



Teacher Leader

Problem of Practice RFP Webinar

January 9, 2019



Webinar Agenda

Introductions

Teacher Leadership (TL): Background

Tina Dimmitt-Salinas, Educator Effectiveness Division, ISBE

Overview of Illinois TL Request for Proposals

Renee Racette, Teaching and Learning Policy Fellow

Questions & Answers



Additional Information

- Webinar is being recorded and will be kept on ISBE Educator Effectiveness webpage
- All questions from today's webinar will be added to a Frequently Asked Questions document on the Educator Effectiveness Grant webpage:

<https://www.isbe.net/Pages/Educator-Effectiveness-Grants.aspx>



Background on IL Teacher Leadership (TL)

- In September of 2012, ISBE redesigned requirements for TL preparation programs.
 - Since then, 472 candidates have completed approved TL programs across the state
- ISBE believes instructional leadership is a key component for improving student achievement and growth.
- TLs are important resources for schools
 - TLs can be leveraged to meet unique school and district needs.

Roles of a Teacher Leader:

- Team leader
- Department Chair
- Coach
- Mentor
- Curriculum Leader
- Evaluator
- Other leadership positions as defined by the district



What is a Teacher Leader?

As defined in IL Administrative Code Part 25, Section 25.32, a teacher leader is an individual with the capacity and skills to:

- 1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
- 2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
- 3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;
- 4) provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
- 5) promote and influence change to improve school and student outcomes.



National Network of State Teacher of the Year (NNSTOY) Teacher Leader Model Standards (TLMS)

- **Domain I:** Fostering a Collaborative Culture to Support Educator Development and Student Learning
- **Domain II:** Accessing and Using Research to Improve Practice and Student Learning
- **Domain III:** Promoting Professional Learning for Continuous Improvement
- **Domain IV:** Facilitating Improvements in Instruction and Student Learning
- **Domain V:** Promoting the Use of Assessments and Data for School and District Improvement
- **Domain VI:** Improving Outreach and Collaboration with Families and Community
- **Domain VII:** Advocating for Student Learning and the Profession



What is the focus of this RFP?

- To develop local capacity to solve problems of practice in the recruitment, preparation and/or utilization of TL
 - Grounded in the National Network of State Teacher of the Year (NNSTOY) Teacher Leader Model Standards (TLMS)
- The grantee will in turn have their results highlighted across state and national networks
 - Best practice guide, cohort convening, "Where Are They Now" feature



Basic Information

- ***Who can apply?***
 - Any LEA within the state of Illinois
- ***How much would they receive?***
 - Up to \$75,000 for Tier 1 & 2 LEAs (2 awards)
 - Up to \$50,000 for Tier 3 and 4 LEAs (2 awards)
- ***When is the RFP due?***
 - March 1, 2019, no later than 4 pm CST
- ***What is the grant period?***
 - July 1, 2019 to June 30, 2020



Elements that must be included in the proposal

Grantees will identify a local problem of practice that includes:

- National, state, district, or building level research and/or data to support the problem of practice.
- Proposed solutions to the problem of practice, including a timeline for accomplishing specific benchmarks leading to the final solution.
- Proposed research methodologies must be outlined.
- Rationale for needed research in problem area must be clearly articulated.
- Rationale for proposed solution is clearly articulated and supported by research.
- Qualitative and/or quantitative approaches are utilized.
- Existing research is referenced and uses NNSTOY TLMS where appropriate.
- Controls for bias are in place.
- Plans for sustainability beyond grant funds.



Sections of the RFP

Program Narrative (pg. 13)

Program Summary

Local Needs Assessment, Supporting Data, Cooperative Planning

Objectives and Activities (pg. 13)

Program Design and Deliverables

Sustainability Plan

Evaluation Design (pg. 13-14)

Program Evaluation

Budget Narrative (pg. 14)



Resources

- Application, attachments and FAQs can be found on ISBE's website: www.isbe.net/educatoreffectiveness
- <http://www.nnstoy.org/teacher-leader-model-standards/>
- [Illinois Law](#)
- Email questions to: Rracette@isbe.net



Questions?

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