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Application Narrative

Eligibility Requirements

<i>Name of LEA</i>	<i>(a)(2) Poverty Rate</i>		<i>(b)(2) Percent of Teachers</i>	
Tulsa Public Schools	<i>Total Enrollment:</i> 40,252	<i>5-17 Population:</i> 47,203 <i>5-17 Families in Poverty:</i> 13,414 = 28.4%	<i>Total Teachers (Non-Sp. Ed and Sp. Ed):</i> 2,466	Total Teachers on Provisional Certification: 150* = 6%

Data Sources: (a)(2) – Tulsa Public Schools Office of Accountability Report (as of Oct 1, 2012). U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, December 2012. (b)(2) – State Department of Oklahoma Office of Accountability Profiles 2012 District Report. Tulsa Public Schools Human Capital Office Report, 2013. *Teach For America teachers are given a 2-year provisional certificate by the State of Oklahoma.

Invitational Priority 1: Building Leadership Capacity

Tulsa Public Schools’ School Leadership Project focuses on building the leadership capacity of Assistant Principals in schools across the district, including the persistently lowest-achieving schools. In transforming the role of Assistant Principal to an apprenticeship for instructional leadership, the District will work to change the culture of Principals and District Leaders and their understanding of the role as well as providing coaching and training to Assistant Principals in order to master essential instructional leadership and school management skills.

Project Narrative

A. Quality of the project design

1. Goals, objectives, and outcomes to be achieved are clearly specified and measurable.

Table 1: Goals, Objectives, and Outcomes

<i>Goals and Outcomes</i>	<i>Objectives</i>
Outcome 1: Mastery of Instructional Leadership Skills	
Goal 1.1: Improve participating APs’ average calibration scores (their accuracy in judging teacher performance) by improving the % they score exactly on target by at least 9 percentile points each year and decreasing the % of scores that are discrepant (off of target by 2 points) by 3 percentile points each year.	At least 60% score exactly on target and no more than 20% discrepant.
Goal 1.2: With regard to the quality of AP’s post-observation feedback to teachers, increase the % of participating APs scoring at the highest level as measured by expert raters’ observations of teacher-AP conferences by 10% annually.	At least 30% of APs score at the highest level.
Goal 1.3: Increase by 5% each year the % of participating APs surveyed who report that they (1) have a strong understanding of how to analyze student data and (2) have analyzed student data to improve student outcomes in the last 3 months.	Baseline plus 25%.
Goal 1.4: Increase by 5% each year the % of participating APs surveyed who report that they have (1) a strong understanding of how to develop school leadership teams and (2) have successfully developed one or more leadership teams to improve student outcomes in the last 3 months.	Baseline plus 25%.

Goal 1.5: Increase by 5% each year the % of teachers who report that their APs have helped create a positive school environment.	Baseline plus 25%.
Outcome 2: Mastery of Instructional Support Aligned to College- and Career-ready Standards.	
Goal 2.1: Increase by 5% each year the % of APs and Ps who are successful in meeting their self-assessment goals as measured by the McREL leadership framework.	Baseline plus 25%.
Goal 2.2: Increase by 5% each year the % of APs and Ps who report that the professional development provided to them at monthly Principal Leadership Conferences is timely, useful, and important to their development as instructional leaders.	Baseline plus 25%.
Outcome 3: GPRA Measures	
Goal 3.1: Increase by 8 or more percentile points the % of program graduates who are certified to become a Principal, as determined by a proficient (3 on a scale from 1-5) or better rating in the principal selection process.	80% scoring proficient or better.
Goal 3.2: Increase by 1 or more percentile points the % of program graduates who are certified and hired as a principal/assistant principal in a high need LEA.	Baseline plus 1%.
Goal 3.3: Increase by 5 or more percentile point the % of program graduates certified through the program who are hired as a principal/assistant principal in a high need LEA and who remain in that position for at least two years.	Baseline plus 5%.

<p>Goal 3.4: Increase by 5 percentile points the % of Principals/Assistant Principals who complete the grant funded professional development program and whose schools demonstrate positive change based on pre- and post-school site measures which included state achievement tests and student growth.</p>	<p>Baseline plus 5%.</p>
<p>Goal 3.5: Increase by 5 percentile points the % of program graduates who are rated “effective” or “highly effective” as measured by the McREL Principal Evaluation System.</p>	<p>Baseline plus 5%.</p>

2. The design is appropriate to, and will successfully address, the needs of the target population or other identified needs.

On May 22, 2013, the Thomas B. Fordham Institute’s blog entitled *Flypaper* published an interview with Tim Daly, President of *The New Teacher Project* and co-author the of 2009’s highly influential report, *The Widget Effect*.ⁱ Four years after the publication of this work that played a major role in the national movement toward improving teacher effectiveness through more rigorous teacher evaluation systems, Daly was asked the following question:

“Why do you think some of the nation’s “new-and-improved” teacher-evaluation systems continue to rate the vast majority of teachers as effective or better? Given all of the time, money, and energy spent on evaluation reform, should we be concerned that meaningful differentiation is still elusive?”ⁱⁱ

His response was telling:

“Yes, we should be concerned, but not surprised. We argued in *The Widget Effect* that the problem wasn’t just the evaluation systems, it was a ***culture that refused to see the differences in instructional skill*** that were right before our eyes. The

new systems provide a better support structure to assess and develop instruction, and they usually remove prohibitions against consideration of student learning.

