

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**THE SCHOOL LEADERSHIP PROGRAM**

**CFDA # 84.363A**

**PR/Award # U363A080114**

**Grants.gov Tracking#: GRANT00456789**

Closing Date: MAY 02, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission:		* 2. Type of Application:		* If Revision, select appropriate letter(s):
<input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application		<input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision		<input type="text"/> * Other (Specify) <input type="text"/>

* 3. Date Received:	4. Applicant Identifier:
<input type="text" value="05/02/2008"/>	<input type="text"/>

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
<input type="text"/>	<input type="text"/>

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:
<input type="text"/>	<input type="text"/>

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
<input type="text" value="860196696"/>	<input type="text" value="943360412"/>

**d. Address:**

* Street1:	<input type="text" value="Office for Research &amp; Sponsored Projects Administration"/>
Street2:	<input type="text" value="P.O. Box 873503"/>
* City:	<input type="text" value="Tempe"/>
County:	<input type="text" value="Maricopa"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85287"/>

**e. Organizational Unit:**

Department Name:	Division Name:
<input type="text" value="Leadership &amp; Innovation"/>	<input type="text" value="Teacher Education &amp; Leadership"/>

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	<input type="text"/>	* First Name:	<input type="text" value="Dale"/>
Middle Name:	<input type="text" value="Scott"/>		
* Last Name:	<input type="text" value="Ridley"/>		
Suffix:	<input type="text" value="Ph.D"/>		

Title:

Organizational Affiliation:

* Telephone Number:	<input type="text" value="602-543-6346"/>	Fax Number:	<input type="text" value="602-543-6233"/>
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\* Email:

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.363

CFDA Title:

School Leadership

**\* 12. Funding Opportunity Number:**

ED-GRANTS-030308-010

\* Title:

School Leadership Grant Program CFDA 84.363A

**13. Competition Identification Number:**

84-363A2008-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Counties: Apache, Maricopa, Mohave, Pima, Yuma, Arizoan

**\* 15. Descriptive Title of Applicant's Project:**

URBAN-EXCEL: Urban & Rural Bridge Action Network for Excellence and Collaboration in Educational Leadership

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="210,698.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="210,698.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
 Middle Name:   
 \* Last Name:   
 Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

# Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Arizona State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 96,000	\$ 95,250	\$ 108,568	\$ 87,955	\$ 110,414	\$ 498,187
2. Fringe Benefits	\$ 24,000	\$ 23,813	\$ 27,142	\$ 21,989	\$ 27,604	\$ 124,548
3. Travel	\$ 14,925	\$ 14,925	\$ 20,685	\$ 14,925	\$ 20,685	\$ 86,145
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,000	\$ 40,000	\$ 81,000	\$ 81,000	\$ 81,000	\$ 303,000
9. Total Direct Costs (lines 1-8)	\$ 154,925	\$ 193,988	\$ 257,395	\$ 225,869	\$ 259,703	\$ 1,091,880
10. Indirect Costs*	\$ 55,773	\$ 69,836	\$ 87,262	\$ 74,113	\$ 86,293	\$ 373,277
11. Training Stipends	\$ 0	\$ 378,060	\$ 808,527	\$ 404,376	\$ 600,429	\$ 2,191,392
12. Total Costs (lines 9-11)	\$ 210,698	\$ 641,884	\$ 1,153,184	\$ 704,358	\$ 946,425	\$ 3,656,549

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Arizona State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Vicki Krell	* TITLE Sponsored Projects Site Supervisor
* APPLICANT ORGANIZATION Arizona State University	* DATE SUBMITTED 05-02-2008

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Arizoan State University</p> <p>* Address: P.O. Box 873503</p> <p>Tempe</p> <p>AZ: Arizona</p> <p>85287</p> <p>Congressional District, if known: 5</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: School Leadership</p> <p>CFDA Number, if applicable: 84.363</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>* Signature: Vicki Krell</p> <p>* Name: Vicki</p> <p>Krell</p> <p>CRA</p> <p>Title: Sponsored Projects Site Supervisor</p> <p>Telephone No.: 480-965-2171</p>		

	Date: 05-02-2008
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**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

3071-Section\_427\_of\_GEPA.pdf

Mime Type

application/pdf

## **Section 427 of GEPA: Statement of Support**

In full support of Section 427 of GEPA, we will work to reduce barriers that might impede equitable participation of qualified principal candidates due to gender, race, national origin, color, disability, or age. The URBAN-EXCEL project strives to serve those people and communities which have historically been denied access to the best training and services. The URBAN-EXCEL project is targeted to ten of the highest poverty school districts across the state of Arizona. The use of video conferencing distance technology allows these traditionally underserved school districts to participate regardless of their location.

We will seek candidates for the URBAN-EXCEL principal certification program who demonstrate the potential for leadership excellence (and without negative bias due to gender, race, national origin, color, disability, or age). We will fully and completely serve all acting principals in the Principal Academy regardless of background. The URBAN-EXCEL project will make any necessary accommodation to enhance and/or enable aspiring and veteran principals to learn and thrive in their professional responsibilities.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>
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Arizona State University
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<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
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Prefix: Mrs.      * First Name: Vicki      Middle Name:
---

* Last Name: Krell      Suffix: CRA      * Title: Sponsored Projects Site Supervisor
--

* SIGNATURE: Vicki Krell      * DATE: 05/02/2008
--

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

\* Name:

Dale

Scott

Ridley

PhD

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## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Tracking Number: GRANT00456789

FileName

MimeType

Tracking Number: GRANT00456789

# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: **2390-FINAL\_Abstract.pdf**

The URBAN-EXCEL (U-E) Principal Certification and Professional Development Partnership builds on an existing, highly successful and nationally award-winning university-school partnership with high-poverty rural and urban communities all over the state of Arizona. The partnership reflects nine high poverty school districts (6 rural, 3 urban), 51,200 students, 3,115 teachers, and 76 schools. Of these schools, 45% were in some level of corrective action in 2007. The U-E proposal creates a high-quality and rigorous principal certification program built on the needs of the partner districts and the recommendations of exemplary principal certification programs (e.g., Darling-Hammond, L., LaPointe, M., Meyerson, D., and Orr, M., 2007; U.S. Department of Education, Office of Innovation and Improvement, 2004).

The U-E Principal Certification Program represents a new and higher standard of rigor in the preparation of Arizona principals with full-year internship, intensive observation and coaching (using a Blended Coaching framework). The program is also specifically designed for principals who will serve in schools in high-poverty rural and urban communities.

The partnership also brings state-of-the-art professional development to acting principals in the U-E network through technology. The “Principal Academy” will offer application-oriented workshops and advanced professional development seminars with the option of site-based, individualized coaching and/or collegial visits. The Principal Academy will be delivered through live, interactive video conference to partner districts all over the state. This virtual “face-to-face” medium allows even the most isolated and remotely located administrator to receive high-quality professional development and collegial support.

This is a Community of Practice Model. By building skills for self-reflection, inquiry, and the improvement of practice in a positive, supportive, and collegial context, we will expand our collective K-20 capacity to reflect on and improve leadership, teaching, and student learning.

# Project Narrative

## Project Narrative

Attachment 1:

**Title: Pages: Uploaded File: 3447-Mandatory\_Principal\_Narrative\_Final.pdf**

## **I. PROBLEM / NEED**

### ***Challenges in Arizona's High-Poverty School Districts***

Researchers are beginning to suggest that the top two variables impacting student achievement are the quality of teachers and the quality of the principal (Waters, Marzano, & McNulty, 2003; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). Effective principals help establish a school culture of trust, professional development and supportive structures where both teachers and students continuously learn (Youngs and King, 2003). Conversely, ineffective principals and principal turnover are related to a school culture of day-to-day survival, frequent restarting of school improvement initiatives (as principals change), and teacher cynicism (Haycock, 2007).

High-poverty, low-achieving school districts, which arguably need the best principals, have difficulty attracting high quality applicants (Winter & Morgenthal, 2002). Like similar districts across America, Arizona's high-poverty rural and urban school districts struggle to recruit and retain high quality principals. Principals working in Arizona's high-poverty schools are under immense pressure to quickly turn around historically low student achievement. New principals often lack the needed knowledge, skills and experience to perform this challenging feat and long-standing principals may not have received the appropriate training (e.g., coaching teachers to improve instruction, using data to target areas for improvement) to meet the demands.

In schools plagued by poor teacher quality and turnover, the principal has multiple challenges of fostering the development of those teachers who will improve, removing the teachers who won't, and attempting to recruit high quality teachers to fill vacancies. In Arizona's high-poverty rural and urban schools, this task is daunting and often demoralizing.

In the Phoenix metropolitan area, now the nation's fifth largest population center, there are hundreds of high-poverty urban schools and thousands of students impacted by the principal quality challenge. Moreover, Arizona is a state of contrasts. In addition to large urban areas, the state has immense areas of undeveloped lands and isolated rural communities. Of the state's 200 school districts, 49 have only one school. Some of these districts serve geographic areas of hundreds of square miles and principals are isolated geographically and professionally. The College of Teacher Education and Leadership (CTEL) at Arizona State University's West campus has an established teacher education program partnership with a number of rural (and urban) districts. These partnerships are high-integrity (meaning that the college has a deep, active, and ongoing presence in the communities served) and have "opened our eyes" to their plight. Most of what is published about the challenges of educating students in high-poverty urban schools is also true for high-poverty rural schools (e.g., lack of resources, seemingly lower value placed on education), but is further amplified by the lack of access to city services (health care, public transportation, and communication infrastructure). The need for high quality teachers and administrators, professional development is acute.

Two of our rural partner districts are on tribal reservations (i.e., Navajo and Tohono O'odham Nations). Leaders in these Native American communities tell us that the recruitment of non-Native and non-resident principals has been especially challenging. Not only are salaries lower in most rural districts than in urban schools but many non-Natives are unwilling to live in agrarian communities that are viewed as having an "absence" of social and cultural opportunities. In addition, tribal law on the reservation gives preference to Native American candidates. Thus, tribal communities, even more than most rural, high-poverty communities, need high quality "grow your own" certification programs for teachers and administrators. This

type of community-embedded program provides a viable preparation option for location-bound individuals who are likely to remain and serve in the local schools. If well-prepared, these individuals are invaluable because they understand the community, the culture, and the students.

### **Partner Districts**

Ten high-poverty rural and urban school districts will collaborate with CTEL on this URBAN-EXCEL partnership. All the districts in the partnership reflect the U.S. Department of Education's standard for poverty with at least 20% of the students served in the district coming from families below the poverty line. The nine high-poverty districts in the partnership represent 51,200 students, 3,115 teachers, and 76 schools.

To establish a better understanding of the need for exemplary principals within the partner districts, we provide data on the number of schools currently in improvement, restructuring and/or corrective action with the Arizona Department of Education. As of 2007, 45% of the 76 schools in the proposed URBAN-EXCEL project were in some level of improvement (i.e., Year 1 & Year 2 = 23, Restructuring Planning & Restructuring Implementation = 8, Corrective Action = 3). In Table 1, we present data that demonstrate the need for a high-quality and well-implemented "grow your own" type of principal certification and inservice principal professional development program in these high-poverty Arizona communities is great.

Table 1. Demographic data and number of schools in: year one or two of School Improvement (I), restructuring planning & implementation (R) and corrective action (C)

Partner District	Location	Student Population	Student Ethnicity %	Student Poverty Rate %	Number of Teachers	Number of Schools	Number of Schools in Improvement
<b>Chinle Unified</b>	Northern Arizona (Tribal)	3,900	Native American 99% (Navajo)	61.4	278	6	I 1 R 2 C --
<b>Coolidge Unified</b>	South Central Arizona	5,000	Hispanic 39% Anglo 37% Native Am. 12% Black 10%	20.2	255	6	I 2 R 1 C --
<b>Creighton Elementary</b>	Phoenix metro	8,100	Hispanic 86% Black 4% Anglo 60%	31.7	523	9	I 4 R 1 C 1
<b>Douglas Unified</b>	Mexican border	4,200	Hispanic- 97% Black -0 Anglo 3%	39.6	278	9	I 1 R -- C --
<b>Gadsden Elementary</b>	Mexican border	4,700	Hispanic- 99.7% Black -0 Anglo .3%	36.8	250	6	I 6 R -- C --
<b>Indian Oasis Unified</b>	Southern Arizona (Tribal)	1,200	Native American 99% (Tohono Oodham)	46.9	96	4	I 2 R 1 C 1
<b>Kingman Unified</b>	Northern West Arizona	7,700	Hispanic 16% Black 2% Anglo - 78%	21.1	403	9	I -- R -- C --
<b>Osborn Elementary</b>	Phoenix metro	3,700	Hispanic 64% Black 12% Anglo 13%	24.7	238	6	I 2 R -- C --
<b>Roosevelt Elementary</b>	Phoenix metro	12,700	Hispanic 81% Black 14% Anglo 4%	34.1	794	21	I 5 R 3 C 1
		51,200			3,115	76	I = 23 R = 8 C = 3

As previously stated, CTEL is already involved in a number of these communities with collaborative, district-based (i.e., immersion style) teacher education programs. In 2007, these partnerships were awarded the ASU President's Medal for Social Embeddedness and the Best Practices Award for Effective School-University Partnerships by the American Association of Colleges for Teacher Education. More importantly, these programs have begun to bear fruit for our partner districts. In 2007, 40 high-quality new teachers were produced for high-poverty urban Phoenix schools, 17 high-quality new Navajo teachers for Chinle, Arizona schools, and 8 high-quality new teachers for Douglas, Arizona schools (on the Mexican border). We now turn to the collaborative preparation of exemplary principals through the URBAN-EXCEL project.

In preparation for this submission, a survey was conducted with partner district leadership to determine the strengths and weaknesses of recently hired new principals. Further, CTEL asked these leaders what weaknesses, generally observed, in university principal certification programs needed to be addressed in the URBAN-EXCEL project. The most important and commonly mentioned skills that were perceived to be missing in new principals were: 1) budgeting, 2) developing and *actually implementing* data-driven school-wide improvement plans, 3) building a culture of shared decision-making, and 4) knowledge of how to meet the learning needs of students who are English language learners.

Partner districts also provided a listing of the top professional development needs for existing principals. The most commonly mentioned topics included: 1) observing classroom instruction and providing constructive feedback to teachers, 2) using data to drive school improvement, 3) engaging parents as decision makers, especially subgroups of parents who have traditionally been withdrawn, and 4) building and sustaining partnerships with community stakeholders. In regard to perceived weaknesses of university principal certification programs

(that should be avoided in this partnership), the concern was about “watered down” certification programs (i.e., easy classes and poorly supervised internships unconnected to class work).

## **II. QUALITY OF PROJECT DESIGN**

**Purpose:** The URBAN-EXCEL project will prepare and support exemplary principals for high-poverty rural and urban school districts across the state of Arizona through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

**Goal One:** Build and effectively implement a rigorous and applied preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (recruited on a “grow your own principal” basis).

### **Objectives for Goal One:**

- a) Build and faithfully implement a rigorous screening and recruitment process (similar to the New Leaders for New Schools model) to ensure the very strongest candidates enter in the principal certification program.
- b) Implement a full-time, full-year, paid internship that is supervised by both partner district leadership and CTEL supervisors trained in “Blended Coaching” strategies.
- c) Emphasize understanding and skills in implementing systemic data-based change, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates’ internship experiences embedded in the principal certification coursework.
- d) Provide full tuition scholarships and paid internships for principal candidates during program completion in exchange for a 5-year paid service obligation in the partner districts.

### **Expected Outcomes for Goal One:**

- a) Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools.
- b) At least 95% of graduates will serve for at least 5 years in high-poverty partner district schools.
- c) Program graduates will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates.

**Goal Two:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based “Principal Academy”) on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, site-based coaching, peer-mentoring, collegial site visits, “Blended Coaching” training).

**Objectives for Goal Two:**

- a) Determine topics for the Principal Academy workshops by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes that have implications for school leaders.
- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to enlist maximum participation of principals and cross-partner district collaboration.
- c) Offer the Principal Academy workshops in a highly engaging “problem-based” seminar format which blends discussion, instructional input of best-practice concepts, and collective,

cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.

- d) Invite highly interested Principal Academy workshop participants to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data).
- e) Offer full tuition (or participation fee) support for partner district Principal Academy participants.

**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 50 inservice principals) per semester.
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars.
- c) Regular participants in the Principal Academy Advanced Professional Development seminars will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by principals who are regular participants in the Principal Academy Advanced Professional Development seminars.

**Goal Three:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-valued preservice and inservice programming.

### **Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the URBAN-EXCEL project will be required to purchase the necessary videoconference equipment to receive the preservice and inservice programming.
- b) Existing partner districts may be required to purchase expanded (i.e., a mobile video conferencing cart) reception capacity as the Principal Academy services grow.

### **Expected Outcomes for Goal Three:**

- a) Surveys of partner district leadership and program participants will reveal that partners highly value the cross-district and cross-state sharing of issues, perspectives, and collective problem-solving solutions through the interactive video conferencing technology
- b) Relationships will be built across the partner districts that foster cross-district administrative internship and job placements.
- c) Surveys of Partner district principals (new and experienced) will demonstrate that they view the video conference-based Principal Academy as a source of support and means of reduced professional isolation (i.e., a tool for increased retention).

### **Program Description**

#### **Part 1: Preservice Principal Certification Program**

CTEL has a ten year track-record of nationally award-winning teacher education program partnerships with high-poverty rural and urban school districts. Published research and partner district data indicate the graduates of our collaborative district-based teacher education programs are exceptionally strong teachers that outperform teachers prepared in traditional programs (Ridley, Hackett, Landeira, & Tate, 2005). Data also indicate that retention of these teachers is higher than for teachers prepared in other types of certification programs. These experiences

have developed a strong infrastructure for success. Each of our university-school teacher education program partnership has high norms of excellence, a monthly oversight/shared-governance committee, and resources to ensure effective program implementation..

In addition, CTEL offers a strong current principal certification program, based on the National Interstate School Leaders Licensure Consortium Standards, utilizing many field-based assignments throughout the coursework, and already focused on the areas identified as needs by the partner districts: implementation of change, supervision of instruction, and curriculum development. This curriculum is primed to attain an even higher level of excellence through the collaborative redesign of courses with the URBAN-EXCEL partner districts to target the preparation of highly effective new principals for high-poverty rural and urban schools. The specific features of this proposed certification program are based on the needs analysis conducted with partner district leadership and a review the of exemplary principal certification programs (e.g., Darling-Hammond, L., LaPointe, M., Meyerson, D., and Orr, M., 2007; U.S. Department of Education, Office of Innovation and Improvement, 2004). The features of the proposed principal certification program are presented below:

### **Proposed Participants**

Each (two year) cycle of the URBAN-EXCEL principal certification program will have 20 candidates in a cross-partner district cohort, selectively recruited from the ranks of exemplary classroom teachers and/or teacher leaders in the partner districts. In support of Section 427 of GEPA, we will work to reduce barriers that might impede equitable participation of qualified principal candidates due to gender, race, national origin, color, disability, or age.

