAST Action Models, data collection tools, data collection procedures and data analysis strategies to elevate the rigor of evaluation to WWC standards and promote the publication of scholarly, peer-reviewed articles. The Principal Investigator possesses extensive education research and programming expertise and is a internationally-recognized and respected leader in the field of education leadership and continuous school improvement.
- **Evaluation Methodology:** EDI will utilize the research-based *FORECAST* Model (*FORMative Evaluation, Consultation, and System Techniques*) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers provide a validated framework:

	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
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MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to <i>LIFT</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

Use of the *FORECAST* model will provide Evaluators, the Principal Investigator, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation of *LIFT*, guided by the *FORECAST* Model, will help evaluators and grant personnel answer the following **RESEARCH QUESTION** (see below for Treatment / Control group):

<i>LIFT</i> Research Question
Do schools led by <i>LIFT</i> principals academically outperform schools led by non- <i>LIFT</i> principals?

- Design Meets *What Works Clearinghouse* Standards:** Evaluation will include Quasi-Experimental Design (QED) assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for schools led by *LIFT* Leaders compared to outcomes by non-*LIFT* leaders. *LIFT* is estimated to impact thousands of students enrolled in one large, urban school district and 12 public charter school districts in Tennessee. ESI will use administrative records from these districts to create a matched sample of comparison schools led by leaders who do not participate in *LIFT* but are otherwise similar on key characteristics. Matching will occur at the building level. Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet WWC standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet WWC standards with reservations. Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is

significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist, between control and treatment groups). Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *LIFT*, evaluators will use an effect size of 0.25 as the threshold to meet “Practice with Rigorous Scientific Evidence” standard, because it represents a conservative estimate of effects and because it meets USDOE WWC “substantively important” threshold. Cross-Contamination: Evaluation will assess cross-contamination of control and treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results and correlation of variables.

(2) **Performance feedback, periodic assessment of progress in meeting outcomes**. Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of project, facilitate comparison of results and ensure thorough evaluation of *LIFT*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures. Evaluation of goals, objectives and outcomes will include: **Process (Formative) Evaluation**: Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model (see *Appendix*), Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *LIFT* Timeline, Logic Model and evaluation FORECAST Action Model will serve

as process tools allowing evaluators to determine compliance with the scope and schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *LIFT* Domains to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *LIFT* and will equip project managers with information needed to analyze results by domain and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. Process and Outcome evaluation methods promoting continuous and iterative project improvement and achievement of outcomes include:

- **Data Collection:** Evaluators will collect baseline data for each performance measure. Annual data will be collected, analyzed, compared and reported using collection tools aligned to project services and objectives.
- **Evaluation Tools Aligned to Objectives:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Effectiveness Rubric: annual evaluation of *LIFT* Leaders upon placement in building positions to assess performance (Objective 2; Outcome 2.1); (2) Student Performance Scores: annual state administered Reading, Math and Science assessment results, graduation rates and postsecondary enrollment rates compared to 2021-22 baseline (Objective 1; Outcome 1.1, 1.2, 1.3); (3) Site Visits / Focus Groups: multiple evaluation team conference calls and site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress (Objectives 1-4; Outcomes All); (4) Grant Stakeholder Surveys: grant personnel and participating Leaders will complete surveys to evaluate stakeholder perspectives regarding quality of activities/relevance of programming/perceptions of instructional quality/educator impact (Objective 1-4; Outcomes All) and (5) Enrollment / Completer Rates: licensure/certification/micro-credential completer data aggregated (Objective 2, 3; Outcome 2.2, 3.1, 3.2)
- **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment and Control groups to facilitate matched comparison evaluation that will be overseen by the Principal Investigator and meets *What Works Clearinghouse*:

TREATMENT GROUP (n = 50 per year)	Leaders in participating <i>LIFT</i> schools (see <i>Project Design</i>) in Metropolitan Nashville Public Schools and KIPP public charter school districts in Tennessee.
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CONTROL GROUP (n = 100 per year)	Leaders of matched non- <i>LIFT</i> schools in Metropolitan Nashville Public Schools and KIPP public charter school districts in Tennessee.
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- **Reporting:** The Principal Investigator will submit required Annual Performance Report to funding agency and share evaluator feedback and results with Advisory Board, stakeholders and the public via a *LIFT* website portal to ensure transparency with partner personnel and interested stakeholders.