But they do not by themselves change culture. All of us, as educators, are responsible for that culture. ***We must take ownership of the systems and use them as they were intended to be used*** [Emphasis added].ⁱⁱⁱ

It is clear that the implementation of a rigorous evaluation system alone does not improve the academic achievement and growth of students, but that the capacity to understand and differentiate instructional skill on the part of the evaluators is crucial. Further, once identified, instructional leaders must be in place to guide the teachers toward greater effectiveness in the classroom.

Since 2009 Tulsa Public Schools has made impressive strides in developing and implementing a high quality, evidence-based teacher evaluation system called the *Tulsa Model for Observation and Evaluation*. Designed in collaboration with Oklahoma educators and administrators and in consultation with national experts in teacher and leader effectiveness, it has been validated in several external research studies as positively correlated with student achievement growth at levels that surpass nationally recognized evaluation models. Chief among those studies is the work of the noteworthy education research group Empirical Education, which studied the model in partnership with the Gates Foundations' Measures of Effective Teaching (MET) Validation Engine Project in the fall of 2011. It has also been adopted by the Oklahoma State Department of Education as one of three approved evaluation systems and over 90% of Oklahoma school districts have selected to implement the Tulsa Model.^{iv}

As part of this implementation, District Principals have been undergoing intensive training in how to properly use the Tulsa Model to differentiate the instructional skills of their teachers and identify effective teaching. Additionally, Principals and District level leaders participate regularly in professional development to build their own instructional leadership skills.

The glaring gap in this process, however, has been the absence of high quality training with a focus on instructional leadership for Assistant Principals. While the role of the Assistant Principal should be one of apprenticeship under the Principal, gaining instructional leadership skills and preparing to move into the position of principal, all too often, Assistant Principals are tasked with discrete responsibilities outside of instructional leadership (such as discipline and building management) and, as a consequence have few opportunities to develop as leaders.

This diminished lack of responsibility and opportunity to receive feedback leaves the Assistant Principal ill-prepared for instructional leadership and leads their Principal supervisors to deemphasize or even ignore (as being “not applicable”) the Assistant Principal’s performance in the instructional leadership domain of the leadership evaluation system. Troublingly, the District’s Assistant Principals have, on average, shown strong evaluation scores from their supervisor – even with regard to instructional leadership. The average evaluation composite score for Assistant Principals in 2012-13 was 3.45 on a 5-point scale. Their average score on the instructional leadership domain was 3.49. Contrasted with the performance scores of Assistant Principals in the principal selection process, however, these evaluative assessments of their effectiveness are shown to be inaccurate at best and artificially inflated at worst.

When several principalships came available in 2013 as part of a district transformation initiative, a rigorous selection process was piloted to identify the candidates with the most effective instructional leadership skills. The selection process involved several different

performance tasks related to instructional leadership including, but not limited to, the ability to accurately assess teacher performance and provide appropriate feedback, write and communicate effective professional development plans, as well as interpreting and using school culture data. Candidates were also tasked with reading a case study and developing an actionable and appropriate plan for school improvement. Thirteen of the District’s 53 Assistant Principals applied for the open principal positions and participated in the selection process. Only one was recommended as a successful candidate to the final hiring committee.

Data from the selection process reveal that the Assistant Principals’ primary deficiencies are in the areas of instructional leadership skills and knowledge. On the whole, the Assistant Principals’ performance of the tasks rated less than a 3 (considered effective) on a 5-point scale.

Table 2: Principal Selection Process Scores – Assistant Principals

<i>Task</i>	<i>Assistant Principal Average Score</i>
Accuracy and Quality of Teacher Observation and Feedback	2.85
Professional Development Plan Writing	2.58
Professional Development Plan Communication	2.68
Data Profile Analysis Skills	2.94
Data Profile Action Plan Presentation Skills	2.75
Case Study Analysis/Action Plan Skills	2.92
Composite Score	2.82

The need to address Assistant Principals’ ability to accurately rate and provide quality feedback on teacher observations is particularly acute. Though they are assigned teachers for whom they are responsible to observe and evaluate using the Tulsa Model, they are infrequently,

if ever, provided with feedback on their instructional leadership skills (including accuracy of scores and feedback) from the building principals and District leaders. Currently, when an Assistant Principal observes and/or evaluates a teacher, their scores are only 35% accurate according to the annual calibration report. Further, 12% of their scores are discrepant (more than two points off the exact score). Their tendency is to inflate the scores of the teacher by at least one point higher than the score that the Principal gave the same teacher.