### **Recruitment and Screening Strategies / Incentives**

This “grow your own” model of principal certification means that a select number of high-potential classroom teachers and teacher leaders in the partner districts will be recruited into the certification program. The strength of this model is that the graduating principal is more likely to stay and serve the community. The *potential* weakness of the “grow your own” model is that the number and/or quality of candidates desiring to enter the program may be low. This presents a two-fold challenge: (a) to recruit candidates who should be in the program because have strong potential but who may not view themselves as potential principals, and thus may need to be identified and encouraged by others; and (b) to screen out candidates who self-identify but who are unlikely to succeed. In addition, candidates must be convinced that the sacrifice of time and effort is likely to result in employment as school administrators.

The first challenge is a failure to recruit promising candidates. Experience with hundreds of teachers who express tentative interest in principal preparation has led us to identify several recurring concerns among these teachers: a view of principal work that emphasizes negative aspects and does not recognize the intrinsic satisfactions, a perception that completing the degree may not lead to an administrative position, lack of confidence that the teacher “has what it takes,” and a lack of financial incentives. We will address these challenges (through the following strategies:

- Intensive recruitment that emphasizes the intrinsic rewards of school leadership, and the transfer of classroom leadership skills (interpersonal relationship-building, goal-setting, instructional proficiency) to the school level;
- Emphasis on the tuition scholarships, paid internship, and continued mentoring through the first year of administrative work;

- Active commitment of partner districts to nominate 15% of the teaching force for consideration;
- Cohort model that explicitly builds in mutual support and recognition of member strengths throughout the program.

Strong recruitment efforts are the best guarantee that the program may impose rigorous selection standards on the pool of applicants. With the recruiting efforts described above, we anticipate that we will be able to be selective. In order to select the most promising candidates, we will:

- Develop with partners an initial screening process based on criteria and processes as described by New Leaders for New Schools;
- Require candidates to submit an application and undergo an interview by the university-partner committee;

Candidates approved by the Committee and admitted to Graduate Studies in CTEL receive a full tuition scholarship and a full-time, paid, one year internship. Those that graduate from the rigorous program will be obligated to a five-year paid principal service commitment in a school across the partnership districts. Students will sign a promissory note for the amount of the tuition scholarship, with the proviso that one-fifth of the obligation will be forgiven at the end of each year of subsequent employment by an URBAN-EXCEL partner district. If the graduate fails to obtain an administrative position, a tuition forgiveness deferment will be enacted. (This is necessary as no graduate should be penalized because of a lack of openings or a district's decision to hire another applicant.)

### **Certification Program Academics**

The partner districts warn us that “watered down” certification programming may ultimately hurt new principal graduates, and the communities where they work, because the

novice principals are not prepared to meet the thorny challenges in high-poverty schools. The proposed program does not make this mistake; it is a selective, rigorous and designed to prepare exemplary new principals for high poverty schools. The features of the program include:

- Two-year, 36-credit hour Masters Degree and certification program taught by ASU CTEL full-time faculty members and a selective number of successful administrative leaders from high-poverty communities, including some courses taught collaboratively;
- Courses taught from the ASU CTEL distance learning studio (real time, live, interactive) to video conference reception classrooms in partner districts across the state;
- Applied strategies such as problem-based learning, action research, field-based projects and full-time, year-long internship experiences;
- A strong thematic focus on the “new skills”: instructional leadership; school improvement using data; teacher observation, evaluation, and feedback; and the development of effective interpersonal and group communication skills;
- Strong thematic focus on the important “old basic” knowledge and skills (e.g., budget, law, facilities management).
- Review of syllabi, readings and assignments with URBAN-EXCEL partner district leadership before courses are taught to insure content is appropriate and student assignments are grounded in actual principal work.

### **Internship, Placements, Supervision and Mentoring**

- Full-time, one-year paid internship during the second year of the certification program;
- To ensure long-term continuation and institutionalization of this rigorous, university-school partnership principal certification program, the partner districts will pay an increased percentage of the principal candidate’s internship salary (which will be equal to the salary the

candidate would have received had he or she been teaching in their regular position) during each progressive cohort (on the following schedule):

- First Cohort (Aug 2009-May 2011) partner districts will pay 50%
  - Second Cohort ( Aug 2011 May 2013) partner districts will pay 75%
  - Third Cohort and beyond (Aug 2013-) partner districts will pay 100%
- To provide a meaningful and diverse internship experience, each candidate will have the *opportunity* to perform one semester of the year-long internship in another URBAN-EXCEL partner district. The balance of the internship will occur in principal candidates' own district;
  - Structured clinical observation of, and feedback to, principal candidates by partner district leadership AND CTEL staff (four times each) over the internship year. Both CTEL and partner district supervisors for this program will be trained in “Blending Coaching” methodology by the New Teacher Center at UC Santa Cruz;
  - Performance-based (rubric-scored) evaluation of the principal candidate's skills in the internship setting as well as academic evaluation in coursework.

### **Placement of Graduates**

Given the selective and rigorous nature of this university-school partnership principal certification program (and the partner districts' financial support of their principal candidates), it is expected that the vast majority of graduates will become principals in their own districts. On the occasions where an opening is not available, the URBAN-EXCEL university-school leadership committee will coordinate principal job opportunities across the partnership network. It has not yet been worked out, but this leadership committee (which has representatives from all partner districts) will be asked to create an acceptable cross-partner district compensation packet (for the supplying partner district) when a principal graduate leaves one district to accept a job in another partner district.

## **Post-graduate Retention Strategies**

First-year principal graduates of the partnership program will be required to participate in the Principal's Academy (workshops and/or advanced professional development seminars). This will provide a support network for novice principals and qualified mentors.

## **Part II: Inservice Principal Academy**

The research literature (Portin, 2003) and partner district leadership state that few acting principals receive meaningful professional development. This is problematic because changing conditions demand that principals' knowledge and skills be continuously updated. In high-poverty school districts, the need is greater because conditions are more demanding, teacher leadership is more problematic, less support may be available and principals may be isolated by geography, and the lack of access to professional development.

To provide the professional development needed, the URBAN-EXCEL project will use interactive video conferencing technology to enable typically isolated principals to share challenges and solutions, take part in cutting-edge inservice professional development, to build cross partner district relationships, and to interact with experienced, successful administrators.

The features of the inservice "Principal Academy" will include:

- Early morning workshops offered in a highly engaging "problem-based" seminar format which blends discussion, instructional input of best-practice concepts, collective, cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.
- Workshops topics determined by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes.

- The morning workshop format will serve as a gateway for more advanced professional development opportunities. Highly interested workshop participants will be invited to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data). To promote these outcomes, some of the advanced professional development seminars will offer site-based coaching, participation in principal’s networks and study groups, collegial school visits, and/or peer-mentoring. In addition, URBAN-EXCEL administrators will be encouraged to complete Blended Coaching training to increase their districts’ self-sufficiency in peer-mentoring;
- Each semester, including summer, there will be three workshops offered to one advanced professional development seminar. The advanced professional development seminars will be offered on both a non-credit and graduate course credit basis, and will be supported through grant funding.

### III. **QUALITY OF PROJECT EVALUATION**

If we believe that high-quality preparation of principals really matters to high-poverty schools, teachers, and students, it is our responsibility to test and document this assertion. While our program evaluation design is comprehensive, the bottom-line variables are number of principals produced (and supported), their retention, and their impact on school, teacher and student success. On the next pages, we present a table that gives an overview of the data collection and reporting plan for the project.

All data will be reported to the U.S. Department of Education and to the governance committees of the partnership districts.

Goal/Outcomes	Summative				Formative	
	Evidence/ Data	When Collected / By whom?	Nature of Data Analysis	Report is Available?	Benchmark Data	When Collected / By whom?
<b>Goal One: Build and effectively implement a rigorous and applied preservice principal certification program...</b>						
<i>No less than 40 exemplary new principals prepared</i>	Number of students certified	Each 2 yrs CTEL	Descrip. stats	Each 2 yrs	-Admits -Retention	Annually CTEL
<i>95% of graduates will serve for at least 5 years</i>	Partner District employment data	Annually Partner District	Descrip. stats	Annually -Begin 4 <sup>th</sup> yr of grant	Placements	Annually Partner Districts
<i>Program graduates are highly effective communicators and leaders.</i>	Published Attitudinal Survey (teachers, staff, students, parents)	Annually ASU grad student & online	Criterion ref. & Time <sup>1</sup> vs. Time <sup>2</sup>	Annually -Begin 4 <sup>th</sup> yr of grant	Principal cert. program clinical evaluations	Internship Year CTEL
<i>School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates</i>	<u>School Culture:</u> Published Survey <u>Teaching:</u> Observations <u>Retention:</u> District counts <u>Student Ach:</u> State Exams	Annually Online Annually CTEL Annually Districts Annually Districts	T <sup>1</sup> vs T <sup>2</sup>  T <sup>1</sup> vs T <sup>2</sup>  T <sup>1</sup> vs T <sup>2</sup> T <sup>1</sup> vs T <sup>2</sup>	Annually -Begin 4 <sup>th</sup> yr of grant	Baseline data on the four variables for all partner district schools	Within first two years of grant  Same as summative data collectors
<b>Goal Two: Offer inservice principals a video conference-based "Principal Academy"....</b>						
<i>Offer three workshops and one advanced professional development seminar (serving at least 50 principals) per semester</i>	CTEL offerings and enrollment data	Annually CTEL	Descrip. stats	Annual	Participant event evaluations	By semester CTEL

<i>95% of principals will have completed four workshops and 75% will have completed three advanced professional development seminars</i>	CTEL enrollment data	Annually CTEL	Descrip. stats	Annual	Annual survey of interest - satisfaction	Annual CTEL
<i>Regular participants are perceived as more effective communicators and school leaders by teachers, staff, students, and parents.</i>	Published attitudinal survey (teachers, staff, students, parents)	Annually ASU grad student & online	Criterion ref. & Time <sup>1</sup> vs. Time <sup>2</sup>	Annually -Begin 3rd yr of grant	Baseline data from all partner district schools	Within first 2 years Same as summative data collector
<i>School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by regular participants</i>	<u>School Culture:</u> Published Survey <u>Teaching:</u> Observations <u>Retention:</u> District counts <u>Student Ach:</u> State Exams	Annually Online Annually CTEL Annually Districts Annually Districts	T <sup>1</sup> vs T <sup>2</sup>  T <sup>1</sup> vs T <sup>2</sup>  T <sup>1</sup> vs T <sup>2</sup>  T <sup>1</sup> vs T <sup>2</sup>	Annually -Begin 3rd yr of grant	Baseline data on the four variables from all partner district schools	Within first 2 years  Same as summative data collectors
<b>Goal Three: Use live, interactive video conferencing and strong partnership governance to deliver high-quality</b>						
<i>Highly value cross district sharing of issues through video conferencing</i>	Constructed Attitudinal Survey	Annual CTEL	T <sup>1</sup> vs T <sup>2</sup>	Annually	Participant event evaluations	By semester CTEL
<i>Partner districts relationships foster cross-district administrative internships and job placements</i>	Report tracking placements	Annual CTEL	Descrip. Stats on sites selected	Annually	Participant event evaluations	By semester CTEL
<i>Principal Academy is viewed as a source of support and reduced professional isolation</i>	Constructed Attitudinal Survey	Annual CTEL	T <sup>1</sup> vs T <sup>2</sup>	Annually	Participant event evaluations	By semester CTEL

As can be seen in the table, our program evaluation is aimed at measuring the expected outcomes for the project. We have also noted the benchmark or formative indicators that will be used to make judgments about our programmatic progress and to guide adjustments. As mentioned above, the URBAN-EXCEL Governance Committee, which will meet monthly, will use these data to decide the direction of the project. Experience with our PDS TENET partnership shows that monthly governance meetings, religiously attended by partner district and university leaders (through video conference) and centered on the collection and analysis of formative assessment data, are effective in monitoring quality of program delivery and results. We propose a similar model here.

Dr. Ridley, the Co-PI for this proposal, is an expert in educational measurement and has significant experience with program evaluation on a number of federal grants. Dr. Ridley will be working with an external evaluator who will serve the program evaluation leader for this project. The program evaluation design and personnel will provide systematic and objective data to address the question about whether “quality matters” in high-poverty school principal preparation.

#### **IV. QUALITY OF THE PROJECT SERVICES**

In the spirit of Section 427 of GEPA, the URBAN-EXCEL project strives to serve those people and communities which have historically been denied access to the best training and services. The URBAN-EXCEL project is targeted to nine of the highest poverty school districts across the state of Arizona. The use of video conferencing distance technology allows these traditionally underserved school districts to participate regardless of their location. The findings from a pre-submission needs-analysis of PDS TENET Partner Districts concerning school principals and certification programs echo the recommendations found in a literature review of

exemplary principal certification programs (e.g., pick only the strongest candidates, don't "water down" the program, integrate theory and practice, don't forget the inservice principals, use partnerships to create a stronger program). The proposed principal certification and inservice professional development programs address each need and recommendation. The principal certification program is selective, rigorous, and partnership-based. This program will help our high-need partner districts to "grow their own" exemplary building leaders.

The inservice "Principal Academy" professional development will address highly relevant issues for typically isolated principals (who receive little professional development). The Principal Academy will provide support and networking to new and long-time principals who, through the interactive video conference system, will be able to communicate with and learn from colleagues across the state. Over time, the increased number of partner district principals trained in Blended Coaching will develop each district's administrative capacity (and self-sufficiency) to reflect on and improve teaching and learning. All programming will be designed to improve principals' performance in their building and to improve teaching and student learning. These variables will be closely measured and monitored. If results do not align with aspirations, changes will occur until we achieve measurable impact on teaching and learning.

The differential advantage of the proposed URBAN-EXCEL project is that it builds on a successful and high-quality university-school teacher education partnership of high-poverty districts across the state of Arizona. The partnership has the knowledge, experience, infrastructure to now address high-quality principal preparation and support. We have assessed needs, reviewed the literature, contemplated the required changes, and are committed to implementing state of the art programming through our university-school partnership.

## V. QUALITY OF THE MANAGEMENT PLAN

**Goal I:** Build and effectively implement a rigorous and applied preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (recruited on a “grow your own principal” basis).

<b>Activities</b>	<b>Milestones</b>	<b>Timeline Year</b>	<b>Person Responsible</b>
<ul style="list-style-type: none"> <li>Approve screening, recruitment, and selection process through the governance committee and begin recruitment in the partner districts</li> </ul>	<ul style="list-style-type: none"> <li>Recruit a cohort of 20 high-caliber candidates from across the partner districts</li> </ul>	Fall 2008	Co-PIs Painter & Ridley Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>Revise the existing principal certification program to focus on high-poverty schools and other changes (e.g. year-long internship).</li> </ul>	<ul style="list-style-type: none"> <li>ADE, CTEL and the U-E Gov. Com. endorse the focus and rigor of certification program</li> <li>Begin 1<sup>st</sup> Certification Program Cohort</li> </ul>	Spring 2009 Fall	Co-PI Painter Project Manager
<ul style="list-style-type: none"> <li>Create rubrics for internship performance assessment and the parameters for CTEL / Partner District quarterly observation of principal candidates</li> </ul>	<ul style="list-style-type: none"> <li>Internship supervisors trained in Blended Coaching. Field-based projects and performance evaluations are approved by CTEL faculty and U-E Gov Com</li> </ul>	Summer 2009	Co-PIs Painter & Ridley Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>Create partnership-endorsed policies for cross-partner district internship and job placements</li> </ul>	<ul style="list-style-type: none"> <li>Internship expectations are articulated &amp; potential cross-district internship site placements are set</li> </ul>	Early Fall 2009	Co-PI Painter Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>Create partnership-endorsed policy for candidates that do not succeed in (nor complete) the program.</li> </ul>	<ul style="list-style-type: none"> <li>Only the best candidates graduate and become principals; others are considered (case-by-case) for alternative district assignments</li> </ul>	Fall 2009	Co-PIs Painter & Ridley Project Manager U-E Gov Com

**Goal II:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based “Principal Academy”) on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, site-based coaching, peer-mentoring, collegial site visits, “Blended Coaching” training).

<b>Activities</b>	<b>Milestones</b>	<b><u>Timeline</u> Year</b>	<b>Person Responsible</b>
<ul style="list-style-type: none"> <li>• Do needs analysis of topics and begin to develop workshops and advanced seminars</li> </ul>	<ul style="list-style-type: none"> <li>• All workshops and advanced seminars will be fully attended and highly rated</li> </ul>	Fall 2008	Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>• Post a semester schedule of AM workshop (3) and a PM advanced seminar (1) and recruit</li> </ul>	<ul style="list-style-type: none"> <li>• Time of offering for workshops and advanced seminars will fit the schedules of the majority of principals in the U-E network</li> </ul>	Fall 2010	Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>• Showcase (in the governance committee) site-based coaching, outcomes of collegial site visits for observation, analysis and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Half of the advanced seminar participants will utilize individual coaching, collegial visits and/or peer-mentoring to improve their practice</li> </ul>	Fall 2011	Co-PI Painter Project Manager  AZ Wallace Project
<ul style="list-style-type: none"> <li>• Work with the New Teacher Center (UCSC) &amp; AZ Wallace Leadership Project to make Blended Coaching training available of U-E principals and central administrators</li> <li>• Broker highly acclaimed and proven VC-based services to U-E administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial site visits &amp; peer-coaching/ mentoring by trained U-E principals and other administrators will become the normative intervention for struggling U-E schools.</li> <li>• High quality, nationally available training resources will be made available through VC</li> </ul>	Fall 2012	Co-PIs Painter & Ridley Project Manager AZ Wallace Project

**Goal III:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-valued preservice and inservice programming.

Activities	Milestones	<u>Timeline</u> Year	Person Responsible
<ul style="list-style-type: none"> <li>• Get the video conference equipment (VC) connected and bring the new partner districts into the monthly governance process.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly U-E Governance Committee Meetings (with individual partner districts) begin by December of 2008</li> <li>• Use the governance committee to recruit principals into the Certification Program and Principal Academy, coordinate internships, and review implementation operations</li> </ul>		Co-PIs Painter & Ridley Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>• Create a master schedule for the three programs in the two video conference studios: Principal, Special Education, and Content Academies.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no scheduling conflicts in programming.</li> <li>• U-E partner districts are offered the option of participating in other VC programs</li> </ul>		Co-PIs Painter & Ridley Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>• Use video conferencing to reduce part of the travel requirements for the certification program internship supervision and advanced seminar coaching and peer-mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Principal candidates and advanced seminar principals receiving coaching/mentoring support experience substantial interaction (physical and virtual) with coaches</li> </ul>	Spring 2009	Project Manager U-E Gov Com
<ul style="list-style-type: none"> <li>• Conduct Quarterly Leadership Meetings (inclusive of all partner districts) to guide strategic direction of the U-E Project</li> </ul>	<ul style="list-style-type: none"> <li>• Major practices are advanced (Blended Coaching as a peer-mentoring process) and annual program evaluation is supported</li> </ul>	Spring 2009	Co-PIs Painter & Ridley Project Manager U-E Gov Com

The experience of the URBAN-EXCEL management team will be another strength of this project. The Co-PIs have had significant experience with large scale federal projects with significant budgets (e.g., PDS TENET, Title II: Teacher Quality Enhancement Project, FY 2004, \$ 10 million). The quality of the implementation and the achievement of expected outcomes for past projects have been exemplary. CTEL and the leadership for the proposed URBAN-EXCEL project are completely dedicated to fidelity of implementation, careful and timely measurement and documentation of procedures and outcomes, and dissemination of lessons learned. Further, we are completely dedicated to working for the success of our partner districts; their success is our success. Listed below are the time commitments and backgrounds on the Co-PIs as well as the expectations for the yet to be hired project manager.