(3) Objective performance measures will produce quantitative / qualitative data to extent possible.

Implementation of the FORECAST Model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *LIFT* throughout the grant. The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating Leaders and the schools / districts in which they are placed. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant – with oversight from the Principal Investigator – to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the *LIFT* Logic Model identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators, including five required program measures embedded in the grant solicitation and indicators that address evaluation requirements in section 204(a) of the HEA (20 U.S.C. 1022c(a)):

<i>LIFT</i> Goal, Objectives, Outcomes and Performance Indicators (10/1/2022 – 9/30/2025)	
GOAL: To raise the academic achievement of high-needs students by improving leader effectiveness.	
Performance Measure 1: The percentage of teacher, principal or other School Leader participants who serve concentrations of high-need students.	
Performance Measure 2: The percentage of teacher and principal participants who serve concentrations of high-need students and are highly effective.	
Performance Measure 3: The percentage of teacher and principal participants who serve concentrations of high-need students, are highly effective and serve for at least two years.	
Performance Measure 4: The cost per such participant.	
Performance Measure 5: The number of grantees with evaluations that meet WWC standards with reservations.	
Objective 1: Improve academic achievement in high-needs schools.	
Outcome 1.1: Increase statewide ELA, Math and Science proficiency rates of students in <i>LIFT</i> Leader schools.	
Indicator 1.1a: Increase % of <i>LIFT</i> Leader schools that achieve proficiency on state ELA assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/25.	TN Assessments

Indicator 1.1b: Increase % of <i>LIFT</i> Leader schools that achieve proficiency on state Math assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/25.	TN Assessments
Indicator 1.1c: Increase % of <i>LIFT</i> Leader schools that achieve proficiency on state Science assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/25.	TN Assessments
Indicator 1.2: Increase graduation rate of <i>LIFT</i> Leader schools a minimum of 5% by end of grant, 10/1/22 – 9/30/25.	School Grad Rates
Indicator 1.3: Increase postsecondary enrollment rates in <i>LIFT</i> Leader schools a minimum of 10% by end of grant, 10/1/22 – 9/30/25.	Postsecondary Enroll Rates
Indicator 2.1: A minimum of 75% of <i>LIFT</i> Leaders who complete <i>LIFT</i> programming will achieve highest educator effectiveness rating by end of grant, 9/30/25.	TN Rubric
Indicator 2.2: A minimum of 90% of <i>LIFT</i> Leaders will complete the SEL and Equity Microcredentials by end of grant, 10/1/22 – 9/30/25.	Credential Completions
12 Tennessee schools.	
Indicator 3.1a: Minimum of 90% of Domain I <i>LIFT</i> Leaders will attain state certification in Yrs 2 and 3 of grant, 10/1/23 – 9/30/25.	State Certification
Indicator 3.1b: Minimum of 90% of <i>LIFT</i> Leaders will complete a minimum of three consecutive years of leading in a high-needs school, 10/1/23 – beyond.	<i>LIFT</i> Leader Employment
Outcome 3.2: Increase number of leaders from traditionally-underrepresented groups who attain licensure / certifications.	
Indicator 3.2a: Increase % of <i>LIFT</i> Leaders from traditionally-underrepresented groups (men of color, women of color) who attain state certification by 15% compared to annual Tennessee State University / Lipscomb baseline certification attainment rates, 10/1/23 – 9/30/25.	State Certification
Indicator 3.2b: Minimum of 90% of <i>LIFT</i> Leaders from traditionally-underrepresented groups (men of color, women of color) will complete a minimum of three consecutive years of leading in a high-needs school, 10/1/23 – beyond.	<i>LIFT</i> Leader Employment
Objective 4: Increase the impact of <i>LIFT</i> through effective replication and scaled impact strategies.	
Outcome 4.1: Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.	
Indicator 4.1: Minimum of 90% of <i>LIFT</i> Leaders who complete programming will contribute documents and expertise to the Instructional Excellence Clearinghouse, 10/1/22 – 9/30/25.	<i>LIFT</i> Documents / Artifacts
Outcome 4.2: Launch and sustain Virtual Networks for School Improvement to sustain, replicate and scale <i>LIFT</i> .	
Indicator 4.2: Virtual Deeper Learning Networks for School Improvement will be operational by Year 2 of grant project and beyond, 10/1/23 – 9/30/25.	Web-Portal Launch Date