Due, in part, to the fact that Assistant Principals are not adequately prepared to assume the principalship, many of them, particularly at the secondary level, become career Assistant Principals rather than using the position as a stepping stone or apprenticeship. The average number of years served by the 17 current Middle/Junior High School Assistant Principals is 5.3 years. The 16 High School Assistant Principals have served an average number of 3.2 years. In a system that is part of a highly effective leadership pipeline, an Assistant Principal should be prepared to assume a greater level of leadership after two years in that position. Instead District Assistant Principals are often stranded in a position that is not utilized as intended and does not empower them to become more effective instructional leaders.

In order to address this gap, the same level of devotion to preparing, inducting, and guiding Principals in their journey toward effective instructional leadership needs to be paid to Assistant Principals. Additionally, the culture of both the Principals and District leadership needs to be changed from using the position as a catch-all for the duties for which the Principal does not have time to one of apprenticeship where the Principal and District leadership are as responsible for mentoring and growing the Assistant Principals as they are for teachers. Currently, Tulsa Public Schools does not have the personnel or the capacity to implement the kinds of rigorous induction, coaching, or professional development programs required to make this culture change

possible. The proposed School Leadership Project was strategically designed to help the District meet these needs.

3. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Existing Leadership Program

- *Teacher and Leader Effectiveness Initiative*

In the fall of 2009, TPS launched its Teacher and Leader Effectiveness Initiative (TLE) after months of research and collaboration between district administrators, principals, teachers, Tulsa Classroom Teachers Association leadership, community leaders, and counsel from education experts with the Bill and Melinda Gates Foundation. The comprehensive plan was designed to improve the effectiveness of its teachers resulting in an eight-fold increase in college and career-readiness as well as elimination of achievement gaps. Elements of the Initiative include:

- 1) deployment of a thorough and objective teacher and leader evaluation system to measure the effectiveness of all teachers, leveraging value-added scores as a key input into that process;
- 2) use of student performance data to inform teacher and leader development strategies that include cognitive coaching and site-based collaborative learning;
- 3) remediating ineffective teachers and leaders and exiting those who fail to improve; and
- 4) revising district policies and practices that hinder the deployment of effective teachers and leaders to high-need students.

Collaborating with Oklahoma educators and administrators, as well as seeking the consultation expertise of national experts in teacher and leader effectiveness, Tulsa Public Schools developed and implemented a high quality, evidence-based teacher evaluation system called the *Tulsa Model for Observation and Evaluation*. Since the 2010-11 school year, after a rigorous, six-month field test, all teachers are now being assessed using the Tulsa Model, after

having conducted a rigorous, six-month field test. The rubric was crafted to reflect the most current research identifying the effectiveness and developmental needs of teachers, recognizing the complexity and importance of teaching in a high-need school system in which there is an emphasis on continuous improvement and shared accountability for student achievement.

As part of the implementation of the Tulsa Model, Principals and District instructional leaders have undergone an extensive series of trainings to ensure proper understanding of all indicators, observation and feedback methods, and professional development plan writing/sharing. District teachers have also participated in trainings to understand the expectations established within the Tulsa Model. In the last sixteen months, the District has also developed resources to support accurate scoring and identification of meaningful differences in teacher performance, including an extensive video library of teachers recorded while in their classroom. These videos, some produced by Tulsa Public Schools and some available through the Gates Foundation's MET Extension Project, are used by teachers and leaders in the District to practice their observation and feedback skills while having certified scores against which they can check their accuracy. Further, Principals can participate in Inter-rater Reliability Observations (IRROs) wherein they conduct an observation or evaluation side-by-side with an expert rater with whom they can compare their scores as well as receiving real-time feedback. District teachers have also participated in trainings to understand the expectations established within the Tulsa Model.

Under Oklahoma's Senate Bill 2033, which governs teacher and leader evaluation systems, observation and evaluation are just one component of three required, the other two being value-added scores and "other measures."^v The scheduled implementation for the other two components will not occur statewide until after 2014. TPS has had value-added data since 2010,

however, and is further along than other state districts in the use of quantitative measures and thus is actively developing plans to begin the use of value-added data as a formal component of the evaluation scores as early as 2013-14.

TPS finalized the value-added analysis vendor selection process in November 2010 and has since contracted with the Value Added Research Center (VARC) housed within the Wisconsin Center for Education at the University of Wisconsin. VARC is a leading provider of value-added analysis, partnering with districts such as New York City Department of Education, Chicago Public Schools, and Milwaukee Public Schools. Currently, the District has value-added reporting for all teachers in tested grades and subjects beginning in Grade 4, which roll up into grade, course, and school level reports. Value-added data may be available for Kindergarten through Grade 3 as early as next year as the District will begin using NWEA-MAP and MPG testing in 2013-14 for these grades.

Though TPS plans on using value-added data as a component of a teacher and leader evaluation scores in the coming months or years, it has already used this data extensively for other purposes – to identify pockets of excellence within the District, a feeder pattern, or school site, as well as to identify teachers, schools, and grade/content areas in need of intervention. Additionally, value-added scores were used in 2013 as one of the data points in the District's principal placement/retention decision making process along with observation data, state achievement test scores, and growth in Scholastic Reading Inventory (SRI) lexile scores.