**(b) of Time -- (Co-PI) Dr. Scott Ridley** is the Assistant Dean for Partnerships and an Associate Professor of Educational Psychology in the College of Teacher Education and Leadership at the West campus of Arizona State University. Dr. Ridley is currently the PI and Project Manager for a 5-year, \$10 million Title II grant and the co-PI for a 5-year, \$3.2 million Transition to Teaching grant. These school-university partnership grants support district-based teacher preparation programs in elementary education and special education in high-poverty rural and urban partner districts across the state of Arizona. The grants also support distance learning-based Content Academies in Mathematics, Science, and Reading for inservice teachers in the partner districts. Dr. Ridley's roles in the project will be university-school partnership structure and shared-governance, oversight of video conference delivery and co-leadership of program evaluation.

(b)  
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**of Time -- (Co-PI)** Dr. Suzanne Painter is Chair of the Department of Graduate Studies and for ten years has been the leader of the principal preparation program in the College of Teacher Education and Leadership. She has been a leader on statewide efforts to improve principal preparation in collaboration with the Arizona Department of Education and the statewide consortium AZLeads. Her research interests include the selection, training and retention of school principals. She is currently directing an innovative doctoral program that prepares school leaders to become more deliberative inquirers and effective leaders who study their own work in cycles of action research. Dr Painter's roles in the project will be supervision of the project manager, co-leadership for the reform of the principal certification program to address the needs principals serving in high-poverty schools, co-leadership of the revised year-long, full-time paid internship, co-leadership of the Principal Academy curriculum, and co-leadership of the coaching skill training.

**100% of Time – Project Manager:** A talented individual with an exemplary track record of administrative leadership in high-poverty school districts will be hired as Project Manager. We will seek an individual with communication skills and a fundamental belief in the power of university-school collaboration and shared-governance. This person will collaborate (weekly) with the PIs and will lead the planning and implementation of both the preservice and inservice principal programs. The Project Manager will champion high and uncompromising expectations and build personal relationships with the leaders of each partner district.

# Project Narrative

## Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **5047-Mandatory\_Other\_Attachments.pdf**

# Dale Scott Ridley

College of Teacher Education and Leadership (CTEL)  
Arizona State University  
4701 W. Thunderbird Rd.  
P.O. Box 37100  
Phoenix, AZ 85069-7100  
602-543-6346 FAX 543-6350

## EMPLOYMENT

Aug. 2007-present	Assistant Dean for Partnerships	CTEL Arizona State University
Jan. 2004-present	Associate Professor & PI & Project Manager for the PDS TENET Project	CTEL Arizona State University
Jan. 1999-2004	Associate Professor & Coordinator of the Osborn District PDS Programs	CTEL Arizona State University
Jan. 1995- Aug. 1998	Assistant Professor & Coordinator of the Professional Core	College of Education Arizona State University West
Aug. 1991-Jan. 1995	Assistant Professor	College of Education Arizona State University West
Aug. 1990-May 1991	Instructor	College of Education Arizona State University West
Jan. 1990-May 1990	Instructor	Dept. of Psychology The University of Texas at San Antonio
Sept. 1987-May 1990	Program Evaluation Consultant	School of Nursing The University of Texas at Austin
Sept. 1985-May 1989	Assistant Coordinator & Instructor	Dept. of Educational Psychology The University of Texas at Austin

## EDUCATION

1990	The University of Texas at Austin	Ph.D. Educational Psychology Emphasis: Learning, Cognition, Motivation, & Instruction
1988	The University of Texas at Austin	Masters Educational Psychology Emphasis: Program Evaluation
1978	New Mexico State University	Bachelors Economics

## PUBLICATIONS

### Books

Ridley, D.S. & Walther, B. (1995). Creating responsible learners: The role of a positive classroom environment. *Psychology in the classroom: A mini-series on applied educational psychology*. (B.L. McCombs & S. McNelly, Series Eds.), Washington, DC: American Psychological Association.

### Chapters in Book(s)

Ridley, D.S., Hackett, M.R., Landeira, K., & Tate, P. (2005). Are new teachers prepared in a PDS-based certification program really better? In I.N. Guadarrama, J. Ramsey, & J. Nath (Eds.), *Forging alliances in community and thought: Research in professional developments schools Volume II* (p.p. 85-100). Houston, TX: Information Age Publishing.

### Refereed Journal Articles

Ridley, D.S., Hurwitz, S., Davis Hackett, M.R., & Knutson Miller, K. (2005). Comparing PDS and campus-based preservice teacher preparation: Is PDS-based preparation really better? *Journal of Teacher Education*, 56(1), 57-72.

Ridley, D.S., McCombs, B.L., & Taylor, K.D. (1994). Walking the talk: Fostering self-regulated learning in the classroom. *The Middle School Journal*, 26(2), 50-55.

Ridley, D.S., Schutz, P.A., Glanz, R.S., & Weinstein, C.E. (1992). Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education*, 60(4), 293-306.

Ridley, D.S. (1991). Reflective self awareness: A basic motivational process. *Journal of Experimental Education*, 60(1), 31-48.

Weinstein, C.E., Ridley, D.S., Dahl, T., & Weber, E.S. (1989). Helping students develop strategies for effective learning. *Educational Leadership*, 46(4), 17-19.

Schutz, P.A., Ridley, D.S., Glanz, R.S., & Weinstein, C.E. (1989). Goal-setting and goal-using: Developing personal meaning to enhance the use of learning strategies. *Innovation Abstracts*, 11(11).

Weinstein, C.E., Johnson, K., Malloch, B., Ridley, D.S., & Schutz, P.A. (1988). The high school to college transition. *Innovation Abstracts*, 10(21).

### **Manuscripts in Progress**

Ridley, D.S., Meko, S., Cleland, J., Rodriguez, A., Goldie, M., & Long, K. The Challenges and Returns of doing a Reading Intervention Action Research Project at an Urban Middle School PDS.

### **ACADEMIC AWARDS**

1994 ASU West Award of Achievement in Research, Scholarship, and Creative Activity

### **PRESENTATIONS**

#### **Conference Presentations**

Ridley, D.S., George, P., Elliott, F., Berheim, B., Rojas, M., Linder, A., Saenz, S., & Grivalja, R. (2007). From Schoolhouse Program to State Network: Evolving the PDS Model with “Old World” Presence and “New World” Technology. Paper presented at the annual meeting of the National Conference of Professional Development Schools, Las Vegas, NV.

Ridley, D.S. & Misner, H. (2006). The Changing Face of Teacher Professional Development – PDS Style. Paper presented at the annual meeting of the National Conference of Professional Development Schools, Orlando, Florida.

Ridley, D.S. & George, P. (2005). Are New Teachers Prepared in a PDS-based Certification Program Really Better? Paper presented at the annual meeting of the National Conference of Professional Development Schools, Orlando, Florida.

Ridley, D.S., Hackett, M.R., Hurwitz, S., & Tate, P. (2004, April). Are new teachers prepared in a PDS-based certification program really better? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ridley, D.S., Meko, S., Cleland, J., Rodriguez, A., Goldie, M., & Long, K. (March, 2004). The Challenges and Returns of doing a Reading Intervention Action Research Project at an Urban Middle School PDS. Paper presented at the annual meeting of the National PDS Conference, Orlando, FL..

Ridley, D.S., Hurwitz, S., Davis-Hackett, M.R. (April, 2003). A Long-Term Analysis of PDS and Campus-based Preservice Teacher Preparation. Is Preparation at a PDS Really Better? Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill.

- Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2002). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2002). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2002). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2001). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2000). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Ridley, D.S., Knutson-Miller, K., & Carlile, B.J. (April, 1999). Examining the effectiveness of reflective inquiry oriented educational psychology courses delivered in urban professional development schools: Are they really better than a campus-based course? Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Ridley, D.S. (July, 1997). Exchange for effective learning (ExCEL): A collaborative change facilitation venture for urban teachers, service providers, and parents. Paper to be presented at the China-U.S. Conference on Education, Beijing, Peoples' Republic of China.
- Cardelle-Elawar, M., & Ridley, D.S., (July, 1997). Parents as partners with teachers to improve students' motivation to learn. Paper to be presented at the China-U.S. Conference on Education, Beijing, Peoples' Republic of China.
- Ridley, D.S., Cardelle-Elawar, M., & Buss, R., & Robbins, S. (March, 1997). A motivationally-based explanation for parent involvement in their children's education. Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, Ill.
- Ridley, D.S., Cardelle-Elawar, M., & Buss, R., & Robbins, S. (October, 1996). Parents as partners in their children's' motivation to learn. Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.
- Ridley, D.S. (1995, April). Teachers' beliefs about learners and learning Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Ridley, D.S. (1994, August). Teachers' self-reported beliefs about learners and learning: walking their talk? Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Ridley, D.S. (1994, February). Learner-centered principles as standards for the design of teacher education. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, Ill.

- Ridley, D.S., & Taylor, K.D. (1993, April). The reciprocal nature of teacher and student self-regulation and motivational orientation in the classroom. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Ridley, D.S. (1992, November). The development of the Teacher's Psychological Assumptions Scale (TPAS) Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.
- Ridley, D.S. (1992, April). What do theories of self-regulated learning have to offer teachers? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Ridley, D.S. (1991, October). Self-regulated learning: toward an integration of theory and practice. Paper presented at the annual meeting of the Arizona Educational Research Association, Flagstaff, AZ.
- Ridley, D.S. (1991, April). Reflective self awareness: a basic motivational process. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Ridley, D.S. (1990, January). The development of a model of purposeful self-regulation. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, Texas.
- Ridley, D.S., Schutz, P.A., Glanz, R.S., Weinstein, C.E. (1989, June). Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting. Paper presented at the annual meeting of the American Psychological Society, Washington, D.C.
- Schutz, P.A., Ridley, D.S., Glanz, R.S., Weinstein, C.E. (1989, March). The development of a self-regulation scale: The conceptualization and measurement of a process model of academic self-regulation. Paper presented at the annual meeting of the American Psychological Society, Washington, D.C.
- Ridley, D.S., Glanz, R.S., & Schutz, P.A. (1989, January). The interactive influence of metacognitive awareness and goal-setting. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, Texas.
- Schutz, P.A., Ridley, D.S., Glanz, R.S., & Weinstein, C.E. (1989, January). The construction of a self-regulation scale for learning. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, Texas.
- Schutz, P.A., Ridley, D.S., & Weinstein, C.E. (1988, October). Components of autonomous learning: A conceptual framework for learning skills courses. Paper presented at the annual meeting of the Texas Association of Developmental Education, El Paso, Texas.
- Ridley, D.S., Mason, E., Boverie, P., & Grubb, P. (1988, March). An examination of the relationship between cognitive development and ego identity development. Paper presented at the annual meeting of the Southwest Psychological Association, Tulsa, Oklahoma.
- Ridley, D.S. & Schutz, P.A. (1988, January). Does metacognitive awareness imply the existence of explicit goals for learning? Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, Texas.

## Invited Presentations

- Ridley, D.S. (2004, November). Urban School and University Teacher Education Reform through the PDS Model and Responsibility for Student Learning. Paper presented at the Whose Children: Ethics, Education, and Collective Responsibility Conference, Tempe, AZ.
- Ridley, D.S. (January, 2002). Full Service PDS in under served communities? Paper presented at the PI Meeting for Title II, San Diego
- Ridley, D.S. (1995, October). How can parents and teachers help make students more responsible learners? Presented at Arrowhead Elementary School, Phoenix, AZ.
- Ridley, D.S. (1995, August). Motivating college students. Presented at the Paradise Valley Community College Fall Faculty Retreat, Phoenix, AZ.
- Ridley, D.S. (1994, September). Fostering self-regulation in the homeless: theory and practice from the field of education Paper presented at the "Homelessness: Current Issues, Practices, and Research" Conference, Phoenix, AZ.
- Ridley, D.S. (1992, June). The role of teacher self-regulation and motivational orientation in effective teaching and student learning. Paper presented at the annual meeting of the Impact Conference on Assessment and the Teaching of Thinking, Tucson, AZ.

#### **UNPUBLISHED MANUSCRIPTS**

- Ridley, D.S. (1990). Reflective intentionality: The development of a model of purposeful self-regulation. Unpublished doctoral dissertation, The University of Texas at Austin.
- Ridley, D.S., Mason, E., & Boverie, P. (1989). An examination of the relationship between cognitive development and ego identity development.

#### **RESEARCH & INSTRUCTIONAL SUPPORT GRANTS**

- |      |   |                |
|------|---|----------------|
| 2007 | ASPIRE: Arizona Special Initiative to Recruit and Retain Educators<br>U.S. Department of Education – Transition to Teaching Grant<br>(2007-2012)<br>Co-writer (Kathy Puckett) & PI  | \$ 3.2 million |
| 2004 | PDS TENET: Professional Development School Teacher Education Network of Excellence through Technology<br>Title II: U.S. Department of Education – Teacher Quality Enhancement Grant<br>(2004-2009)<br>Writer & Principal Investigator | \$ 10 million  |
| 2000 | 21 <sup>st</sup> Century Learning Centers: Osborn District (PDS Partner District)<br>After-School Programming to Increase Student Achievement   |                |

Co-writer and Project Evaluator

\$ (b)(4),(b)(6)

1999

AZTEC: Arizona Teacher Excellence Coalition  
Title II: U.S. Department of Education Teacher Quality Enhancement Grant  
(2000-2005)

Co-writer (Jim Middleton) and PI

\$ 13.8 million

CaseNET: Using Internet-based Case Study Technology  
to Prepare Preservice Teachers.  
(2000-2003)

Co-PI (with the University of Virginia)

\$ (b)(4),(b)(6)

## COURSES TAUGHT

- Professional Development, Learning and Motivation in Education
- Teacher as Researcher
- Classroom Assessment
- Essentials of Classroom Learning
- School Organization & Governance
- Individual Learning Strategies
- Student Teaching Seminar
- Child Development Applied to Elementary Education Classrooms
- Psychology of Thought

## SERVICE

### PDS TENET Grant (2004-present)

- Start up and development of PDS partnerships with Chinle, Douglas, Indian Oasis-Baboquivari, and Whiteriver Districts
- Hire and supervise of seven PDS Coordinators for the partner districts
- PDS Teacher Education Program development and oversight
- PDS Teacher Education Program student recruitment oversight
- Content Academy Curriculum Development Leadership
- Content Academy Distance Learning Technology Acquisition Leadership
- Development and evaluation of 2+2 programs with four rural community colleges
- Lead each of the PDS TENET Development Groups: Dissemination, Scholarship Endowment, Content Academies, and Technology Applications
- Work with the PDS TENET Administration & Budget Manager
- Lead the cross-district PDS Leadership Council meetings and ensure the implementation of district-level PDS governance meetings
- Lead weekly and monthly PDS Coordinator meetings
- Plan, implement, and evaluate an annual, statewide (or regional) conference on university-school teacher education program collaboration

- Coordinate overall program evaluation including the collection, analysis, reporting of teacher quality and student achievement outcome data, oversight of the quality of action research projects in the PDS districts
- Collaborate with the external evaluator on the evaluation of the overall university-school PDS partnership using the NCATE PDS Standards
- Support of PDS research and dissemination by ASU PDS Coordinators and K-12 partners.
- Complete annual and final US Department of Education reports, work plans, budgets
- Attend US Department of Education Meetings

#### **Aztec TQE Grant—ASU CTEL PDS Program Coordination (2000-2005)**

- Start up and development of PDS partnerships with Osborn, Madison, and Avondale Districts
- PDS District Leadership Meetings
- NCATE PDS Standards Partnership Review and Contract Renewals
- Annual evaluations, work plans, and budgets

#### **Schools/Educational Community**

##### ***Coordinator of the Osborn Professional Development School Programs (1998-2004)***

- Plan and implement professional development programs at Longview and OMS
- Coordinate Osborn PDS Masters and Endorsement Programs (Technology, Math, Reading)
- Lead Action Research Projects
- Coordinate and Supervise Osborn PDS Teacher Education Program

##### ***Chair of the ExCEL Urban Collaborative Staff Development Initiative (1995-1998)***

Lead a large team in the development and implementation of the ExCEL initiative (Exchange for Effective Learning), a multi-institutional professional development collaborative that combines and reciprocally shares staff development resources. ExCEL is supported by a multi-year grant from the Ford Foundation. Achieved while Chair of ExCEL:

- Conducted numerous teacher professional development dialogue forums and best practices symposia.
- Created and implemented several competitive grant programs for urban schools and teachers.
- Created and implemented a best practices demonstration site program in the urban school community.
- Created and implemented teacher action research training and support programs.
- Formed three urban Professional Development Schools.
- Created an ExCEL Website.

##### ***Member of the Phoenix Think Tank (1994 -1998)***

Participated in subcommittees developing the framework leading up to the three Think Tank initiatives: Connectivity, Family Resource Centers, and ExCEL.

##### ***Resource Specialist for the Agua Fria Union High School District (1991-1996)***

Helped to guide and focus AFHS's School Improvement Plan. Gathered, analyzed, and reported data for purposes of assessing progress toward their NCA accreditation goals.

##### ***School Evaluator for the Arizona North Central Association (1992-1995)***

Worked with the Arizona NCA, as a team member in the assessment of Arizona schools.

### ***Resource Specialist for Amphitheater District Career Ladder Program (1991-1993)***

- Helped to develop evaluation criteria to measure the degree of students' self-regulated (i.e., independent) learning.
- Worked with site-based staff developers to help teachers at a newly opened middle school to create curriculum and school policy that fostered the development of independent learners.

### **College of Teacher Education and Leadership**

*Chair Elect of the Governance & Policy Committee (2004-2005)*

*Member of the Dean's COE Strategic Planning Committee (2003-2004)*

*Chair Social Studies Search Committee (2003-2004)*

*Chair Governance & Policy Committee (2002-2003)*

*Member of Governance & Policy Committee (2001-2002)*

*Member of the Promotion and Tenure Committee (1999-2002)*

*Member of the Dean Search Committee (1999-2000)*

*Coordinator for the "Block Buddy" Student Mentoring Program (1993-1999)*

Helped to create and implement a mentoring program for ASU West Education students. Mentored students, conducted a number of student information/support events, collected, and analyzed program evaluation information on the Block Buddy program.

*Coordinator of Foundations (1995-1998)*

- Found, schedules, and oversaw (on average) 23 Faculty Associates in Professional Core courses per semester.
- Wrote a FIPSE grant in 1995-1996 for the development of an Institute for Teacher Renewal and Growth. Co-developed a summer course with a public school teacher, oversaw the development of two other co-developed summer courses.
- Helped to revise the Common Ground Agreements, approved in December of 1993, to allow programs to cope with ABOR program hour restrictions and changes in state certification standards.
- Worked with other program coordinators to propose and/or make curriculum changes.
- Ongoing coordination of common & specialized core courses:
  - changed the human development course from a life-span to an age-appropriate instructional methods focus.
  - increased the assessment and technology courses from 1 to 2hr experiences.
  - increased within semester articulation and consistency of content across multi-section courses.
  - created and delivered team-taught courses.