(4) **Methods will provide valid and reliable performance data on relevant outcomes.** Data collection / analysis will ensure each measurable outcome is assessed using reliable, objective, replicable procedures, providing feedback to assess effectiveness and promote continuous improvement. The *LIFT* design plan

includes (a) Feedback mechanisms; and (b) Strategies to promote continuous project improvement.

Feedback: *LIFT* is designed to engage school leaders and solicit feedback to ensure diverse perspectives influence project quality and generate sufficient data to facilitate objective process and outcome evaluation:

Participants	<i>LIFT</i> Feedback Mechanisms
Advisory Board (Bimonthly Meetings)	<ul style="list-style-type: none"> • Convene bimonthly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update <i>LIFT</i> Timeline and Logic Model to facilitate project completion.
Project Director (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> • Coordinate and attend bimonthly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
Evaluation Team EduShift, Inc. (10 hours per week)	<ul style="list-style-type: none"> • Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives, milestones and outcomes; • Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.
<i>LIFT</i> Instructional Team (1 hour per week)	<ul style="list-style-type: none"> • Deliver professional learning in specified endorsement / micro-credential courses of study; • Participate in site-based data collection efforts and complete evaluation tools; • Participate in Evaluator site visits / focus groups to provide operational feedback; • Complete annual surveys to provide operational / project quality feedback.
<i>LIFT</i> Leaders (assessments, surveys / focus groups)	<ul style="list-style-type: none"> • Generate program outcome data and personal achievement data using university protocols; • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.
Improvement Science Faculty (surveys / focus groups)	<ul style="list-style-type: none"> • Deliver professional learning in specified endorsement / micro-credential courses of study; • Serve as members of <i>LIFT</i> Advisory Board and attend bimonthly meetings; • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.

Continuous Improvement: Feedback will strengthen *LIFT* by providing project leadership the opportunity to make iterative improvements and corrections on a timely basis. If desired outcomes of the project are not observed, the Project Director will solicit additional feedback and suggest modifications to promote continuous improvement:

Participants	<i>LIFT</i> Continuous Improvement Strategies
Advisory Board	<ul style="list-style-type: none"> • Engage diverse membership to ensure broad range of perspectives shape implementation. • Conduct outreach to strengthen supports for <i>LIFT</i>, increase scope of partnerships and resources. • Form Replication Support Team to disseminate best practices to the field of education. • Form <i>LIFT</i> Sustainability Committee to sustain programming beyond grant period.
Project	<ul style="list-style-type: none"> • Conduct outreach to strengthen supports for <i>LIFT</i>, enhance stakeholder awareness of <i>TQP</i>. • Seek input from Candidates on the quality / diversity of courses and gaps to improve <i>LIFT</i>.