Overseeing all of the Teacher and Leader Effectiveness (TLE) work is the TLE Office, managed by the Executive Director of Teacher and Leader Effectiveness. Reporting to this position are three TLE Fellows (one focused on principal development and support, one focused on Tulsa Model training and support, and the other being a Data Fellow in Harvard's Strategic

Data Project), a Project Manager, and a Project Specialist. The TLE Office is under the umbrella of the Chief Human Capital Officer, who reports directly to the Superintendent.

- *Instructional Leadership Directors*

Tulsa Public Schools is in the process of deploying a newly created position titled Instruction Leadership Director (ILD) for the 2013-14 school year. There will be eight ILDs who will oversee the work of their assigned portfolio of schools, providing daily coaching to Principals on instructional practices according to best practices in whole-school transformation. The ILDs will also act as liaisons between the schools and the District, maximizing the time and energy Principals are able to spend in their buildings focusing on instruction and learning; build the capacity of Principals to evaluate and provide feedback to teachers; be held accountable for high standards of student growth in those schools; be responsible for inspiring, providing thought-partnership, coaching, holding Principals accountable; and build the capacity of Principals to improve the conditions of teaching and learning in each of their schools. The creation of these positions will bring more focus to the role of Principals as instructional leaders rather than operations managers of their schools. The division of schools into eight portfolios will also allow for more individualized attention to be given to each Principal, whereas previously there were only two Associate Superintendents (one each for Elementary and Secondary) to fulfill the same responsibilities.

Of the eight ILDs, two of the ILDs will be Lead ILDs (one each for Elementary and Secondary). There will be three additional Elementary ILDs and one additional Secondary ILD. Two ILDs will be for specific education zones, the Innovation Zone and the Growing Together Zone. The portfolios of these ILDs will include both elementary and secondary schools within certain neighborhoods and feeder patterns identified for more intensive intervention.

- *Principal Selection Process*

Since 2012, Tulsa Public Schools has been a partner district in the Urban Schools Human Capital Academy, funded by the Bill and Melinda Gates Foundation, wherein the District receives specialized training on best practices for urban schools in reshaping their human capital office structure and processes to more efficiently serve and support Principals. Building on this training, as well as the work of other partner districts such as Denver Public Schools, TPS designed and recently implemented a new and rigorous Principal Selection Process to ensure that only the most effective instructional leaders are deployed to schools and district leadership positions. In this process, first used in May 2013, the TPS Human Capital Office first verifies applicant qualifications/certifications, Gallup Principal Insight survey results, and resume screening results. They then conduct a screening call for any follow up questions raised by the verification process. Qualified applicants are then invited to participate in an intensive one-day performance review. Candidates view a sample teacher video, score the teacher according to the Tulsa Model rubric, and explain their rationale and feedback; write a Professional Development Plan (PDP) based on a teacher scenario; and share their PDP with the candidate group explaining why they included certain PDP components. Team members from the offices of Professional Development, Curriculum and Instruction, and TLE observe as the candidates are given sample school stakeholder perception data for which they must develop an action plan that identifies school priorities and specific strategies to address student performance. Candidates must then present a 10-minute PowerPoint presentation based on their analysis of the perception data. Next, candidates are given twenty-minutes to review a case study that they will use to role-play school leadership teams deciding next steps for consideration. The role-playing is done as a

group activity while team members from a variety of administrative departments observe and assess the behaviors and contributions of each candidate.^{vi}

Based on their scores, references are checked for the most highly qualified candidates and recommendations are made to the hiring committee. The hiring committee then uses questions from the Principal Selection Process question bank and if selected, candidates are matched with available positions and recommended to the Superintendent for final approval. This process was also used for the first time in May 2013 to select the Instructional Leadership Directors (ILDs).

- *Principal Induction and Professional Development*

During the 2012-13 school year, the District also designed and implemented a high-quality induction program for first and second year principals with the assistance of the New Teacher Project. The program provides one-hour of in-person coaching every two weeks for each participating Principal, concentrating on building the capacity of these new principals to become instructional leaders at their school. The TLE Fellow also coordinates additional professional development opportunities for first and second year Principals such as McREL Balanced Leadership® (described below) and Harvard Graduate School of Education’s Data Wise Improvement Process designed to “support schools and districts that need to understand how to use multiple types of data to improve teaching and learning.”^{vii}

- *Mid-continent Research for Education and Learning (McREL)*

In 2012, TPS selected the well-respected McREL Principal Evaluation System® to evaluate Principals and Assistant Principals. One of the three models approved for use in the State of Oklahoma, McREL is a heavily research-based system. Its evaluations are designed to “focus leaders on improving those practices that are linked with student achievement.”^{viii} A pilot implementation was conducted during the 2012-2013 school year and the District provided four

days of training for all Principals to gain an understanding of the expectations established for their position and how the evaluative process will function. Going forward, Principals will observe and evaluate Assistant Principals using McREL and the ILDs will observe and evaluate their Principals using the same system.