*Chair of the Search Committee for the Classroom Organization & Management Position (1996-1997)*

*Chair of the Search Committee for the Schools in Society Position (1995-1996)*

*Member of the Dean Search Committee (1993-1994)*

*Member of the Core Course Writing Team 1993-1994*

*Member of Student Affairs Committee 1991-1993*

*Member of the Common Ground Curriculum Development Committee Fall 1993*

*Chair of the Professional Studies Curriculum Development Committee 1992-1993*

*Member of the Curriculum Planning Committee 1991-1992*

### **Campus**

Member of the Task Force on Student Advising: Fall 1996

Faculty Senator for College of Education 1993-1995

Member of the Teaching Excellence Committee 1991-1993

### **Professional**

***Reviewer for Urban Education 1995-1996***

***Member of the American Psychological Association (Division 15) Learner-Centered Principles Committee 1991-1995.***

Contributed to the creation of the Learner-Centered Principles document published by APA in 1993. Participated in several conference presentations to disseminate learner-centered concepts and methods into educational research and teacher education circles.

### **PROFESSIONAL ORGANIZATIONS**

-American Psychological Association - joined 1986

-American Educational Research Association - joined 1987

-Arizona Educational Research Association - joined 1990

### **PROFILE**

Dr. Scott Ridley is the Assistant Dean for Partnerships and an Associate Professor of Educational Psychology in the College of Teacher Education and Leadership at the West campus of Arizona State University. He has been with ASU for 18 years. Dr. Ridley is currently the PI and Project Manager for a 5-year, \$ 10 million Title II grant and the co-PI for a 5-year, \$ 3.2 million Transition to Teaching grant. These school-university partnership grants support district-based teacher preparation programs in elementary education and special education in seven high-poverty urban and rural partner districts across the state of Arizona. The grants also support distance learning-based Content Academies in Mathematics, Science, and Reading for inservice teachers in the partner districts.

In addition to teaching classes in learning & motivation theory, research, action research, and classroom assessment, Dr. Ridley has worked extensively with Arizona schools. The last fifteen years have been devoted to working exclusively with high-poverty urban and rural schools. During this time, Dr. Ridley led the creation of multiple-district professional development program called ExCEL (Exchange for Effective Learning) and established Professional Development School programs with seven urban and rural school districts.

Reflective, data-driven teaching practice and school change are interests for Dr. Ridley who in 2007 was awarded the ASU President's Metal for Social Embeddedness and the Best Practices Award for Effective School-University Partnerships by the American Association of Colleges for Teacher Education. Over the last eight years, Dr. Ridley has focused his scholarly efforts on fostering teacher action research and examining the effectiveness of Professional Development Schools as a vehicle for teacher education reform. He considers himself as a pragmatic scholar/activist from the Dewey tradition who balances intellectualism with grass-root action in the school community. He continues to seek collaborative university-school-business ventures that more effectively prepare new teachers, support existing teachers, and challenges K-20 education to higher levels of excellence.

**SUZANNE R. PAINTER, PH.D.**

COLLEGE OF TEACHER EDUCATION AND LEADERSHIP  
ARIZONA STATE UNIVERSITY  
4701 W. THUNDERBIRD RD.  
PHOENIX, AZ 85069-7100  
(602) 543-6323  
Suzanne.painter@asu.edu

**PROFESSIONAL EMPLOYMENT**

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<i>Associate Professor</i>	2002-present
<i>Assistant Professor</i>	1996-2002
<i>Faculty Associate</i>	1993-1996
Educational Administration and Supervision Arizona State University at West campus	
<i>Elementary Principal</i>	1987-1991
Springfield Public Schools, Springfield, Oregon	
<i>Employee Relations Specialist</i>	1985-1987
Eugene School District, Eugene, Oregon	
<i>Graduate Teaching Fellow</i>	1983-1986
Division of Educational Policy and Management University of Oregon, Eugene, Oregon	
<i>Teacher, Gifted Education</i>	1981-1982
Anchorage School District, Anchorage, Alaska	
<i>Elementary Teacher</i>	1974-1981
Redmond School District, Redmond, Oregon	

**EDUCATION**

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Ph.D. University of Oregon	Educational Policy and Management	1986
M.Ed. University of Oregon	Curriculum and Instruction	1982
B.S. Eastern Oregon State College	Elementary Education	1974

## PUBLICATIONS

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### *Refereed Journal Articles*

- Painter, S., Wetzel, K, and Zambo, D. (2007). Elementary principals' views of action research during student teaching. AR Expeditions. Retrieval date March 18, 2006 from <http://arexpeditions.montana.edu/articleviewer.php?AID-104>.
- Painter, S., Haladyna, T & Hurwitz, S. Attracting beginning teachers: The incentives and organizational characteristics that matter. (in press). *Planning and Changing*.
- Painter, S.R. (2006). Considering institutional character and leadership domains in K-12 principal training, licensing and selection. *Connections: Journal of Principal Preparation and Development*, 7, 2-12.
- Painter, S.R. & Wetzel, K.A. (2005). School Administrators' Perceptions of the Use of Electronic Portfolios In K-8 Teacher Hiring," *Journal of Computing in Teacher Education* (22) 2. 23-29.
- Painter, S. R. (2003). Missing the boat: rethinking admissions standards for educational administration preparation programs. *Planning and Changing*, 34, (3&4), 1-12.
- Painter, S.R. & Wetzel, K.A. (2003). Making hard choices in tough times. *Journal of Cases in Educational Leadership*, 6 (2).
- Painter, S.R. (2001). Improving the teaching of school law: A Call for Dialogue. *Education and Law Journal*. (2), 213-230.
- Painter, S.R. (2001). Issues in the observation and evaluation of technology integration in K-12 classrooms. *Journal of Computers in Teacher Education*, 17(4), 21-25.
- Painter, S.R. (2001). Barriers to evaluation: Beliefs of elementary and middle school principals. *Planning and Changing*, 31(1&2), 58-70.
- Painter, S.R. (2000). Principals' Perceptions of Barriers to Teacher Dismissal. *Journal of Personnel Evaluation in Education*, 14(3), 253-263.
- Painter, S. R, (2000). Principals' efficacy beliefs about teacher evaluation. *Journal of Educational Administration*, 38(4), 368-378.
- Painter, S. R. (1998). Superintendents and school district attorneys: Who's in charge here? *Education Law Reporter*, 129(1), 1-17.

Painter, S.R. (1998). School district employment practices regarding school attorneys. *Journal of Law and Education*, 27(1), 73-87.

Goldschmidt, S.M. and Painter, S.R/ (1987-88). Collective bargaining: A review of the literature. *Educational Research Quarterly*, 12, 10-24.

### ***Non-Refereed Journal Articles***

Painter, S. (2007, January). Circle of Honor Awards. *Arizona School Administrators Journal*.

Painter, S. Considering Institutional Character and Leadership Domains in K-12 Principal Training, Licensing and Selection. (2005). *NASSP Connections* 7.

Painter, S., Haladyna, T., Hurwitz, S. (2005, March). Attracting beginning teachers. *Arizona School Administrators Journal*.

Painter, S.R. (2003). The NETS-A standards and principal preparation. *UCEA Review* 45(2), 10-13.

Painter, S. R. (2001, May). Increasing the “Curb Appeal” of your schools: Lessons from a visitor. *School Business Affairs* 67(5), 16-18.

Painter, S.R. (2001, March). Growing new principals. *Principal* 80(4), 44-45.

Painter, S. R. (2000, October). Easing Dismissals and Nonrenewals. *School Administrator* 57(9), 40-43.

Painter, S.R. (2000, June). What lawyers want principals to know. *Here's How*, 18(4), 1-4. National Association of Elementary School Principals.

Painter, S. (1999, Fall). Making the call: Is meet and confer right for your district? *Arizona School Board Association Journal*, 24-26.

### ***Under Review***

Zambo, D., Zambo, R. Painter, S. & Wetzel, K. Lessons Learned from Project IMPACT: A Project to Develop Collaborative Action Research Knowledge and Skills. Submitted to *Action in Teacher Education*, July, 2006.

Painter, S., Wetzel, K. & Zambo, D. Elementary Principals Speak on Student Teachers' Action Research. Submitted to Harvard Educational Review. July 31, 2006

### ***Books***

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Painter, S., Wetzel, K., & Fields, P. (1996). Microsoft Works 4.0 for the Macintosh: A Workbook for Educators. (4th ed.) Eugene, OR: International Society for Technology in Education.

### ***Monographs***

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Painter, S.R. & Williams, J.M. (2002). Finding your way through the maze: Disciplining students with disabilities. In: *Milliken Monograph: Teacher Quality*. Center for Education Policy Studies. Department of Educational Leadership, University of Nevada, Las Vegas

### ***Published Reports***

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Painter, S.R. (1998). Who Is Responsible for Arizona's Children? In Arizona Town Hall (pp.131-146). Flagstaff: Northern Arizona University.

Stuart, L., Goldschmidt, S., with Painter, S. (1986). *Collective bargaining in American public education: The first 25 years*. Eugene: Center for Educational Policy and Management, University of Oregon.

### ***Published Conference Proceedings***

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Painter, S.R. (2003). Instructional leaders and the NETS-A: A course on point. In C. Crawford, N. Davis, J. Price, & D. Willis. (Eds.) Society for Information Technology and Teacher Education International Conference Annual (pp. 1324-1327) Norfolk, VA: Association for the Advancement of Computing in Education.

### ***Conference Presentations***

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Painter, S. & Wetzel K., (April, 2006). Principal's perceptions of student teacher action research projects. Annual meeting of the American Education Research Association. San Francisco, CA.

- Painter, S.R., Haladyna, & T., Hurwitz, S. (2005). Attracting beginning teachers: The school and district characteristics that matter. Paper presented at the University Council for Educational Administration annual meeting. Nashville, TN, Nov. 10-13, 2005.
- Painter, S. and Wetzel, K. (2005). Risks and Rewards of Electronic Portfolios for Hiring. Paper presented at Society for Information Technology in Education, Phoenix, AZ
- Painter, S.R., Ruff, W. and Gable, K. (2004). Considerations in the Implementation of Electronic Portfolios. Paper Presented at the University Council for Educational Administration's Annual Conference Kansas City, MO November 12, 2004
- Painter, S.R. (2003). Higher admissions standards for principal preparation: A contrarian view. Paper presented at University Council for Educational Administration, Portland, Oregon. Nov. 6-9, 2003.
- Painter, S.R., Danzig, A., McLeod, S., Quinn, D.M., Brunner, C. (2003). Implementing technology in the preparation of school administrators. Symposium presented at University Council for Educational Administration, Portland, Oregon, Nov. 6-9, 2003
- Painter, S.R. (2002, October). Teaching instructional leadership to future principals. Arizona Educational Research Organization's annual meeting. Tempe, Arizona.
- Painter, S.R. (2002, October). Graduates' perceptions of training in educational administration. Accepted for presentation at the Arizona Educational Research Organization's annual meeting. Tempe, Arizona.
- Carlile, B., Deignan, L., and Painter, S.R. (2001, April). Improving Clinical Supervision Skills. Poster session at the annual meeting of the American Educational Research Association, Seattle.
- Painter, S.R., (2000, April). Principals' beliefs about teacher evaluation. Presented at the annual meeting of the American Educational Research Association, New Orleans.
- Martin, S., Williams, J., & Painter, S.R. (1999, October). Administrative considerations in the preparation of personnel for implementation of IDEA 97. Council of Administrators of Special Education, Chandler, AZ.
- Painter, S. & Bercu, W. (1999, March). Merging face-to-face and web enhanced instruction to teach public school law. Accepted for SITE 2000 (The

Society for Information Technology and Teacher Education) International Conference.

- Painter, S. (1997, September). Arizona school districts and their attorneys: The taken-for-granted relationship. Arizona Council of School Attorneys. Mesa, AZ.
- Painter, S. (1997, December). How to hire your school attorney. Paper presented at the annual meeting of the Arizona School Boards Association and Arizona School Administrators. Scottsdale, AZ.
- Painter, S. (1997, October). School districts and their attorneys. Paper presented at the annual meeting of the Arizona Educational Research Organization. Phoenix, AZ.
- Painter, S. (1997, November). School district employment practices regarding school attorneys. Paper presented at the 43rd Annual Conference of the Education Law Association. Seattle, WA.
- Painter, S. (1986, April). Staff development provisions in teacher collective bargaining agreements: the extent and implications. Paper presented at the annual meeting of the American Education Research Association, San Francisco.
- Goldschmidt, S. and Painter, S. (1986, April). Collective bargaining: A review of the literature and directions for future research. Paper presented at the annual meeting of the American Education Research Association, San Francisco. *Both authors shared equal responsibility for this work.*

### ***Grants (External)***

- 
- Wetzel, K., Zambo, R., Zambo, D., Hurwitz, George, P., Kelley, M., Wilhelm, L., and Painter, S. Project Impact. Arizona Board of Regents (ABOR) Improving Teacher Quality Competition. (b)(4), Feb. 15 2004 - Feb. 14, 2005.
- Wetzel, K., Buss, R. Chisholm, I., Painter, S., Haas, N., Kelley, M., Christie, A., Zambo, R., Gallegos, B., Carey, J., Cardelle-Elawar, M. Teacher Educators' Classrooms of Tomorrow Today. U.S. Department of Education. Principal Investigator: Keith Wetzel. Co-principal investigator: Suzanne Painter. \$741,000, Sept. 1999 to Sept. 2002.

### ***Grants (Internal)***

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Painter, S.R. Best Practices in Training Principals for K-12 Schools: Recommendations from Research. (b) Scholarship Research, and Creative Activities Grant. December, 2001.

Painter, S. R. Arizona School Districts' Use of Attorneys., Scholarship Research, and Creative Activities Grant. (b)(4), Dec. 16, 1996.

Painter, S.R. Arizona Principals' Perceptions of Legal Constraints in Teacher Evaluation and Student Discipline. (b)(4), Scholarship Research, and Creative Activities Grant. Dec. 1997.

### ***Grants (Unfunded)***

Painter, Suzanne R. Aspire to Lead. Arizona Board of Regents, Learner-Centered Education Grant. (b)(4), Submitted Oct. 12, 2004

### **COURSES TAUGHT**

EDA 505 American Education System  
EDP 510 Learning and Motivation  
EDA 511 Public School Law  
EDA 521 Evaluation of Teaching Performance  
EDA 524 Theory and Application in Educational Administration  
EDA 544 School Finance  
EDA 576 The Principalship/Critical Issues in the School Leadership  
EDA 634 Instructional Leadership  
EDA 684 Internship  
EDA 598 ST: Law and Ethics in Educational Administration  
EDA 598 ST: Assessment for Administrators

### **SERVICE**

#### ***Program/Department***

Coordinator, M.Ed. program in Educational Administration and Supervision, Oct. 2006 to present.  
Author, ABOR Self-Study, Educational Administration and Supervision M.Ed. Program, (2005)  
Chair, Search Committee for Educational Administration (2 positions), (2004-05)  
Member, Search Committee for Educational Administration (2 positions) (2005-06)

Co-Chair, Search Committee for Educational Administration (1 position) 2000, 2001, 2002.  
Policy Development in Educational Administration and Supervision M.Ed.  
(Drafted and oversaw implementation of policies on Comprehensive Exam administration, Retention, Internship, Admissions, Institutional Recommendations)  
Program Development with Deer Valley School District, ASPIRE to Lead

### *College*

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Teach for America Implementation Team, 2007  
Personnel Evaluation Committee, 1998-00; 2004-07, Chair, 2005-06  
Ed.D. Steering Committee, Spring, 2005; Spring 2006  
Departmental Search Committees, Chair, 2004-05  
Student Recruitment Advisory Committee, 2004-05  
Governance Committee, 2003-04  
Research Advisory Committee, 2004-2005  
College Curriculum Committee, 2000-02; Chair, 2001-02  
Student Outcomes Committee, 1998-2000  
Technology Committee, 1998-01  
Personnel Policy Committee, 1998

### *Campus and University*

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PAC-20 Advisory Committee, 2006-07  
Senate Personnel Committee, 2002-03  
Standards Committee, 2001-03  
Commission on the Status of Women, 2002-03  
Provost's Council, 1998-1999  
Teaching Effectiveness Committee, 1999-2001  
Faculty Senate, 1998-2000  
Graduate Studies Advisory Committee, 1997

### *Community*

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Teacher Retention Study, Washington Elementary School District, 2005-06  
Long-Range Planning Committee, Deer Valley Unified School District, Spring 2007  
Long-Range Planning, Paradise Valley School District, 2003-04  
Presentations at local schools on school law (Deer Valley High School, Glendale Elementary School District, Cartwright School District)  
Columnist, United Parent Council Monthly Newsletter, Paradise Valley Unified School District, 2004 - present

### *Professional*

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# Coolidge Unified School District No. 21

221 West Central Avenue

Coolidge, Arizona 85228

Telephone: 520.723.2042

Facsimile: 520.723.2442

www.coolidgeschools.org

## Governing Board

Irma Murrieta  
President

Steven Bowlin  
Vice President

Kristi Freader  
Member

Juli Kelly  
Member

Tina Moore  
Member

## Superintendent

Darlene M. White, Ed.D.

## **Letter of Commitment for the URBAN-EXCEL Project**

April 30, 2008

Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
PO Box 37100  
Phoenix, AZ 85069-7100

Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership Grant and have signed and submitted the participation agreement. Coolidge Unified School District No. 21 would like to be considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus.

CUSD meets the U.S. Department of Education's standard for poverty with at least 20% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals for our elementary and secondary schools. We support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology. We also support the grant's concept and activities for training and supporting individuals who are familiar and committed to our region for school leadership roles.

Should you have any questions or need additional information, please contact me at [dwhite@cusd.k12.az.us](mailto:dwhite@cusd.k12.az.us) or 520.723.2042.

Sincerely

Darlene M. White, Ed.D.  
Superintendent

## **URBAN-EXCEL GRANT INFORMATION**

College of Teacher Education and Leadership

Arizona State University West Campus

### **A Proposal to the U.S. Department of Education**

**Purpose:** The URBAN-EXCEL project will prepare and support exemplary principals for high-poverty rural and urban school districts across the state of Arizona through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

**Goal One:** Build and effectively implement a rigorous and applied preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (recruited on a “grow your own principal” basis).

#### **Objectives for Goal One:**

- a. Build and faithfully implement a rigorous screening and recruitment process (similar to the New Leaders for New Schools model) to ensure the very strongest candidates enter in the principal certification program.
- b. Implement a full-time, full-year, paid internship that is supervised by both partner district leadership and CTEL supervisors.
- c. Emphasize understanding and skills in implementing systemic change, data-based leadership, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates’ internship experiences embedded in the principal certification coursework.
- d. Provide full tuition scholarships and paid internships for principal candidates during program completion in exchange for a 5-year paid service obligation in the partner districts.

#### **Expected Outcomes for Goal One:**

- a) Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools.
- b) At least 95% of graduates will serve for at least 5 years in high-poverty partner district schools.
- c) Program graduates will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates.

**Goal Two:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based “Principal Academy”) on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, mentoring, collegial site visits).

#### **Objectives for Goal Two:**

- a) Determine topics for the Principal Academy workshops by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes.

- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to enlist maximum participation of principals and cross-partner district collaboration.
- c) Offer the Principal Academy workshops in a highly engaging “problem-based” seminar format which blends discussion, instructional input of best-practice concepts, and collective, cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.
- d) Invite highly interested Principal Academy workshop participants to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data).
- e) Offer full tuition (or participation fee) support for partner district Principal Academy participants.

**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 50 inservice principals) per semester.
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars.
- c) Regular participants in the Principal Academy Advanced Professional Development seminars will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by principals who are regular participants in the Principal Academy Advanced Professional Development seminars.

**Goal Three:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-valued preservice and inservice programming.

**Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the URBAN-EXCEL project will be required to purchase the necessary videoconference equipment to receive the preservice and inservice programming.
- b) Existing partner districts may be required to purchase expanded (i.e., a mobile video conferencing cart) reception capacity as the Principal Academy services grow.

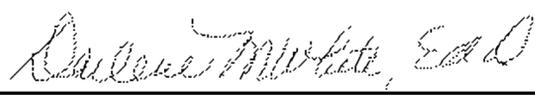
**Expected Outcomes for Goal Three:**

- a) Surveys of partner district leadership and program participants will reveal that partners highly value the sharing of issues, perspectives, and collective problem-solving solutions through the interactive video conferencing technology
- b) Relationships will be built across the partner districts that foster cross-district administrative internship and job placements.
- c) Surveys of Partner district principals (new and experienced) will demonstrate that they view the video conference-based Principal Academy as a source of support and means of reduced professional isolation (i.e., a tool for increased retention).

**Partner District Participation Requirement  
Pre-letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits) during the full-year, full-time, paid internship (on the following schedule). There will likely be one to three candidates in your district in any given cohort.
  - a. First cohort (Aug '09-May '11) pay 50%
  - b. Second cohort ( Aug '11 May '13) pay 75%
  - c. Third cohort and beyond (Aug '13-) pay 100%
2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$ 25K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (*and be willing to live with the final admission decision of the CTEL Graduate College*). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship).
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester
6. Agree, to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

**I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.**

Signed: 

Date: April 30, 2008



CHINLE UNIFIED SCHOOL DISTRICT NO. 24  
Office of the Superintendent

Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
PO Box 37100  
Phoenix, AZ 85069-7100

Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership Grant and have signed and submitted the participation agreement. Chinle Unified School District No. 24 would like to be considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus.

Chinle Unified School District No. 24 meets the U.S. Department of Education's standard for poverty with at least 30% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

Should you have any questions or need additional information, please contact Dr. Jesus de la Garza at (928) 674-9603.

Sincerely,

Dr. Jesus de la Garza,  
Superintendent

Fde

**URBAN-EXCEL GRANT INFORMATION**  
 College of Teacher Education and Leadership  
 Arizona State University - West Campus  
 A Proposal to the U.S. Department of Education

**Purpose:** The URBAN-EXCEL project will prepare and support exemplary principals for high-poverty rural and urban school districts across the state of Arizona through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

**Goal One:** Build and effectively implement a rigorous and applied preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (recruited on a "grow your own principal" basis).

**Objectives for Goal One:**

- a. Build and faithfully implement a rigorous screening and recruitment process (similar to the New Leaders for New Schools model) to ensure the very strongest candidates enter in the principal certification program.
- b. Implement a full-time, full-year, paid internship that is supervised by both partner district leadership and CTEL supervisors.
- c. Emphasize understanding and skills in implementing systemic change, data-based leadership, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates' internship experiences embedded in the principal certification coursework.
- d. Provide full tuition scholarships and paid internships for principal candidates during program completion in exchange for a 3-year paid service obligation in the partner districts.

**Expected Outcomes for Goal One:**

- a) Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools.
- b) At least 95% of graduates will serve for at least 5 years in high-poverty partner district schools.
- c) Program graduates will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates.

**Goal Two:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based "Principal Academy") on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, mentoring, collegial site visits).

**Objectives for Goal Two:**

- a) Determine topics for the Principal Academy workshops by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes.

- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to ensure maximum participation of principals and cross-partner district collaboration.
- c) Offer the Principal Academy workshops in a highly engaging "problem-based" seminar format which blends discussion, instructional input of best-practice concepts, and collective, cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.
- d) Invite highly interested Principal Academy workshop participants to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data)
- e) Offer full tuition (or participation fee) support for partner district Principal Academy participants.

**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 50 inservice principals) per semester.
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars.
- c) Regular participants in the Principal Academy Advanced Professional Development seminars will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by principals who are regular participants in the Principal Academy Advanced Professional Development seminars.

**Goal Three:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-valued preservice and inservice programming.

**Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the URBAN-EXCEL project will be required to purchase the necessary videoconference equipment to receive the preservice and inservice programming.
- b) Existing partner districts may be required to purchase expanded (i.e., a mobile video conferencing cart) reception capacity as the Principal Academy services grow.

**Expected Outcomes for Goal Three:**

- a) Surveys of partner district leadership and program participants will reveal that partners highly value the sharing of issues, perspectives, and collective problem-solving solutions through the interactive video conferencing technology.
- b) Relationships will be built across the partner districts that foster cross-district administrative mentorship and job placements.
- c) Surveys of Partner district principals (new and experienced) will demonstrate that they view the video conference-based Principal Academy as a source of support and means of reduced professional isolation (i.e., a tool for increased retention).

**Partner District Participation Requirement  
Pre-Letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits) during the full-year, full-time, paid internship (on the following schedule). There will likely be one to three candidates in your district in any given cohort.
  - a. First cohort (Aug '09-May '11) -- pay 50%
  - b. Second cohort (Aug '11 - May '13) -- pay 75%
  - c. Third cohort and beyond (Aug '13-) -- pay 100%
2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$ 2.5K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (*and be willing to live with the final admission decision of the CTEL Graduate College*). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship).
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate provided district funds are available. I will write a letter of support for the URBAN-EXCEL project.

Signed: Quincy Nelson Title: ASST. Supt. for Business Date: 4-29-08



**CREIGHTON  
SCHOOL DISTRICT**

2702 East Pioneer Avenue  
Phoenix, Arizona 85016  
602.954.6100  
Fax: 602.954.6100

**CONTACT**

**Charlotte Boyle, Ed.D.**  
Superintendent

**James Boyner, Ed.D.**  
Assistant Superintendent  
Instruction Services

**Patrick Wolf, Ed.D.**  
Assistant Superintendent  
Instruction Services

**Deborah Peterson**  
Communications  
Coordinator

[www.creightonaz.gov](http://www.creightonaz.gov)

**Letter of Commitment for the URBAN-EXCEL Project**

Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
PO Box 87100  
Phoenix, AZ 85069-7100

Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership grant and have signed and submitted the participation agreement. Creighton School District would like to be considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus.

Creighton School District meets the U.S. Department of Education's standard for poverty with at least 20% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

Should you have any questions or need additional information, please contact me at 602-954-6030.

Sincerely,

Charlotte Boyle, Ed.D.  
Superintendent

## **URBAN-EXCEL GRANT INFORMATION**

College of Teacher Education and Leadership  
Arizona State University - West Campus

### **A Proposal to the U.S. Department of Education**

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#### **Objectives for Goal One:**

- a. Build and faithfully implement a rigorous screening and recruitment process (similar to the New Leaders for New Schools model) to ensure the very strongest candidates enter in the principal certification program.
- b. Implement a full-time, full-year, paid internship that is supervised by both partner district leadership and CTEI supervisors.
- c. Emphasize understanding and skills in implementing systemic change, data-based leadership, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates' internship experiences embedded in the principal certification coursework.
- d. Provide full tuition scholarships and paid internships for principal candidates during program completion in exchange for a 5-year paid service obligation in the partner districts.

#### **Expected Outcomes for Goal One:**

- a) Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools.
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**Goal Two:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based "Principal Academy") on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, mentoring, collegial site visits).

#### **Objectives for Goal Two:**

- a) Determine topics for the Principal Academy workshops by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes.

- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to enable maximum participation of principals and cross-partner district collaboration.
- c) Offer the Principal Academy workshops in a highly engaging "problem-based" seminar format which blends discussion, instructional input of best-practice concepts, and collective, cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.
- d) Invite highly interested Principal Academy workshop participants to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data).
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**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 50 inservice principals) per semester.
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars.
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**Goal Three:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-cafed preservice and inservice programming.

**Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the URBAN-1 XCEL project will be required to purchase the necessary videoconferencing equipment to receive the preservice and inservice programming.
- b) Existing partner districts may be required to purchase expanded (i.e., a mobile video conferencing cart) reception capacity as the Principal Academy services grow.

**Expected Outcomes for Goal Three:**

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**Partner District Participation Requirement  
Pre-letter of Support  
Signing Agreement**

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4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed: Charlotte Boyer Title: Superintendent Date: 4/28/08

# Douglas Unified School District #27

Administrative Offices • 1132 12<sup>th</sup> Street  
Douglas, Arizona 85607

(520) 364-2447 • Fax: (520) 364-7470



Gail Zamar  
Superintendent

Judy Herbert  
Associate Administrator  
Human Resource Office

Denise Evans  
Business Manager

Curriculum Office  
Leanne Merston, Director

Office of School Improvement  
Minerva M. Kang, Director

Special Services

District Athletics Office  
Randy Walker, Director

Child Nutrition Office  
Beverly Jackson, Director

Douglas High School  
(520) 364-3402  
Bonnie Logan, Principal  
Dr. Ray Strumone, ASST. Principal  
Daria Belski, ASST. Principal

Paul Huber Middle School  
(520) 364-2253  
Lorraine Maloney, Principal  
Marta Rucinski, ASST. Principal

Ray Burton Middle School  
(520) 364-2447  
Tom Cook, Principal

Clatsop Elementary  
(520) 364-2447  
Amanda Chumley, Principal

Jill Carlson Elementary  
(520) 364-2447  
Jacqui Grogan, Principal

Felice Elementary  
(520) 364-2447  
Cynthia Lutz, Principal

Barab Murray Elementary  
(520) 364-2447  
Linda Miller, Principal

Stovoson Elementary  
Hilary Child, Principal  
(520) 364-2447

Early Learning Center  
(520) 364-2447  
Sandra Limerick, Head Teacher

## Letter of Commitment for the URBAN-EXCEL Project

Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
PO Box 37100  
Phoenix, AZ 85069-7100

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Should you have any questions or need additional information, please contact Leanne Merston, Curriculum Director at (520) 364-2447, ext. 7080.

Sincerely,  
  
Gail Zamar  
Superintendent

AN EQUAL OPPORTUNITY EMPLOYER

**URBAN-EXCEL GRANT INFORMATION**

College of Teacher Education and Leadership  
 Arizona State University - West Campus

**A Proposal to the U.S. Department of Education**

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**Partner District Participation Requirement  
Pre-Letter of Support  
Signing Agreement**

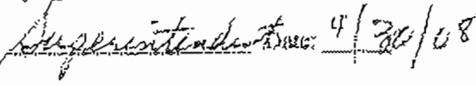
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Signed: \_\_\_\_\_



Title: \_\_\_\_\_



Date: 4/30/08



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College of Teacher Education and Leadership

Arizona State University -- West Campus

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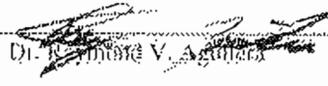
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2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$ 25K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (*and be willing to live with the final admission decision of the CTEL Graduate College*). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship).
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (meetings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed:  Title: Superintendent of Schools Date: April 28, 2008



INDIAN OASIS – BABOQUIVARI UNIFIED SCHOOL DISTRICT NO. 40

P.O. Box 248  
Scotts, Arizona 85634

District Office (520) 383-6746  
Tucson (520) 625-1031  
Fax (520) 383-5441

OFFICE OF THE SUPERINTENDENT

April 28, 2008

Letter of Commitment for the URBAN-EXCEL Project

Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
P.O. Box 37100  
Phoenix, Arizona 85069-7100

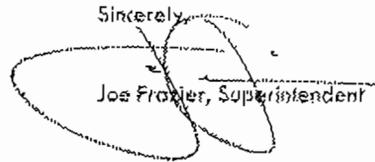
Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership Grant and have signed and submitted the participation agreement. Indian Oasis – Baboquivari Unified School District 40 would like to be considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus.

Indian Oasis – Baboquivari Unified School District 40 meets the U.S. Department of Education's standard for poverty with at least 20% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

Should you have any questions or need additional information, please contact Crystal Redgrave at (520) 383-6712.

Sincerely,



Joe Frazier, Superintendent

**Partner District Participation Requirement  
Pre-letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits) during the full-year, full-time, paid internship (on the following schedule). There will likely be one to three candidates in your district in any given cohort.
  - a. First cohort (Aug '09-May '11) - pay 50%
  - b. Second cohort (Aug '11 - May '13) - pay 25%
  - c. Third cohort and beyond (Aug '13-) - pay 100%
2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$ 25K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (*and be willing to live with the final admission decision of the CTEL Graduate College*). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship.)
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed: \_\_\_\_\_ Title: \_\_\_\_\_ Date: 1/24/08

\* Payment for the internship salary is an issue, but the District will work towards resolving this issue.

- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to enlist maximum participation of principals and cross-partner district collaboration.
- c) Offer the Principal Academy workshops in a highly engaging "problem-based" seminar format which blends discussion, instructional input of best-practice concepts, and collective, cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model.
- d) Invite highly interested Principal Academy workshop participants to enroll in in-depth, semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data).
- e) Offer full tuition (or participation fee) support for partner district Principal Academy participants.

**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 50 inservice principals) per semester.
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars.
- c) Regular participants in the Principal Academy Advanced Professional Development seminars will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by principals who are regular participants in the Principal Academy Advanced Professional Development seminars.

**Goal Three:** Use distance-learning (live, interactive video conferencing) technology and strong university-school partnership governance to deliver high-quality and highly-valued preservice and inservice programming.

**Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the URBAN-EXCEL project will be required to purchase the necessary videoconferencing equipment to receive the preservice and inservice programming.
- b) Existing partner districts may be required to purchase expanded (i.e., a mobile video conferencing cart) reception capacity as the Principal Academy services grow.

**Expected Outcomes for Goal Three:**

- a) Surveys of partner district leadership and program participants will reveal that partners highly value the sharing of issues, perspectives, and collective problem-solving solutions through the interactive video conferencing technology.
- b) Relationships will be built across the partner districts that foster cross-district administrative internship and job placements.
- c) Surveys of Partner district principals (new and experienced) will demonstrate that they view the video conference-based Principal Academy as a source of support and means of reduced professional isolation (i.e., a tool for increased retention).

#### **URBAN-EXCEL GRANT INFORMATION**

College of Teacher Education and Leadership

Arizona State University - West Campus

#### **A Proposal to the U.S. Department of Education**

**Purpose:** The URBAN-EXCEL project will prepare and support exemplary principals for high-poverty rural and urban school districts across the state of Arizona through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

**Goal One:** Build and effectively implement a rigorous and applied preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (recruited on a "grow your own principal" basis).

##### **Objectives for Goal One:**

- a. Build and faithfully implement a rigorous screening and recruitment process (similar to the New Leaders for New Schools model) to ensure the very strongest candidates enter in the principal certification program
- b. Implement a full-time, full-year, paid internship that is supervised by both partner district leadership and CTEL supervisors
- c. Emphasize understanding and skills in implementing systemic change, data-based leadership, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates' internship experiences embedded in the principal certification coursework
- d. Provide full tuition scholarships and paid internships for principal candidates during program completion in exchange for a 5-year paid service obligation in the partner districts

##### **Expected Outcomes for Goal One:**

- a) Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools
- b) At least 95% of graduates will serve for at least 5 years in high-poverty partner district schools
- c) Program graduates will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates

**Goal Two:** Offer an ongoing thematic series of interactive workshops to inservice principals (via a video conference-based "Principal Academy") on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, mentoring, collegial site visits).

##### **Objectives for Goal Two:**

- a) Determine topics for the Principal Academy workshops by a) surveying (annually) the needs and interests of partner district leadership, b) comparison of school and district practices with identified best practices in the literature, and c) and a review of recent state and federal policy changes



### Kingman Unified School District #20

3033 MacDonald Avenue (Kingman, AZ 86401)  
Phone (928) 753-5678 FAX (928) 753-6910

SUPERINTENDENT  
Blanche Hayes, Ed.D.

#### Letter of Commitment for the URBAN-EXCEL Project

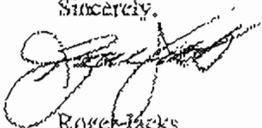
Dr. Scott Ridley  
Assistant Dean for Partnerships  
College of Teacher Education and Leadership  
Arizona State University  
PO Box 37100  
Phoenix, AZ 85069-7100

Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership Grant and have signed and submitted the participation agreement. Kingman Unified School District #20 would like to be considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus.

Kingman Unified School District meets the U.S. Department of Education's standard for poverty with at least 20% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

Should you have any questions or need additional information, please contact me or my office at 928-753-5678.

Sincerely,  
  
Roger Jacks  
Assistant Superintendent

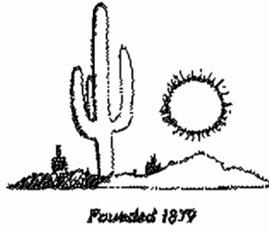
*United for Growth and Success*

**Partner District Participation Requirement  
Pre-letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits) during the full-year, full-time, paid internship (on the following schedule). There will likely be one to three candidates in your district in any given cohort.
  - a. First cohort (Aug '09-May '11) - pay 50%
  - b. Second cohort ( Aug '11 - May '13) - pay 75%
  - c. Third cohort and beyond (Aug '13-) - pay 100%
2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$ 25K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (and be willing to live with the final admission decision of the CTEL Graduate College). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship).
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work dates to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed: [Signature] Title: Dist Sup Date: 4/25/08



# Osborn School District No. 8

"Over a Century of Excellence in Public Education"

1226 W. Osborn Road  
 Phoenix, Arizona 85018  
 Telephone (602) 707-2000  
 FAX (602) 707-2040  
 www.osbornnet.org

April 28, 2008

Dr. Scott Ridley  
 Assistant Dean for Partnerships  
 College of Teacher Education and Leadership  
 Arizona State University  
 PO Box 37100  
 Phoenix, AZ 85069-7100

RE: Letter of Commitment for the Urban-Excel Project

Dear Scott,

We have reviewed the requirements and potential benefits of the proposed URBAN-EXCEL School Leadership Grant and have signed and submitted the participation agreement. Osborn School District #8 is very interested in being considered a partner in this federal grant through the College of Teacher Education and Leadership at Arizona State University's West campus. Our previous successful partnerships with ASU West have proven extremely beneficial and we trust that this opportunity will prove equally fruitful for all parties concerned.

As an elementary district in central Phoenix, the Osborn School District meets the U.S. Department of Education's standard for poverty with at least 20% of the students served in our district coming from families below the poverty line. In fact, over 85% of our students qualify for free/reduced meals. As an urban district, we have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

Should you have any questions or need additional information, please contact me at 602-707-2001.  
 Thank you for considering us for this opportunity.