Director	<ul style="list-style-type: none"> • Research effective practices that better meet changing needs of educators, students and families. • Review annual external evaluation plan and FORECAST Action Model to maintain high-level of evaluation integrity and valid data collection / analysis procedures. • Monitor recruitment / Candidate selection process to maximize quality of program participants. • Attend conferences to learn new strategies to expand virtual programming. • Review annual evaluation results to increase project alignment with needs, improve project. • Conduct scholarly research of outcomes to promote improvement and add to knowledge in field.
LIFT Instructional Team	<ul style="list-style-type: none"> • Nurture strong, supportive relationships with Leaders to gain trust of program participants. • Seek input from educators on the quality of credentials and alignment to problems of practice. • Complete annual analysis of surveys and feedback to strengthen course content / relevance.
LIFT Leaders	<ul style="list-style-type: none"> • Complete end-of-course surveys to provide feedback to revise and improve micro-credentials. • Share impact of Virtual Network for Improvement to elevate quality of virtual supports. • Share experiences with colleagues to increase quantity/diversity of candidates for future cohorts. • Facilitate distribution / collection of evaluation tools to generate data to inform improvement.
Evaluation Team	<ul style="list-style-type: none"> • Complete annual evaluation to ensure objective data collection and analysis provides information needed to make data-driven decisions linked to desired outcomes.

Procedures to generate observational / qualitative and quantitative data needed to assess the strengths and weaknesses of *LIFT* will ensure a diversity of perspectives influence project implementation and promote continuous improvement of efforts.

(5) Design will result in replication guidance or effectiveness of approach or strategies. Evaluation of *LIFT* is designed to provide information to grant managers, stakeholders and the field interested in the success, outcomes and implementation of the professional learning model. Evaluation will provide the data needed to (1) monitor fidelity to and document the scope and sequence of the model; and (2) assess the impact of program elements on leadership and learning outcomes. As external evaluators conduct an objective and thorough evaluation of the project, CSLOC and partners will form a Replication Support Team to disseminate evaluation results to stakeholders and promote replication of successful strategies informed by evaluation data. Evaluation strategies promoting dissemination, replication and scalability of *LIFT* include:

- **Implementation Guide:** The *LIFT* Replication Support Team will review all process evaluation tools – Logic Model, Timeline, FORECAST Model – and document the full process of project implementation. Evaluators will provide data regarding sequence of steps, dosage of interventions, duration of project elements, implementation procedures, recruitment strategies, data collection strategies / tools to ensure the Replication Support Team has access to all information needed to create a *LIFT* Implementation Guide. Evaluators and the Replication Support Team will review and revise the Implementation Guide throughout the project period to capture all critical procedures, processes and sequence of steps vital to thorough

implementation of the project with fidelity to the funded, evidence-based professional learning model. CSLOC will publish the *LIFT* Implementation Guide in the *LIFT* Instructional Excellence Clearinghouse (see *Project Design* Domain IV) to provide free, open access to the Implementation Guide supporting replication of the project in diverse settings.

- **Impact Guide:** The *LIFT* Replication Support Team will review all outcome evaluation tools – Educator Effectiveness rubrics, surveys, focus group interview guides, assessment data – and document the outcomes measured throughout project implementation. Evaluators will provide outcome data needed to determine the impact of the project as a whole and the impact of individual components. Assessment of individual components will help the Replication Support Team identify elements worthy of replication in other settings. The Replication Support Team will also use evaluation data to create a hierarchical strategy for replication that provides interested stakeholders with a guide for selecting project elements to implement in order of effectiveness / magnitude of impact so interested parties can choose to replicate or scale portions of the whole project based on a cost benefit analysis of comparing magnitude of results to cost per participant. The *LIFT* Impact Guide will summarize results across the four Domains of the project and across individual components as a tool for future replication in other settings and by stakeholders with varying amounts of funding available for professional learning investment. CSLOC will publish the *LIFT* Impact Guide in the *LIFT* Instructional Excellence Clearinghouse to provide free, open access to the Impact Guide supporting replication of the project in diverse settings.