McREL's Balanced Leadership® program and Leadership Framework® are based on the research reported in *School Leadership that Works: From Research to Results*^{ix} which studied principal and superintendent behaviors and practices that lead to statistically significant increases in student achievement.^x Using the research findings, McREL designed an evaluation system that has 21 responsibilities that have a significant effect on student learning, incorporates the difference between first and second order change, and helps leaders choose the right work on which to focus.^{xi}

- *Tulsa Model for Observation and Evaluation System – Feedback and Coaching*

In order to aid teachers in identifying their strengths and weaknesses outside of the context of an official observation and evaluation, TPS has contracted with The New Teacher Project (TNTP) to offer the Great Feedback/Great Teachers program. TNTP has provided expert raters who have been certified and calibrated on the Tulsa Model. Teachers can voluntarily and confidentially submit a 20-minute video recording of their classroom instruction on which the expert raters will watch and score, providing no-stakes evaluative feedback and coaching on strengths and weaknesses, opportunities they may have missed, and strategies to improve their effectiveness. Responses are shared only with the teachers, not any supervisory leaders. While having only been available for less than one school year so far, this program is already exceedingly popular with TPS teachers and has fostered a more reflective and continuous improvement culture in school buildings.

Design of the Proposed Project

The success of District's principal preparation and retention plan is dependent upon three primary components: 1) selecting highly capable individuals with leadership potential, 2) providing a comprehensive induction and continuous learning program that includes content for the broad knowledge and skill base required of today's school principal, and 3) creating a context of mentoring and coaching so that training transfers to the school site. Building on the existing work of the Teacher and Leader Effectiveness (TLE) Office, the proposed School Leadership Project will expand the instructional leadership capacity of the District's Assistant Principals and affect a culture change in Principals and District leaders to redefine the position of Assistant Principal as a training ground for future Principals focused on instructional leadership. In general, the overarching goal of the project is to strengthen the instructional knowledge and leadership skills of the Assistant Principals so that they are equipped to become successful Principals within two years. In doing so, it is crucial that Principals and District leaders not only understand that mission, but are sufficiently equipped with the skills to apprentice the Assistant Principals as they become effective leaders.

- *Leadership Coaches*

Tulsa Public Schools will create two full time Leadership Coaches who will report to the TLE Fellow in Charge of Principal Development and Support. Their primary role will be to address the gap in learning and experience of the District's 53 Assistant Principals in being instructional leaders so that they may be effectively equipped to step into the role of Principal when available. Due to the variety of experience levels of current Assistant Principals, coaching and professional development opportunities will be appropriately differentiated to meet their

needs. A secondary role will be to provide similar development opportunities for career Principals who have not previously participated in a Principal Induction program.

The Leadership Coaches will provide one hour of non-evaluative, in-person coaching every two weeks for each first and second year Assistant Principal. Additionally, they will help design and facilitate the monthly Assistant Principal professional development trainings and workshops. In order to ensure that the Leadership Coaches have the capacity to effectively coach school leaders, model effective leadership, and provide instructional leadership training, they will participate in train-the-trainer programs provided by professional development/coaching vendors discussed below. Further, they will work with highly respected experts and education leadership specialists to design the most effective training curriculum possible.

Due to the inadequacies of training and inefficient use of the position, many career Assistant Principals are not equipped to lead schools on their own. The Leadership Coaches will assess the instructional and leadership skills of Assistant Principals who have been in their position for two or more years. Utilizing their scores from the McREL Principal Evaluation System®, described above, Leadership Coaches will determine if additional coaching and mentoring is needed for individual Assistant Principals. If so, they will be assigned to a Leadership Coach who will address their specific gaps in experience and skills in one-on-one sessions conducted up to once every two weeks.

Modes of individualized coaching may include: 1) *Goal Setting Activities* – aiding Assistant Principals in the collection of relevant performance and outcome data, setting appropriate individual development goals, and monitoring their growth through mid-year and end-year progress assessments; 2) *Whisper Coaching* - observing the Assistant Principals perform key instructional leadership functions (conducting teacher observations and post-observation conferences, leading professional development activities with building staff members, making presentations to

community stakeholders, managing difficult personnel situations, etc.) and providing real-time, inconspicuous feedback on how the activity is going well and how it might be improved; 3) *Inter-rater Reliability Observation and Walk-Through* – co-observing teachers in Tulsa Model observations or informal walk-throughs in order to compare scores for accuracy; 4) *Connecting Assistant Principals to District Experts* – connecting the Assistant Principal, as needed, with the appropriate District experts in instruction and school management, such as the District’s literacy coaches, academic/curriculum coordinators, school culture and classroom management specialists, assessment specialists, staff development teachers, data analysts, budget and grant specialists, etc.; 5) *Relationship and Culture Building Counsel* – coaching Assistant Principals on how to effectively and efficiently address interpersonal conflicts that might arise among school leaders, leaders and teachers, or among school staff; 6) *Customized Feedback and Support* – providing assistance and support regarding areas of need identified in the Assistant Principal’s evaluation documents or upon the request of the Assistant Principal.