Sincerely,

Wilma J. Basnett, Ph.D.  
 Superintendent

Cavendon School  
 1225 W. Camelback  
 Phoenix, AZ 85013  
 (602) 707-2200  
 FAX (602) 707-2240

Encanto School  
 1428 W. Osborn Rd.  
 Phoenix, AZ 85013  
 (602) 707-2300  
 FAX (602) 707-2340

Luzerne School  
 1208 E. Indian School  
 Phoenix, AZ 85014  
 (602) 707-2700  
 FAX (602) 707-2740

Montealegre Com. Sch.  
 712 E. Montealegre  
 Phoenix, AZ 85014  
 (602) 707-2500  
 FAX (602) 707-2540

Oakton Middle School  
 1102 W. Highland  
 Phoenix, AZ 85013  
 (602) 707-2400  
 FAX (602) 707-2440

Solano School  
 1526 W. Bascom  
 Phoenix, AZ 85015  
 (602) 707-2600  
 FAX (602) 707-2640

**Partner District Participation Requirement  
Pre-letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits) during the full-year, full-time, paid internship (on the following schedule). There will likely be one to three candidates in your district in any given cohort.
  - a. First cohort (Aug '09-May '11) - pay 50%
  - b. Second cohort (Aug '11 - May '13) - pay 75%
  - c. Third cohort and beyond (Aug '13-) - pay 100%
2. New Partner Districts must purchase video conference reception equipment (a mobile video conference cart at approximately \$25K) to receive the principal certification and/or inservice principal professional development courses. (If the band-width of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated T1 line may be necessary.)
3. This Principal Certification Program will be HIGHLY selective!! You are asked to aggressively recruit ONLY the very strongest potential principal candidate(s) from your district's teacher or teacher leader ranks (and be willing to live with the final admission decision of the CTEL Graduate College). (The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship).
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (mornings) and/or the Principal Academy Advanced Professional Development Seminars-one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed: Wilma J. Barnett Title: SUPERINTENDENT Date: 4/28/09



OFFICE OF THE SUPERINTENDENT OF EDUCATION  
1000 EAST BROADWAY, SUITE 1000  
NASHVILLE, TENNESSEE 37203

Mark Dowling, Ed.D.  
SUPERINTENDENT

**Members**

- J. A. Kiser School
- Bernard Blank School
- C. B. Brock School
- M. B. Rice School
- C. C. Campbell School
- C. C. Child School
- E. G. Cochran School
- J. B. Davis School
- C. G. Letchford School
- Raymond Academy
- C. J. Burdette School
- P. L. Jones School
- E. C. Kennedy School
- M. L. King School
- C. H. Laska School
- Ed. W. Long School
- Sam Linder School
- Nancy Lutz School
- Southwest School
- William C. Taylor School

April 22, 2016

**Letter of Commitment for the LREIS-EXCEL Project**

Dr. Mark Dowling  
Assistant Superintendent for  
Operations and Information  
Technology  
1000 East Broadway, Suite 1000  
Nashville, TN 37203  
Phone: 615-393-7100

Dear Board:

We have reviewed the requirements and timeline of the proposed LREIS-EXCEL project and we have signed and submitted the necessary documents to the State Department of Education. We are committed to the project and we will ensure that the project is implemented in a timely and effective manner.

Research School District No. 20 meets the U.S. Department of Education's standards for poverty with at least 20% of the students served in our district coming from families below the poverty line. We have experienced difficulty in hiring and retaining highly qualified principals and support the goal of preparing and supporting exemplary principals through high-quality school-university collaboration, high-quality state-of-the-art programming and technology.

If you have any questions or need additional information, please contact me at 615-393-7100.

Sincerely,

Mark Dowling, Ed.D.  
Superintendent

**Board Members**

- Mr. Steve Moore  
President
- Mrs. Lisa Thompson  
Clerk
- Mrs. Betsy Wall  
Member
- Mr. David Miller  
Member
- Mrs. Susan Palmer  
Member

cc: [Redacted]

## URBAN-EXCEL GRANT INFORMATION

College of Teacher Education and Leadership  
Arizona State University - West Campus

### A Proposal to the U.S. Department of Education

**Purpose:** The URBAN-EXCEL project will prepare and support exemplary principals for high-poverty rural and urban school districts across the state of Arizona through high-integrity school-university collaboration, high-quality state-of-the-art programming and technology.

**Goal One:** Build and effectively implement a rigorous and approved preservice principal certification program (via live, interactive video conferencing) aimed at preparing exemplary principals from a selective number of the most qualified and committed partner district teachers and teacher leaders (initially on a "grow your own principal" basis).

#### Objectives for Goal One:

- Build and initially implement a rigorous screening and recruitment process (similar to the "best Leaders for New Schools" model) to ensure the very strongest candidates enter in the principal certification program.
- Implement a full-time, full-year, paid internship that is supported by both partner district leadership and CTELL superintends.
- Emphasize understanding and skills in implementing systemic change, data-based leadership, clinical observation of teachers with meaningful coaching, communication skills, applied problem-solving, and the analysis of candidates' internship experiences embedded in the principal certification coursework.
- Provide tuition scholarships and paid internships for principal candidates during program completion in exchange for 1.5-year paid service obligation in the partner districts.

#### Expected Outcomes for Goal One:

- Over the life of the grant, no less than 40 exemplary new principal candidates will be prepared for the partner district schools.
- At least 95% of graduates will serve for at least 5 years in high-poverty partner district schools.
- Program graduates will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents.
- School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by program graduates.

**Goal Two:** Offer an ongoing thematic series of intensive workshops to in-service principals (via a video conference-based "Principal Academy") on issues of expressed relevance. Use the workshop format as an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, mentoring, strategic site visits).

#### Objectives for Goal Two:

- Determine topics for the Principal Academy workshops by a surveying (annually) the needs and interests of partner district leadership, by comparison of school and district practices with identified best practices in the literature, and by and a review of recent state and federal policy changes.

- b) Offer the Principal Academy workshops at a time (e.g., early mornings) to elicit maximum participation of principals and cross-partner district collaboration
- c) Offer the Principal Academy workshops in a highly engaging "problem-based" seminar format that blends discussion, instructional input of best-practice concepts, and collective cross-partner district problem-solving and sharing of partner strengths in a Community of Practice model
- d) Involve highly interested Principal Academy workshop participants to enroll in in-depth semester-long professional development seminars on critical topics of need designed to measurably enhance leadership performance in partner district schools (e.g., effective strategies for teacher observation and coaching, leading school improvement using data)
- e) Offer full tuition for participation (i.e., support for partner district Principal Academy participants)

**Expected Outcomes for Goal Two:**

- a) Offer a minimum of three workshops and at least one advanced professional development seminar (serving at least 20 inservice principals) per semester
- b) By the end of the grant, 95% of partner district principals will have completed at least four workshops and 75% will have completed at least three advanced professional development seminars
- c) Regular participants in the Principal Academy Advanced Professional Development seminars will be perceived as highly effective communicators and school leaders by teachers, staff, students, and parents
- d) School culture, classroom teaching effectiveness, teacher retention, and student achievement will measurably improve in schools served by principals who are regular participants in the Principal Academy Advanced Professional Development seminars

**Goal Three:** Use distance-learning (i.e., interactive video conferencing technology) and strong university-school partnership governance to deliver high-quality and highly-vaucued preservice and inservice programming

**Objective for Goal Three:**

- a) As a condition of membership, new partner districts in the I-REAX-EMU LI project will be required to purchase the necessary videoconferencing equipment to receive the preservice and inservice programming
- b) Existing partner districts may be required to purchase expanded (i.e., a massive videoconferencing center) reception capacity as the Principal Academy services grow

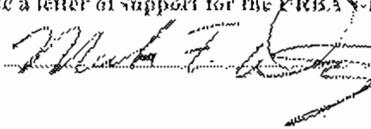
**Expected Outcomes for Goal Three:**

- a) Surveys of partner district leadership and program participants will reveal that partners highly value the sharing of ideas, perspectives, and collective problem-solving solutions through the interactive video conferencing technology
- b) Relationships will be built across the partner districts that foster cross-district administrative intermingling and job placements
- c) Surveys of Partner district principals (new and experienced) will demonstrate that they view the video conference-based Principal Academy as a source of support and means of enhanced professional education (i.e., a tool for increased retention)

**Partner District Participation Requirement  
Pre-Letter of Support  
Signing Agreement**

1. Pay a portion of your principal candidate's internship salary (and all benefits during the full-year, full-time, paid internship on the following schedule). There will likely be one to three candidates in your district every given cohort.
  - a. First cohort (Aug '09-May '11) - pay 50%
  - b. Second cohort (Aug '11 - May '13) - pay 75%
  - c. Third cohort and beyond (Aug '13) - pay 100%
2. New Partner Districts must purchase video conference reception equipment (a private video conference cart at approximately \$25K) to receive the principal certification and/or inservice principal professional development courses. If the bandwidth of your district's network is not sufficient to support high-quality video and audio transmission, a monthly fee for a dedicated IT line may be necessary.
3. This Principal Certification Program will be HIGHLY selective! You are asked to aggressively recruit ONLY the very strongest potential principal candidates from your district's teacher or master teacher ranks **and be willing to live with the final admission decision of the CTEL Graduate College**. The program will be two years with classes two evenings a week. The second year will be a full-time, full-year internship.
4. During the 2<sup>nd</sup> year full-time internship of the principal certification program, limit out-of-internship work duties to NO MORE THAN 8 hours per week.
5. Potentially agree to allow a principal candidate from another partner district to intern in your district (and vice versa) for one semester.
6. Agree to open your schools to collegial visitation, case study analysis, and solution proposals.
7. Demonstrate efforts to encourage existing principals to participate in Principal Academy Workshops (morning) and/or the Principal Academy Advanced Professional Development Seminars (one evening a week for a semester (15 weeks).
8. Participate fully in the program evaluation data collection process.

I have read the information and participation requirements of the proposed URBAN-EXCEL grant. My district agrees to these partnership terms and intends to participate. I will write a letter of support for the URBAN-EXCEL project.

Signed:  Title: Superintendent Date: 1/25/2008

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **3945-Mandatory\_Budget\_Narrative.pdf**

<b>YEAR ONE</b>
-----------------

**1. PERSONNEL – Total \$ 106,000**

**Project Manager                      Salary: \$ 85,000 (12 month position)**

- **Duties:** Collaborate with the PIs (Ridley & Painter) and lead the implementation of the preservice and inservice principal programs, represent CTEL in the monthly governance meetings with partner districts, participate in the Quarterly Leadership Council Meetings, build personal relationships with the leaders of each partner district, work with the program evaluators, contribute to the annual reporting to the U.S. Department of Education.
- **Time Allocation:** 100%
- **Basis for Salary:** This is a 12-month position. The salary is within the (modest) range for an experienced K-12 administrator in Arizona. The salary must be competitive in the K-12 arena to attract high-quality candidates.
- **Importance of Position:** CTEL has a history and track-record of authentic university-school collaboration and shared-governance. This is a demanding role requires excellent interpersonal skills, positive attitude, the ability to negotiate while holding to high standards, exemplary organization and follow-through, and tenacity. This person must be a “boundary-spanner” equally representing the partner districts and the university. The position has ultimate importance in that the person will be the focal point for the entire project; he/she will be the engine for continuity and fidelity of implementation.

**Principal Academy Curriculum Developers                      Salary: \$ 21,000**

- **Duties:** After needs-analysis of the partner district administrators, the curricula for the Principal Academy workshops and advanced seminars will be written. CTEL faculty members (along with the input of partner district administrators) will be the writers of the curriculum.
- **Time Allocation:** workshop creation: 30 hrs, advanced seminar creation: 90 hrs
- **Basis for Salary:** \$33.33/ hour = \$ 1,000 per workshop and \$ 3,000 per advanced seminar. 9 workshops developed x \$ 1K + 4 seminars developed x \$ 3K =
- **Importance of Position:** Workshops and advanced seminars must be HIGHLY relevant and beneficial to busy principals. Completion of inservice Principal Academy coursework must be correlated with higher rating of principal effectiveness as well as improved teaching and learning outcomes at partner district schools.

**2. FRINGE -- Total \$ 26,500**

- **Fringe benefit percentages** of all personnel: 25%.
- **Rate and base of calculation:** Project Manager - \$21,250, which represents 25% of \$85,000; Principal Academy Curriculum Developers - \$5,250, which represents 25% of \$21,000

**3. TRAVEL – Total \$ 14,925**

**In-state travel for the Co-PIs/Project Manager \$ 3,600**

- **Purpose:** The Co-PIs and the Project Manager will travel to urban and rural partner districts once per semester. The URBAN-EXCEL leaders will meet with partner district leadership, Principal Academy participants and principal candidates to determine the effectiveness of implementation and the impact on participants.
- **Relation to Project Success:** Travel to the partner districts will give URBAN-EXCEL leadership first-hand feedback on program effectiveness. It is another form of formative data for making program refinements.
- **Itemized Estimate:** (assuming six in-state travel events per year, assuming a two-day trip per travel event) ground transportation @ \$ 180, lodging for 2 days @ \$ 150, 2 days per diem @ \$ 60 x 6 trips

**Out-of-state travel for the Co-PIs/Project Manager \$ 11,325**

- **Purpose:** The Co-PIs will participate equally in responsibilities with the U.S. Department of Education. Both will travel to Project Director's meetings in Washington D.C. The Project Manager will also attend these meetings. The Co-PIs and the Project Manager will participate in a national educational conference and will obligate themselves to give presentations about the project (annually).
- **Relation to Project Success:** The U.S Department of Education's Director Meetings and national conference experiences will provide the Co-PIs and the Project Manager with a venue for sharing their experiences and learning from other leaders.
- **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip) air transportation @ \$ 550, lodging for 3 days @ \$185, 3 days per diem @ \$ 100, registration @ \$ 100, ground transportation @ \$ 80 x 3; *To National Educational Conference* (assuming a five-day trip for each travel event) air transportation @ \$ 550, lodging for 5 days @ \$180, 5 days per diem @ \$ 60, conference registration @ \$ 200, ground transportation @ \$ 80 x 3

**4. EQUIPMENT– Total \$ 0**

**5. SUPPLIES – Total \$ 0**

**6. CONTRACTUAL – Total \$ 0**

**7. CONSTRUCTION – Total \$ 0**

**8. OTHER – Total \$ 20,000**

**External Evaluator for Project Program Evaluation \$ 20,000**

- **Purpose:** Ensure that objective data are available to evaluate the quality of implementation and impact of the URBAN-EXCEL project. Specifically, the expected outcomes for the three goals must be measured and reported annually.

- **Deliverables:** Meet with Co-PI Ridley on a monthly basis, collect data on schedule, entry and analysis of data, write reports as required by Co-PI Ridley, participate in the quarterly leadership council meetings, and contribute to the annual written report to the U.S. Department of Education.
- **Justification of Contractor:** An external evaluator has an unbiased perspective on the project. We will seek a well-staffed organization able to collect, analyze, and report findings on a timely basis.
- **Names:** (Vender yet to be determined)
- **Contractor Time on Project:** 10 hours a week for 10 months
- **Basis for Cost Estimate:** 10 hours a week for 10 months @ \$ 50.00 per hour

**9. TOTAL DIRECT COSTS - \$ 167,425**

**10. INDIRECT COSTS – Total \$ 60,273**

- **Indirect cost rate:** 36% of MTDC Base (\$167,425)
- The most recent approved indirect cost agreement is attached in the Other Attachments form section of the application.

**11. TRAINING STIPENDS – Total \$ 0 (Planning Year)**

**12. TOTAL COSTS -- \$ 227,698**

<b>YEAR TWO</b>
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**1. PERSONNEL – Total \$ 105,550**

**Project Manager Salary: \$ 87,550 (12 month position)**

- **Duties:** Collaborate with the PIs (Ridley & Painter) and lead the implementation of the preservice and inservice principal programs, represent CTEL in the monthly governance meetings with partner districts, participate in the Quarterly Leadership Council Meetings, build personal relationships with the leaders of each partner district, work with the program evaluators, contribute to the annual reporting to the U.S. Department of Education.
- **Time Allocation:** 100%
- **Basis for Salary:** This is a 12-month position. The salary is within the (modest) range for an experienced K-12 administrator in Arizona. The salary must be competitive in the K-12 arena to attract high-quality candidates.
- **Importance of Position:** CTEL has a history and track-record of authentic university-school collaboration and shared-governance. This is a demanding role requires excellent interpersonal skills, positive attitude, the ability to negotiate while holding to high standards, exemplary organization and follow-through, and tenacity. This person must be a “boundary-spanner” equally representing the partner districts and the university. The position has ultimate importance in that the person will be the focal point for the entire project; he/she will be the engine for continuity and fidelity of implementation.



Project Manager with a venue for sharing their experiences and learning from other leaders.

- **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip) air transportation @ \$ 550, lodging for 3 days @ \$185, 3 days per diem @ \$ 100, registration @ \$ 100, ground transportation @ \$ 80 x 3; *To National Educational Conference* (assuming a five-day trip for each travel event) air transportation @ \$ 550, lodging for 5 days @ \$180, 5 days per diem @ \$ 60, conference registration @ \$ 200, ground transportation @ \$ 80 x 3

**4. EQUIPMENT– Total \$ 0**

**5. SUPPLIES – Total \$ 0**

**6. CONTRACTUAL – Total \$ 20,000**

**New Teacher Center “Blended Coaching” Training \$ 20,000**

- **Purpose:** The training is designed to prepare the participant to provide intensive individual support to new and veteran administrators and will be taught by staff from the New Teacher Center, University of California at Santa Cruz. The training will prepare URBAN-EXCEL administrators with the skills to provide peer-coaching/mentoring within network schools and districts.
- **Deliverables:** Three-day training, text, materials, access to online resources.
- **Justification of Contractor:** High quality provider of targeted skills.
- **Names:** New Teacher Center, University of California at Santa Cruz
- **Basis for Cost Estimate:** Organization’s rate for the 3-hr training

**7. CONSTRUCTION – Total \$ 0**

**8. OTHER – Total \$ 40,000**

**External Evaluator for Project Program Evaluation \$ 20,000**

- **Purpose:** Ensure that objective data are available to evaluate the quality of implementation and impact of the URBAN-EXCEL project. Specifically, the expected outcomes for the three goals must be measured and reported annually.
- **Deliverables:** Meet with Co-PI Ridley on a monthly basis, collect data on schedule, entry and analysis of data, write reports as required by Co-PI Ridley, participate in the quarterly leadership council meetings, and contribute to the annual written report to the U.S. Department of Education.
- **Justification of Contractor:** An external evaluator has an unbiased perspective on the project. We will seek a well-staffed organization able to collect, analyze, and report findings on a timely basis.
- **Names:** (Vender yet to be determined)
- **Contractor Time on Project:** 10 hours a week for 10 months
- **Basis for Cost Estimate:** 10 hours a week for 10 months @ \$ 50.00 per hour

**Principal Academy Advanced Seminar Coaches \$ 20,000**

- **Purpose:** To provide site-based and virtual (video conference) one-on-one coaching support for principals participating in the advanced seminars. To extend the ideas discussed in the advanced seminars into practice by providing a coach to witness participant's implementation and provide feedback and guidance.
- **Deliverables:** Refined and competent Blended Coaching support (e.g., listening, trust-building, questioning, problem-solving), strong experience base of school leadership.
- **Justification of Contractor:** Coaches must be highly skilled in techniques that foster the recipient's confident self-reflection and analysis. Initially, Arizona Wallace Project-trained coaches in Blended Coaching will be used and later, URBAN-EXCEL principals and central administrators trained in this methodology will take over in a network peer-mentorship model.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 1,000 paid to coach per "client". The coach will physically observe the client principal twice in a semester and communicate with him/her weekly through a semester through the video conference or other communication tool. It is assumed that in Year Two, 20 principals, participating in the advanced seminars, will elect to have coaching support.