- *Assistant Principal Induction and Professional Development*

Tulsa Public Schools will contract with the New Teacher Center to collaborate in the development and delivery of a customized induction and professional development program for first and second year Assistant Principals. As part of the program, the New Teacher Center will provide extensive training utilizing the train-the-trainer model to build the capacity of the Leadership Coaches to the deploy the program and “accelerate the transition” of Assistant Principals from disciplinary deans to effective instructional leaders, as well as assisting in the implementation during monthly cohort meetings.

The design of the induction and professional development program will be based on the New Teacher Project’s existing programming that “focuses on principals as teacher developers and

culture shapers,”^{xii} incorporating an intentional alignment with the McREL Leadership Framework® (explained previously under the Existing Leadership Program section) utilized in the leadership evaluation system. The goal of the program is to produce Assistant Principals with strong skills in providing effective feedback to teachers and creating thriving school cultures that positively impact teacher effectiveness and student learning.”^{xiii}

Year One of the Induction program will likely focus on the following: 1) the role of the Assistant Principals; 2) conducting teacher observations; 3) giving effective feedback; 4) taking corrective actions; 5) supporting collaborative work; and 6) creating positive culture and climate. Year Two of the program will focus on practicing the skills learned in Year One in a more rigorous setting such as: 1) observations using more discreetly focused video samples; 2) engagement in targeted discussions/debates defending evaluative rankings and rationales; 3) role-playing scenarios; and 4) participation in a mock Principal Selection Process with specific performance feedback.

An additional element of the Induction program will be a high-quality research project required to be completed by each participating Assistant Principal. Each participant will select their topic based on their specific area of interest or needed growth and will be required to integrate a focus on increasing student achievement. The design of the projects will vary depending on the topic, but there will be required components set out by the Leadership Coaches to which they must conform. First year participants will select a topic no later than October and present their work and results during cohort meetings in May. Second year participants may choose to select a new topic or expand upon their first year topic, but will similarly present their work and results during a concluding cohort meeting.

Finally, Leadership Coaches will use the coaching model explained in *Blended Coaching: Skills and Strategies for Principal Development*,^{xiv} to provide training that will include 1) foundational training in Blended Coaching, 2) understanding strategic goal setting for school and personal leadership, 3) development and implementation of individualized growth plans; 4) improvement of instructional leadership skills; and 5) advancement of feedback/coaching skills..^{xv}

The Assistant Principal induction and professional development program will feed naturally into the existing Principal induction program, preparing the Assistant Principals to take on the principalship at a site, bringing with them fully developed instructional leadership skills.

The New Teacher Center was selected based both on their existing partnership in the District's Teacher and Leader Effectiveness Initiative as well as their track record of significant improvement. In the 2010-11 pilot year of their work with Chicago Public Schools, the schools of participating elementary principals averaged a 4.2% gain on standardized tests, higher than the district average of 3.8%.^{xvi} Additionally, 100% of participating principals responded in a survey that they "believe they are a more effective principal now because of the New Teacher Center's program."^{xvii} Client districts include Boston Public Schools (MA) and Hillsborough County Public Schools (FL).

- *Tulsa Model for Observation and Evaluation System – Calibration/Feedback Coaching*

To supplement the work of the District's Leadership Coaches with Assistant Principals and to further the progress made in the Principal Induction Program, Tulsa Public Schools will contract with The New Teacher Project (TNTP) to provide intensive, high-quality, personalized support to Assistant Principals to improve their ability to observe and provide accurate, actionable and effective feedback to teachers based on the Tulsa Model. This work leverages

and expands upon the District's existing Great Teaching/Great Feedback program that currently provides non-evaluative feedback to teachers using TNTP's trained and certified expert raters.

The Great Teaching/Great Feedback program for Assistant Principals will use video recordings and virtual coaching to provide Assistant Principals with an expert assessment of whether they observe, rate and provide feedback to teachers in an accurate and effective manner. TNTP coaches will use this information to provide one-on-one counsel and support to up the Assistant Principals on their individual areas of strengths/deficiencies.

To participate in the program, Assistant Principals will upload three video-recorded teacher observations (video recordings of a teacher's class voluntarily submitted by the teacher) to the TNTP platform a year. The Assistant Principal and his or her TNTP expert rater watch the same video and independently score the teacher's performance using the Tulsa Model framework. TNTP determines and analyzes the variance in the two sets of scores. The TNTP expert rater discusses the results with the Assistant Principal and provides him or her with guidance on how rater accuracy can be improved—whether it entails deconstructing the expectations of the Tulsa Model framework with the Assistant Principal or using specific observation strategies to collect, sort and rate teacher performance. These co-observations and variance counseling support the District's expectations that Assistant Principal's evaluations of teacher performance are accurate and consistent with those of their colleagues, so that no matter who observes/evaluates teachers, similar scores can be expected.

After receiving coaching from the TNTP expert rater regarding rater variance, the Assistant Principal provides the video-recorded teacher with written and face-to-face feedback regarding their performance in a no-stakes, post-observation conference as contemplated in the Tulsa Model evaluation system. This feedback session is also recorded and uploaded to the TNTP

platform. The Assistant Principal provides TNTP with a copy of the written feedback provided to the teacher as well. The TNTP expert rater assigned to the Assistant Principal reviews the written feedback and watches the feedback session to judge the quality of the feedback and the strategies used by the Assistant Principal to support the teacher's improvement using an established feedback rubric. The TNTP expert rater then coaches the Assistant Principal on the strengths/deficits of the feedback with directive suggestions for improvement.^{xviii}

Additionally, trainings will be provided by TNTP experts during monthly Principal Leadership Conferences and/or induction meetings to master the skills required to effectively support teacher growth and development. These trainings will focus on calibration and norming sessions to ensure inter-rater reliability, prioritizing feedback, strengthening the quality of written and verbal feedback. They will include topics such as the following: 1) how to conduct meaningful observations of your teachers; 2) how to deliver feedback effectively to grow your staff; 3) strategic use of teacher effectiveness data to drive professional development; and 4) facilitating feedback conversations as a means of performance management.^{xix}

TNTP and the District believe that Assistant Principals and Principals “must be able to accurately identify their strongest [teacher] talent and communicate with those teachers early and often to ensure retention.”^{xx} These building leaders must also be able to “accurately identify development needs among lower and middle perform[ing] [teachers] so that they can support them in becoming high performers.”^{xxi} TNTP was selected based both on their existing partnership in the District's Teacher and Leader Effectiveness Initiative as well as their track record of significant improvement. Since 1997, TNTP has been a leading force in the movement to improve the processes and effectiveness of teacher recruitment and training. In 2009, they published the widely acclaimed study entitled *The Widget Effect*^{xxii} which helped drive the

national movement to improve teacher evaluation systems. Client districts include Charlotte-Mecklenburg Schools (NC), Houston Independent School District (TX), New Orleans' Recovery School District (LA), and the Tennessee Department of Education.

- *Differentiated Professional Development for School Leaders*

Tulsa Public Schools will issue a Request for Proposal to identify the vendors best suited to provide differentiated professional development for Assistant Principals and Principals. Trainings will be deployed during the Principal Professional Learning Community (PLC) meetings and in special sessions as needed. These trainings will supplement and align with the content used in the Principal Induction Program and allow sitting Principals and the District's Instructional Leadership Directors to work together to build the instructional leadership capacity of the schools' entire leadership team. All content modules will be developed according to identified needs of the Assistant Principals and Principals as well as being in alignment with the McREL Leadership Framework®. Up to twenty hours of professional development will be provided using a cycle of modules throughout each school year and will focus on topics such as the following: 1) providing effective observation/feedback to teachers; 2) successful outreach to stakeholders; 3) curriculum, instruction, and assessment; 4) minimizing instructional distractions; 5) building positive climate and culture; 6) valuing input; and 7) focusing on what matters.

Tulsa Public Schools will also contract with Mid-continent Research for Education and Learning (McREL) to provide advanced level training for the District's Leadership Coaches on their Balanced Leadership® program. Utilizing the train-the-trainer model, McREL will ensure that the Leadership Coaches have the capacity to deconstruct and thoroughly coach Assistant Principals and Principals in the responsibilities outlined in the McREL Leadership Framework®.

The training modules for which District Leadership Coaches will be certified to provide will include the following components: 1) *Managing Change* – how to recognize and understand the implications of change efforts for stakeholders and adjust leadership behaviors by appropriately challenging the status quo, adapting leadership behavior to the needs of the current situation while remaining comfortable with dissent, communicating and operating from strong ideals and beliefs about school and schooling, ensuring that the faculty and staff are aware of the most current education theories and practices, making the discussion of current theories and best practices a regular aspect of the school culture, monitoring the effectiveness of school practices and their impact on student learning, and inspiring and leading new and challenging innovations; 2) *Focused Leadership* – how to accurately and pro-actively target appropriate areas for school improvement efforts through recognizing and rewarding individual accomplishments, protecting teachers from issues and influences that would detract from their time or focus, establishing clear goals and keeping those goals in the forefront of the school’s attention, helping teachers design curricular activities and address assessment/instructional issues, establishing a set of standard operating procedures and routines, advocating and being a spokesperson for the school to all stakeholders, and providing teachers with material and professional development necessary for the execution of their jobs; and 3) *Purposeful Community* – how to develop collective efficacy among staff and develop/use assets to accomplish goals that matter to all community members through agreed upon processes such as recognizing and celebrating school accomplishment, acknowledging failures, establishing strong lines of communication with teachers and among students, fostering shared beliefs and a sense of community and cooperation, involving teachers in the design and implementation of important decisions, demonstrating awareness of the

personal aspects of teachers and staff, being aware of the details in the running of the school, and using these details to address current and potential problems.