**9. TOTAL DIRECT COSTS -- \$ 206,863**

**10. INDIRECT COSTS – Total \$ 74,471**

- **Indirect cost rate:** 36% MTDC Base (\$206,863)
- The most recent approved indirect cost agreement is attached in the Other Attachments form section of the application.

**11. TRAINING STIPENDS – Total \$ 378,060**

**Training Stipends for Principal Certification Program: \$ 198,080**

- **Cost of tuition support per year per student:** YEAR TWO (first year of cohort one): 21 semester hours over three semester will be taken in the first year of the principal certification program. The cost of tuition for 21 hours (graduate level) will be \$ 9,004 x 20 students = \$ **180,080**
- **Cost of books per year per student:** YEAR TWO (first year of two, 21 hours -7 courses -spread over three semesters): The cost of books is \$ 300 per semester x 3 = \$ 900 x 20 = \$ **18,000**
- **Cost of paid internship support per semester per student:** YEAR TWO (internship begins in the second year of the certification program): \$ 0
- **Cost of (optional) internship travel support per semester per student:** YEAR TWO (internship begins in the second year of the certification program): \$ 0

**Training Stipends for Principal Academy Program: \$ 177,100**

- **Cost of workshop fee support per year per student:** YEAR TWO (first year that the workshops are offered): Workshops will be offered during the spring,

summer and fall semesters. Three workshops will be offered each semester. Workshops will be non-credit, delivered in the early morning and cover 10 clock hours spread over three weeks. The cost of a workshop is \$ 300. It is assumed that 195 principals will attend workshops in Year Two.  $195 \times \$ 300 = \$ 58,500$

- **Cost of advanced seminar tuition support per year per student: YEAR TWO** (first year that the advanced seminars are offered): Like the workshops, the advanced seminars will be offered spring, summer, and fall semesters (i.e., one seminar per semester). Seminars will be equivalent to a three-semester-hour graduate-level class and will be offered on a credit or non-credit basis. The tuition cost will include any additional coaching support or collegial visits by E-U peers. The cost of a seminar course is \$ 1,455. It is assumed that 70 principals will attend advanced seminars in Year Two.  $70 \times \$ 1,455 = \$ 101,850$
- **Cost of books per year per student: YEAR TWO:** The cost of books is \$ 50 per student per workshop. The cost of books is \$ 100 per student per advanced seminar.  $195 \times \$ 50 + 70 \times \$ 100 = \$ 16,750$

#### **Principal Academy Advanced Seminar Coach Travel \$ 2,880**

- **Purpose:** Each principal participant in the advanced seminars has the option of requesting site-based observation visits by an experienced administrator trained in Blended Coaching methodology. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.
- **Relation to Project Success:** Face-to-face observation of the principal (in the work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that in Year Two, 20 principal participants will seek coaching support. It is further assumed that 40% of these (i.e., 8) will come from five rural partner districts. Further, two of the rural districts will require an overnight stay. Overnights -- ground transportation (@ \$ 200, lodging for 1 days (@ \$ 100, 2 days per diem (@ \$ 60 = \$ 420 x 2 trips x 2 districts = \$ 1,680 ; Same-days -- ground transportation (@ \$ 140, 1 day per diem (@ \$ 60 = \$ 200 x 2 x 3 = \$ 1,200

#### **12. TOTAL COSTS -- \$ 659,394**

<b>YEAR THREE</b>
-------------------

#### **1. PERSONNEL – Total \$ 119,177**

##### **Project Manager Salary: \$ 90,177 (12 month position)**

- **Duties:** Collaborate with the PIs (Ridley & Painter) and lead the implementation of the preservice and inservice principal programs, represent CTEL in the monthly governance meetings with partner districts, participate in the Quarterly Leadership Council Meetings, build personal relationships with the leaders of each partner district, work with the program evaluators, contribute to the annual reporting to the U.S. Department of Education.

- **Time Allocation:** 100%
- **Basis for Salary:** This is a 12-month position. The salary is within the (modest) range for an experienced K-12 administrator in Arizona. The salary must be competitive in the K-12 arena to attract high-quality candidates.
- **Importance of Position:** CTEL has a history and track-record of authentic university-school collaboration and shared-governance. This is a demanding role requires excellent interpersonal skills, positive attitude, the ability to negotiate while holding to high standards, exemplary organization and follow-through, and tenacity. This person must be a “boundary-spanner” equally representing the partner districts and the university. The position has ultimate importance in that the person will be the focal point for the entire project; he/she will be the engine for continuity and fidelity of implementation.

**Principal Academy Curriculum Developers                      Salary: \$ 9,000**

- **Duties:** After needs-analysis of the partner district administrators, the curricula for the Principal Academy workshops and advanced seminars will be written. CTEL faculty members (along with the input of partner district administrators) will be the writers of the curriculum.
- **Time Allocation:** workshop creation: 30 hrs, advanced seminar creation: 90 hrs
- **Basis for Salary:** \$33.33/ hour = \$ 1,000 per workshop and \$ 3,000 per advanced seminar. 3 workshops developed x \$ 1K + 2 seminars developed x \$ 3K =
- **Importance of Position:** Workshops and advanced seminars must be HIGHLY relevant and beneficial to busy principals. Completion of inservice Principal Academy coursework must be correlated with higher rating of principal effectiveness as well as improved teaching and learning outcomes at partner district schools.

**Principal Certification Internship Supervisors                      \$ 20,000**

- **Duties:** Perform at least four site-based observations of principal candidates during the internship year and four more discussion-based events with the candidate through video conference or other communication vehicles. Use Blended Coaching methodology to foster self-reflection and analysis by the principal candidate. Document candidates’ progress through performance-based assessments.
- **Time Allocation:** (four site-based visits x 2 1/2 hours + four discussion-based events x 1 1/2 hours + 1 hour performance assessment post-visit documentation x 8 visits = 24-25 hours with each principal candidate)
- **Basis for Salary:** 25 hours x \$40/hr = \$ 1,000 per candidate x 20
- **Importance of Position:** Intensive observation, supervision, and coaching is a hallmark of the URBAN-EXCEL principal certification program. Using a Blended Coaching framework, the supervisor will observe the candidate on school site during his/her duties (e.g., grade level team meeting with teachers, parent conference) then reflect on strengths and areas for development. The focus on providing feedback on communication and leadership skills is paramount.

## 2. FRINGE -- Total \$ 29,794

- **Fringe benefit percentages** of all personnel: 25%.
- **Rate and base of calculation:** Project Manager - \$22,544, which represents 25% of \$90,177; Principal Academy Curriculum Developers - \$2,250, which represents 25% of \$9,000; Principal Certification Internship Supervisors - \$5,000, which represents 25% of \$20,000

## 3. TRAVEL – Total \$ 20,685

### **In-state travel for the Co-PIs/Project Manager \$ 3,600**

- **Purpose:** The Co-PIs and the Project Manager will travel to urban and rural partner districts once per semester. The URBAN-EXCEL leaders will meet with partner district leadership, Principal Academy participants and principal candidates to determine the effectiveness of implementation and the impact on participants.
- **Relation to Project Success:** Travel to the partner districts will give URBAN-EXCEL leadership first-hand feedback on program effectiveness. It is another form of formative data for making program refinements.
- **Itemized Estimate:** (assuming six in-state travel events per year, assuming a two-day trip per travel event) ground transportation @ \$ 180, lodging for 2 days @ \$ 150, 2 days per diem @ \$ 60 x 6 trips

### **Principal Certification Internship Supervision Travel \$ 5,760**

- **Purpose:** During the internship year, each candidate will have four site-based observation visits by CTEL supervisors. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.
- **Relation to Project Success:** Face-to-face observation of candidates (in a principal ship work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that 40% of candidates in a given cohort (i.e., 8) will come from five rural partner districts. Further, two of the rural districts will require an overnight stay. Overnights -- ground transportation @ \$ 200, lodging for 1 days @ \$ 100, 2 days per diem @ \$ 60 = \$ 420 x 4 trips x 2 districts = \$ 3,360 ; Same-days -- ground transportation @ \$ 140, 1 day per diem @ \$ 60 = \$ 200 x 4 x 3 = \$ 2,400

### **Out-of-state travel for the Co-PIs/Project Manager \$ 11,325**

- **Purpose:** The Co-PIs will participate equally in responsibilities with the U.S. Department of Education. Both will travel to Project Director's meetings in Washington D.C. The Project Manager will also attend these meetings. The Co-PIs and the Project Manager will participate in a national educational conference and will obligate themselves to give presentations about the project (annually).
- **Relation to Project Success:** The U.S Department of Education's Director Meetings and national conference experiences will provide the Co-PIs and the

Project Manager with a venue for sharing their experiences and learning from other leaders.

- **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip) air transportation @ \$ 550, lodging for 3 days @ \$185, 3 days per diem @ \$ 100, registration @ \$ 100, ground transportation @ \$ 80 x 3; *To National Educational Conference* (assuming a five-day trip for each travel event) air transportation @ \$ 550, lodging for 5 days @ \$180, 5 days per diem @ \$ 60, conference registration @ \$ 200, ground transportation @ \$ 80 x 3

**4. EQUIPMENT– Total \$ 0**

**5. SUPPLIES – Total \$ 0**

**6. CONTRACTUAL – Total \$ 20,000**

**New Teacher Center “Blended Coaching” Training \$ 20,000**

- **Purpose:** The training is designed to prepare the participant to provide intensive individual support to new and veteran administrators and will be taught by staff from the New Teacher Center, University of California at Santa Cruz. The training will prepare URBAN-EXCEL administrators with the skills to provide peer-coaching/mentoring within network schools and districts.
- **Deliverables:** Three-day training, text, materials, access to online resources.
- **Justification of Contractor:** High quality provider of targeted skills.
- **Names:** New Teacher Center, University of California at Santa Cruz
- **Basis for Cost Estimate:** Organization’s rate for the 3-hr training

**7. CONSTRUCTION – Total \$ 0**

**8. OTHER – Total \$ 86,000**

**External Evaluator for Project Program Evaluation \$ 20,000**

- **Purpose:** Ensure that objective data are available to evaluate the quality of implementation and impact of the URBAN-EXCEL project. Specifically, the expected outcomes for the three goals must be measured and reported annually.
- **Deliverables:** Meet with Co-PI Ridley on a monthly basis, collect data on schedule, entry and analysis of data, write reports as required by Co-PI Ridley, participate in the quarterly leadership council meetings, and contribute to the annual written report to the U.S. Department of Education.
- **Justification of Contractor:** An external evaluator has an unbiased perspective on the project. We will seek a well-staffed organization able to collect, analyze, and report findings on a timely basis.
- **Names:** (Vender yet to be determined)
- **Contractor Time on Project:** 10 hours a week for 10 months
- **Basis for Cost Estimate:** 10 hours a week for 10 months @ \$ 50.00 per hour

**Principal Academy Advanced Seminar Coaches      \$ 40,000**

- **Purpose:** To provide site-based and virtual (video conference) one-on-one coaching support for principals participating in the advanced seminars. To extend the ideas discussed in the advanced seminars into practice by providing a coach to witness participant's implementation and provide feedback and guidance.
- **Deliverables:** Refined and competent Blended Coaching support (e.g., listening, trust-building, questioning, problem-solving), strong experience base of school leadership.
- **Justification of Contractor:** Coaches must be highly skilled in techniques that foster the recipient's confident self-reflection and analysis. Initially, Arizona Wallace Project-trained coaches in Blended Coaching will be used and later, URBAN-EXCEL principals and central administrators trained in this methodology will take over in a network peer-mentorship model.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 1,000 paid to coach per "client". The coach will physically observe the client principal twice in a semester and communicate with him/her weekly through a semester through the video conference or other communication tool. It is assumed that in Year Three, 40 principals, participating in the advanced seminars, will elect to have coaching support.

**Principal Academy Advanced Seminar -- Collegial Visitation Team      \$ 21,000**

- **Purpose:** Starting in Year Three, each partner district is eligible for ONE Collegial Team Visit (per year) at the request of a principal participating in an advanced seminar (and with the approval of his/her superintendent). The collegial visitation team consists of three experienced administrators trained in School Effectiveness Analysis and Blended Coaching methodology. The purpose of the visit is help analyze school and principal functioning and to strategize improvements.
- **Deliverables:** Over a two-day period, the team will intensively observe, interview and review existing records to create a situation analysis of school and principal functioning. At the end of the second day, the findings will be shared with the principal. Using Blended Coaching methodology, the four administrators will collaboratively create a plan for refining strengths and addressing short-falls. An administrator from the visitation team will stay in weekly communication with the site principal for the balance of the school year.
- **Justification of Contractor:** Members of the collegial visitation team must be highly experienced and trained in school analysis and collegial coaching.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 500 per visiting team member per day, ( $\$ 500 \times 3 \text{ members} \times 2 \text{ days}$ ) = \$ 3,000. It is assumed that in Year Three, seven partner district schools will request a collegial visit, ( $\$ 3,000 \times 7 =$ )

**9. TOTAL DIRECT COSTS -- \$ 270,656**

## 10. INDIRECT COSTS -- \$ 92,036

- **Indirect cost rate:** 36% MTDC Base (\$255,656)
- The most recent approved indirect cost agreement is attached in the Other Attachments form section of the application.

## 11. TRAINING STIPENDS – Total \$ 808,527

### Training Stipends for Principal Certification Program: \$ 616,291

- **Cost of tuition support per year per student:** YEAR THREE (second year of cohort one): 15 semester hours over two semester will be taken in the second year of the principal certification program. The cost of tuition for 15 hours (graduate level) will be \$ 6,715 x 20 students = **\$ 134,291**
- **Cost of books per year per student:** YEAR THREE (second year of two, 15 hours -5 courses -spread over two semesters): The cost of books is \$ 300 per semester x 2 = \$ 600 x 20 = **\$ 12,000**
- **Cost of paid internship support per semester per student:** YEAR THREE: The grant and the partner districts will split the principal intern's salary 50-50% in Year Three. The district will pay benefits and it is assumed that the principal intern's salary is \$ 45,000 per year.  $\$ 45,000 / 2 \times 20$  interns = **\$ 450,000**
- **Cost of (optional) internship travel support per semester per student:** YEAR THREE: It is assumed that 8 principal candidates live in rural partner districts. It is further assumed that half of the candidates will choose the option of completing the first half of their internship in another partner district.  $\$ 5,000 \times 4$  = **\$ 20,000**

### Training Stipends for Principal Academy Program: \$ 180,156

- **Cost of workshop fee support per year per student:** YEAR THREE: Workshops will be offered during the spring, summer and fall semesters. Three workshops will be offered each semester. Workshops will be non-credit, delivered in the early morning and cover 10 clock hours spread over three weeks. The cost of a workshop is \$ 300. It is assumed that 195 principals will attend workshops in Year Three.  $195 \times \$ 300$  = **\$ 58,500**
- **Cost of advanced seminar tuition support per year per student:** YEAR THREE: Like the workshops, the advanced seminars will be offered spring, summer, and fall semesters (i.e., one seminar per semester). Seminars will be equivalent to a three-semester-hour graduate-level class and will be offered on a credit or non-credit basis. The tuition cost will include any additional coaching support or collegial visits by E-U peers. The cost of a seminar course is \$ 1,499. It is assumed that 70 principals will attend advanced seminars in Year Three.  $70 \times \$ 1,499$  = **\$ 104,906**
- **Cost of books per year per student:** YEAR THREE: The cost of books is \$ 50 per student per workshop. The cost of books is \$ 100 per student per advanced seminar.  $195 \times \$ 50 + 70 \times \$ 100$  = **\$ 16,750**

### Principal Academy Advanced Seminar Coach Travel \$ 5,600

- **Purpose:** Each principal participant in the advanced seminars has the option of requesting site-based observation visits by an experienced administrator trained in

Blended Coaching methodology. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.

- **Relation to Project Success:** Face-to-face observation of the principal (in the work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that in Year Three, 40 principal participants will seek coaching support. It is further assumed that 40% of these (i.e., 16) will come from five rural partner districts. Further, it is assumed that with the number of principals to be observed per district (average of 3) and the distance involved, a 2 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 2 days @ \$ 100, 3 days per diem @ \$ 60 = \$ x 2 trips x 5 districts =

#### **Principal Academy Advanced Seminar Collegial Visit Travel \$ 6,480**

- **Purpose:** For a team of experienced and trained administrators from outside the partner district (yet within the U-E network) to provide supportive and objective analysis of school and principal functioning and collaborative planning for improvement
- **Relation to Project Success:** Being part of the advanced seminar offerings, the collegial visit helps bring best-practice theory to pragmatic practice in U-E partner district schools. The analysis and solution creation process is implemented in a positive, supportive, peer-mentoring context.
- **Itemized Estimate:** It is assumed that in Year Three, 7 partner district schools will seek a collegial visit. It is further assumed that 40% of these (i.e., 3) will come from rural partner districts. Further, it is assumed that a 3 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 3 days @ \$ 100, 4 days per diem @ \$ 60 x 3 team members x 3 trips

## **12. TOTAL COSTS -- \$ 1,171,219**

<b>YEAR FOUR</b>
------------------

### **1. PERSONNEL – Total \$ 98,882**

#### **Project Manager Salary: \$ 92,882 (12 month position)**

- **Duties:** Collaborate with the PIs (Ridley & Painter) and lead the implementation of the preservice and inservice principal programs, represent CTEL in the monthly governance meetings with partner districts, participate in the Quarterly Leadership Council Meetings, build personal relationships with the leaders of each partner district, work with the program evaluators, contribute to the annual reporting to the U.S. Department of Education.
- **Time Allocation:** 100%
- **Basis for Salary:** This is a 12-month position. The salary is within the (modest) range for an experienced K-12 administrator in Arizona. The salary must be competitive in the K-12 arena to attract high-quality candidates.



- **Purpose:** The Co-PIs will participate equally in responsibilities with the U.S. Department of Education. Both will travel to Project Director's meetings in Washington D.C. The Project Manager will also attend these meetings. The Co-PIs and the Project Manager will participate in a national educational conference and will obligate themselves to give presentations about the project (annually).
- **Relation to Project Success:** The U.S Department of Education's Director Meetings and national conference experiences will provide the Co-PIs and the Project Manager with a venue for sharing their experiences and learning from other leaders.
- **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip) air transportation @ \$ 550, lodging for 3 days @ \$185, 3 days per diem @ \$ 100, registration @ \$ 100, ground transportation @ \$ 80 x 3; *To National Educational Conference* (assuming a five-day trip for each travel event) air transportation @ \$ 550, lodging for 5 days @ \$180, 5 days per diem @ \$ 60, conference registration @ \$ 200, ground transportation @ \$ 80 x 3

**4. EQUIPMENT– Total \$ 0**

**5. SUPPLIES – Total \$ 0**

**6. CONTRACTUAL – Total \$ 20,000**

**New Teacher Center “Blended Coaching” Training \$ 20,000**

- **Purpose:** The training is designed to prepare the participant to provide intensive individual support to new and veteran administrators and will be taught by staff from the New Teacher Center, University of California at Santa Cruz. The training will prepare URBAN-EXCEL administrators with the skills to provide peer-coaching/mentoring within network schools and districts.
- **Deliverables:** Three-day training, text, materials, access to online resources.
- **Justification of Contractor:** High quality provider of targeted skills.
- **Names:** New Teacher Center, University of California at Santa Cruz
- **Basis for Cost Estimate:** Organization's rate for the 3-hr training

**7. CONSTRUCTION – Total \$ 0**

**8. OTHER – Total \$ 81,000**

**External Evaluator for Project Program Evaluation \$ 20,000**

- **Purpose:** Ensure that objective data are available to evaluate the quality of implementation and impact of the URBAN-EXCEL project. Specifically, the expected outcomes for the three goals must be measured and reported annually.
- **Deliverables:** Meet with Co-PI Ridley on a monthly basis, collect data on schedule, entry and analysis of data, write reports as required by Co-PI Ridley, participate in the quarterly leadership council meetings, and contribute to the annual written report to the U.S. Department of Education.

- **Justification of Contractor:** An external evaluator has an unbiased perspective on the project. We will seek a well-staffed organization able to collect, analyze, and report findings on a timely basis.
- **Names:** (Vender yet to be determined)
- **Contractor Time on Project:** 10 hours a week for 10 months
- **Basis for Cost Estimate:** 10 hours a week for 10 months @ \$ 50.00 per hour

**Principal Academy Advanced Seminar Coaches \$ 40,000**

- **Purpose:** To provide site-based and virtual (video conference) one-on-one coaching support for principals participating in the advanced seminars. To extend the ideas discussed in the advanced seminars into practice by providing a coach to witness participant's implementation and provide feedback and guidance.
- **Deliverables:** Refined and competent Blended Coaching support (e.g., listening, trust-building, questioning, problem-solving), strong experience base of school leadership.
- **Justification of Contractor:** Coaches must be highly skilled in techniques that foster the recipient's confident self-reflection and analysis. Initially, Arizona Wallace Project-trained coaches in Blended Coaching will be used and later, URBAN-EXCEL principals and central administrators trained in this methodology will take over in a network peer-mentorship model.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 1,000 paid to coach per "client". The coach will physically observe the client principal twice in a semester and communicate with him/her weekly through a semester through the video conference or other communication tool. It is assumed that in Year Four, 40 principals, participating in the advanced seminars, will elect to have coaching support.

**Principal Academy Advanced Seminar -- Collegial Visitation Team \$ 21,000**

- **Purpose:** Each partner district is eligible for ONE Collegial Team Visit (per year) at the request of a principal participating in an advanced seminar (and with the approval of his/her superintendent). The collegial visitation team consists of three experienced administrators trained in School Effectiveness Analysis and Blended Coaching methodology. The purpose of the visit is help analyze school and principal functioning and to strategize improvements.
- **Deliverables:** Over a two-day period, the team will intensively observe, interview and review existing records to create a situation analysis of school and principal functioning. At the end of the second day, the findings will be shared with the principal. Using Blended Coaching methodology, the four administrators will collaboratively create a plan for refining strengths and addressing short-falls. An administrator from the visitation team will stay in weekly communication with the site principal for the balance of the school year.
- **Justification of Contractor:** Members of the collegial visitation team must be highly experienced and trained in school analysis and collegial coaching.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching

- **Basis for Cost Estimate:** \$ 500 per visiting team member per day, ( $\$ 500 \times 3$  members  $\times 2$  days) = \$ 3,000. It is assumed that in Year Four, seven partner district schools will request a collegial visit, ( $\$ 3,000 \times 7 =$ )

**9. TOTAL DIRECT COSTS -- \$239,528**

**10. INDIRECT COSTS -- \$ 79,030**

- **Indirect cost rate:** 36% MTDC Base (219,528)
- The most recent approved indirect cost agreement is attached in the Other Attachments form section of the application.

**11. TRAINING STIPENDS – Total \$ 404,376**

**Training Stipends for Principal Certification Program: \$ 208,993**

- **Cost of tuition support per year per student:** YEAR FOUR (first year of cohort two): 21 semester hours over three semesters will be taken in the first year of the principal certification program. The cost of tuition for 21 hours (graduate level) will be  $\$ 9,550 \times 20$  students = **\$ 190,993**
- **Cost of books per year per student:** YEAR FOUR (first year of two, 21 hours - 7 courses -spread over three semesters): The cost of books is \$ 300 per semester  $\times 3 = \$ 900 \times 20 =$  **\$ 18,000**
- **Cost of paid internship support per semester per student:** YEAR FOUR (internship begins in the second year of the certification program): \$ 0
- **Cost of (optional) internship travel support per semester per student:** YEAR FOUR (internship begins in the second year of the certification program): \$ 0

**Training Stipends for Principal Academy Program: \$ 183,303**

- **Cost of workshop fee support per year per student:** YEAR FOUR: Workshops will be offered during the spring, summer and fall semesters. Three workshops will be offered each semester. Workshops will be non-credit, delivered in the early morning and cover 10 clock hours spread over three weeks. The cost of a workshop is \$ 300. It is assumed that 195 principals will attend workshops in Year Four.  $195 \times \$ 300 =$  **\$ 58,500**
- **Cost of advanced seminar tuition support per year per student:** YEAR FOUR: Like the workshops, the advanced seminars will be offered spring, summer, and fall semesters (i.e., one seminar per semester). Seminars will be equivalent to a three-semester-hour graduate-level class and will be offered on a credit or non-credit basis. The tuition cost will include any additional coaching support or collegial visits by E-U peers. The cost of a seminar course is \$ 1,544. It is assumed that 70 principals will attend advanced seminars in Year Four.  $70 \times \$ 1,544 =$  **\$ 108,053**
- **Cost of books per year per student:** YEAR FOUR: The cost of books is \$ 50 per student per workshop. The cost of books is \$ 100 per student per advanced seminar.  $195 \times \$ 50 + 70 \times \$ 100 =$  **\$ 16,750**

**Principal Academy Advanced Seminar Coach Travel           \$ 5,600**

- **Purpose:** Each principal participant in the advanced seminars has the option of requesting site-based observation visits by an experienced administrator trained in Blended Coaching methodology. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.
- **Relation to Project Success:** Face-to-face observation of the principal (in the work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that in Year Four, 40 principal participants will seek coaching support. It is further assumed that 40% of these (i.e., 16) will come from five rural partner districts. Further, it is assumed that with the number of principals to be observed per district (average of 3) and the distance involved, a 2 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 2 days @ \$ 100, 3 days per diem @ \$ 60 = \$ x 2 trips x 5 districts =

**Principal Academy Advanced Seminar Collegial Visit Travel   \$ 6,480**

- **Purpose:** For a team of experienced and trained administrators from outside the partner district (yet within the U-E network) to provide supportive and objective analysis of school and principal functioning and collaborative planning for improvement
- **Relation to Project Success:** Being part of the advanced seminar offerings, the collegial visit helps bring best-practice theory to pragmatic practice in U-E partner district schools. The analysis and solution creation process is implemented in a positive, supportive, peer-mentoring context.
- **Itemized Estimate:** It is assumed that in Year Four, 7 partner district schools will seek a collegial visit. It is further assumed that 40% of these (i.e., 3) will come from rural partner districts. Further, it is assumed that a 3 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 3 days @ \$ 100, 4 days per diem @ \$ 60 x 3 team members x 3 trips

**12. TOTAL COSTS -- \$ 722,934**

<b>YEAR FIVE</b>
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**1. PERSONNEL – Total \$ 121,668**

**Project Manager           Salary: \$ 95,668 (12 month position)**

- **Duties:** Collaborate with the PIs (Ridley & Painter) and lead the implementation of the preservice and inservice principal programs, represent CTEL in the monthly governance meetings with partner districts, participate in the Quarterly Leadership Council Meetings, build personal relationships with the leaders of each partner district, work with the program evaluators, contribute to the annual reporting to the U.S. Department of Education.
- **Time Allocation:** 100%



- **Fringe benefit percentages** of all personnel: 25%.
- **Rate and base of calculation:** Project Manager - \$23,917, which represents 25% of \$95,668; Principal Academy Curriculum Developers - \$1,500, which represents 25% of \$6,000; Principal Certification Internship Supervisors - \$5,000, which represents 25% of \$20,000.

### 3. TRAVEL – Total \$ 20,685

#### **In-state travel for the Co-PIs/Project Manager \$ 3,600**

- **Purpose:** The Co-PIs and the Project Manager will travel to urban and rural partner districts once per semester. The URBAN-EXCEL leaders will meet with partner district leadership, Principal Academy participants and principal candidates to determine the effectiveness of implementation and the impact on participants.
- **Relation to Project Success:** Travel to the partner districts will give URBAN-EXCEL leadership first-hand feedback on program effectiveness. It is another form of formative data for making program refinements.
- **Itemized Estimate:** (assuming six in-state travel events per year, assuming a two-day trip per travel event) ground transportation @ \$ 180, lodging for 2 days @ \$ 150, 2 days per diem @ \$ 60 x 6 trips

#### **Principal Certification Internship Supervision Travel \$ 5,760**

- **Purpose:** During the internship year, each candidate will have four site-based observation visits by CTEL supervisors. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.

#### **Out-of-state travel for the Co-PIs/Project Manager \$ 11,325**

- **Purpose:** The Co-PIs will participate equally in responsibilities with the U.S. Department of Education. Both will travel to Project Director's meetings in Washington D.C. The Project Manager will also attend these meetings. The Co-PIs and the Project Manager will participate in a national educational conference and will obligate themselves to give presentations about the project (annually).
- **Relation to Project Success:** The U.S Department of Education's Director Meetings and national conference experiences will provide the Co-PIs and the Project Manager with a venue for sharing their experiences and learning from other leaders.
- **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip) air transportation @ \$ 550, lodging for 3 days @ \$185, 3 days per diem @ \$ 100, registration @ \$ 100, ground transportation @ \$ 80 x 3; *To National Educational Conference* (assuming a five-day trip for each travel event) air transportation @ \$ 550, lodging for 5 days @ \$180, 5 days per diem @ \$ 60, conference registration @ \$ 200, ground transportation @ \$ 80 x 3

**4. EQUIPMENT– Total \$ 0**

**5. SUPPLIES – Total \$ 0**

**6. CONTRACTUAL – Total \$ 20,000**

**New Teacher Center “Blended Coaching” Training \$ 20,000**

- **Purpose:** The training is designed to prepare the participant to provide intensive individual support to new and veteran administrators and will be taught by staff from the New Teacher Center, University of California at Santa Cruz. The training will prepare URBAN-EXCEL administrators with the skills to provide peer-coaching/mentoring within network schools and districts.
- **Deliverables:** Three-day training, text, materials, access to online resources.
- **Justification of Contractor:** High quality provider of targeted skills.
- **Names:** New Teacher Center, University of California at Santa Cruz
- **Basis for Cost Estimate:** Organization’s rate for the 3-hr training

**7. CONSTRUCTION – Total \$ 0**

**8. OTHER – Total \$ 81,000**

**External Evaluator for Project Program Evaluation \$ 20,000**

- **Purpose:** Ensure that objective data are available to evaluate the quality of implementation and impact of the URBAN-EXCEL project. Specifically, the expected outcomes for the three goals must be measured and reported annually.
- **Deliverables:** Meet with Co-PI Ridley on a monthly basis, collect data on schedule, entry and analysis of data, write reports as required by Co-PI Ridley, participate in the quarterly leadership council meetings, and contribute to the annual written report to the U.S. Department of Education.
- **Justification of Contractor:** An external evaluator has an unbiased perspective on the project. We will seek a well-staffed organization able to collect, analyze, and report findings on a timely basis.
- **Names:** (Vender yet to be determined)
- **Contractor Time on Project:** 10 hours a week for 10 months
- **Basis for Cost Estimate:** 10 hours a week for 10 months @ \$ 50.00 per hour

**Principal Academy Advanced Seminar Coaches \$ 40,000**

- **Purpose:** To provide site-based and virtual (video conference) one-on-one coaching support for principals participating in the advanced seminars. To extend the ideas discussed in the advanced seminars into practice by providing a coach to witness participant’s implementation and provide feedback and guidance.
- **Deliverables:** Refined and competent Blended Coaching support (e.g., listening, trust-building, questioning, problem-solving), strong experience base of school leadership.
- **Justification of Contractor:** Coaches must be highly skilled in techniques that foster the recipient’s confident self-reflection and analysis. Initially, Arizona

Wallace Project-trained coaches in Blended Coaching will be used and later, URBAN-EXCEL principals and central administrators trained in this methodology will take over in a network peer-mentorship model.

- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 1,000 paid to coach per “client”. The coach will physically observe the client principal twice in a semester and communicate with him/her weekly through a semester through the video conference or other communication tool. It is assumed that in Year Five, 40 principals, participating in the advanced seminars, will elect to have coaching support.

**Principal Academy Advanced Seminar -- Collegial Visitation Team \$ 21,000**

- **Purpose:** Each partner district is eligible for ONE Collegial Team Visit (per year) at the request of a principal participating in an advanced seminar (and with the approval of his/her superintendent). The collegial visitation team consists of three experienced administrators trained in School Effectiveness Analysis and Blended Coaching methodology. The purpose of the visit is help analyze school and principal functioning and to strategize improvements.
- **Deliverables:** Over a two-day period, the team will intensively observe, interview and review existing records to create a situation analysis of school and principal functioning. At the end of the second day, the findings will be shared with the principal. Using Blended Coaching methodology, the four administrators will collaboratively create a plan for refining strengths and addressing short-falls. An administrator from the visitation team will stay in weekly communication with the site principal for the balance of the school year.
- **Justification of Contractor:** Members of the collegial visitation team must be highly experienced and trained in school analysis and collegial coaching.
- **Names:** Arizona Wallace Project Leadership Coaches (short-term); URBAN-EXCEL partner district administrators trained in Blended Coaching
- **Basis for Cost Estimate:** \$ 500 per visiting team member per day, ( $\$ 500 \times 3 \text{ members} \times 2 \text{ days}$ ) = \$ 3,000. It is assumed that in Year Five, seven partner district schools will request a collegial visit, ( $\$ 3,000 \times 7 =$ )

**9. TOTAL DIRECT COSTS -- \$ 273,770**

**10. INDIRECT COSTS -- \$ 91,357**

- **Indirect cost rate:** 36% MTDC Base (\$253,770)
- The most recent approved indirect cost agreement is attached in the Other Attachments form section of the application.

**11. TRAINING STIPENDS – Total \$ 600,429**

**Training Stipends for Principal Certification Program: \$ 399,404**

- **Cost of tuition support per year per student:** YEAR FIVE (second year of cohort one): 15 semester hours over two semesters will be taken in the second year of the principal certification program. The cost of tuition for 15 hours

- (graduate level) will be  $\$ 7,120 \times 20 \text{ students} = \$ 142,404$
- **Cost of books per year per student:** YEAR FIVE (second year of two, 15 hours -5 courses -spread over two semesters): The cost of books is  $\$ 300$  per semester  $\times 2 = \$ 600 \times 20 = \$ 12,000$
  - **Cost of paid internship support per semester per student:** YEAR FIVE: This final year of the grant, the partner districts will split the principal intern's salary 75-25% (with the district paying 75%). The district will pay benefits and it is assumed that the principal intern's salary is  $\$ 45,000$  per year.  $\$ 45,000 / 4 \times 20 \text{ interns} = \$ 225,000$
  - **Cost of (optional) internship travel support per semester per student:** YEAR FIVE: It is assumed that 8 principal candidates live in rural partner districts. It is further assumed that half of the candidates will choose the option of completing the first half of their internship in another partner district.  $\$ 5,000 \times 4 = \$ 20,000$

**Training Stipends for Principal Academy Program: \$ 188,945**

- **Cost of workshop fee support per year per student:** YEAR FIVE: Workshops will be offered during the spring, summer and fall semesters. Three workshops will be offered each semester. Workshops will be non-credit, delivered in the early morning and cover 10 clock hours spread over three weeks. The cost of a workshop is  $\$ 300$ . It is assumed that 195 principals will attend workshops in Year Five.  $195 \times \$ 300 = \$ 58,500$
- **Cost of advanced seminar tuition support per year per student:** YEAR FIVE: Like the workshops, the advanced seminars will be offered spring, summer, and fall semesters (i.e., one seminar per semester). Seminars will be equivalent to a three-semester-hour graduate-level class and will be offered on a credit or non-credit basis. The tuition cost will include any additional coaching support or collegial visits by E-U peers. The cost of a seminar course is  $\$ 1,499$ . It is assumed that 70 principals will attend advanced seminars in Year Five.  $70 \times \$ 1,590 = \$ 111,295$
- **Cost of books per year per student:** YEAR FIVE: The cost of books is  $\$ 50$  per student per workshop. The cost of books is  $\$ 100$  per student per advanced seminar.  $195 \times \$ 50 + 70 \times \$ 100 = \$ 16,750$
- **Relation to Project Success:** Face-to-face observation of candidates (in a principal ship work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that 40% of candidates in a given cohort (i.e., 8) will come from five rural partner districts. Further, two of the rural districts will require an overnight stay. Overnights -- ground transportation (@  $\$ 200$ , lodging for 1 days (@  $\$ 100$ , 2 days per diem (@  $\$ 60 = \$ 420 \times 4 \text{ trips} \times 2 \text{ districts} = \$ 3,360$  ; Same-days -- ground transportation (@  $\$ 140$ , 1 day per diem (@  $\$ 60 = \$ 200 \times 4 \times 3 = \$ 2,400$

**Principal Academy Advanced Seminar Coach Travel \$ 5,600**

- **Purpose:** Each principal participant in the advanced seminars has the option of requesting site-based observation visits by an experienced administrator trained in Blended Coaching methodology. A number of the partner districts are in rural Arizona and significant travel will be involved for the site-based observations.

- **Relation to Project Success:** Face-to-face observation of the principal (in the work context) with immediate post-reflection, debriefing and guidance are essential to the shaping of communication and leadership skills.
- **Itemized Estimate:** It is assumed that in Year Five, 40 principal participants will seek coaching support. It is further assumed that 40% of these (i.e., 16) will come from five rural partner districts. Further, it is assumed that with the number of principals to be observed per district (average of 3) and the distance involved, a 2 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 2 days @ \$ 100, 3 days per diem @ \$ 60 = \$ x 2 trips x 5 districts =

**Principal Academy Advanced Seminar Collegial Visit Travel \$ 6,480**

- **Purpose:** For a team of experienced and trained administrators from outside the partner district (yet within the U-E network) to provide supportive and objective analysis of school and principal functioning and collaborative planning for improvement
- **Relation to Project Success:** Being part of the advanced seminar offerings, the collegial visit helps bring best-practice theory to pragmatic practice in U-E partner district schools. The analysis and solution creation process is implemented in a positive, supportive, peer-mentoring context.
- **Itemized Estimate:** It is assumed that in Year Five, 7 partner district schools will seek a collegial visit. It is further assumed that 40% of these (i.e., 3) will come from rural partner districts. Further, it is assumed that a 3 night stay is required for all trips. Ground transportation @ \$ 180, lodging for 3 days @ \$ 100, 4 days per diem @ \$ 60 x 3 team members x 3 trips

**12. TOTAL COSTS -- \$ 965,556**