McREL was selected based on their existing partnership in the District's Teacher and Leader Effectiveness Initiative and strong research base. McREL has conducted two major quantitative studies on leadership responsibilities that revealed statistically significant effects on student achievement - Marzano, 1998; Marzano, Gaddy, & Dean, 2000. They also conducted a meta-analysis of school-level leadership and its effects on student achievement with findings, conclusions, and technical notes published in *School Leadership that Works: From Research to Results*.^{xxiii}

These studies revealed a statistically significant correlation between school-level leadership and student achievement of .25, translating to a one standard deviation increase in principal leadership behavior that corresponds with a 10 percentile point difference in student achievement on a norm referenced test.^{xxiv} Based on these research findings, McREL identified 21 leadership responsibilities with statistically significant correlations to student achievement and 66 practices or behaviors for fulfilling these responsibilities.^{xxv} These responsibilities and their descriptive practices and behaviors comprise the McREL Leadership Framework® described previously.

- *Data Collection and Analysis Training*

Tulsa Public Schools will issue a Request for Proposal to identify the vendor best suited to provide data collection and analysis training for Assistant Principals and Principals. Based on similar work at Montgomery County Public Schools (Maryland), the District's Office of Accountability is working with the Offices of Curriculum and Instruction and Teacher and Leader Effectiveness to develop a data collection and analysis calendar to help guide school leaders in understanding when data is available for examination. The use of the calendar, in

conjunction with the training, will build the capacity of Assistant Principals and Principals to use their data and develop actionable plans in a timely manner, thereby making the greatest progress in improving student achievement and growth. The content of the training will be developed in alignment with the McREL Leadership Framework® and Harvard's Data Wise Improvement Process (the District's current data analysis protocol). A minimum of 10 hours of professional development will be deployed throughout the school year.

- *School and Time Management Systems Training*

Tulsa Public Schools will issue a Request for Proposal to identify the vendor best suited to provide school and time management systems training for Assistant Principals and Principals. As Assistant Principals and Principals move toward becoming instructional leaders, the operational and business management requirements of running a school remain. Training will be provided for Assistant Principals and Principals, who will invite their school office staff, to help them build their capacity to strategically calendar and delegate operational and business tasks such as student and staff attendance/tardy tracking, facilities management, transportation, substitute coverage, data retrieval, and roster verification for value-added reporting. Further training will be provided in effective budget and class scheduling management. Having developed a team spirit between themselves and the school office staff, as well as gaining skills in effective delegation and time management, Assistant Principals and Principals will have more time available to act as instructional leaders at their schools.

- *Recruitment Incentives*

In order to expand the pool from which the District can select highly qualified candidates for Assistant Principal positions, Tulsa Public Schools will use a \$10,000 incentive to attract and recruit highly effective Assistant Principals from schools with a track-record of successful

turnarounds. Teachers and leaders from effective turnaround schools and charters, as well as those from non-traditional preparation programs, often have a sense of urgency and a collaborative spirit that can be incorporated into the developing culture of instructional leadership in TPS. Drawing in teachers and leaders who have been shaped by a more progressive leadership model will only increase the effectiveness of the TPS leadership pipeline. Successful applicants must demonstrate strengths in: 1) evaluating and providing feedback to teachers; 2) analyzing student data; 3) developing school leadership teams; and 4) creating a positive school environment. A research-based accountability system will be established to ensure that candidates who receive the incentive demonstrate expected progress in affecting change at their school after their placement.

- *Instructional Leadership Director Training*

In order to provide additional support to the Assistant Principals and Principals and to help sustain the School Leadership Project on a long-term basis, Tulsa Public Schools will issue a Request for Proposal to identify the vendor best suited to provide leadership training to the Instructional Leadership Directors (ILD) who directly supervise them. The training will be designed to improve and build upon the skills of the ILDs to build leadership capacity in their assigned school leaders. Content of the training may include topics such as the following:

1) *Principal Management* – planning principal observations and feedback around the specific goals and targets a principal has self-set under the McREL goal setting process, effectively and efficiently providing principals with timely and valuable feedback from multiple sources, incorporating multiple measures in the formal assessment of principal performance under McREL that include evidence of student and teacher learning, establishing deadlines and project completion dates, holding principals accountable, ensuring that principals’ work focuses on the

key priorities of instructional leadership, developing growth improvement plans with principals, establishing a regular check-in and monitoring schedule, coaching principals in areas of growth, providing ongoing feedback around improvement progress, and establishing regular coaching sessions around specific learning goals for new principals; 2) *School Improvement* – analyzing multiple data sources regularly with principals, setting concrete and measurable targets for improvement to be completed by the next site visit by the ILD, working with the principal’s leadership team to improve instruction by connecting teams with content experts, participating in learning walks, observing professional development, and providing critical feedback with clear measurable targets for change; and 3) *Teacher Effectiveness* – reviewing principals’ teacher performance data with them on a regular basis, incorporating multiple measures in determining teacher effectiveness (Tulsa Model evaluation scores, value added scores, Tripod student survey results, and student achievement data), regularly analyzing principals’ observations of teachers, holding principals accountable for meaningful feedback that accurately reflects the performance of all teachers, ensuring growth improvement plans are being developed where needed, conducting informal observations of teachers for inter-rater reliability, offering principals dedicated support for dealing with under- performers, conducting co-observations of under-performing teachers with principals, modeling how to document feedback, regularly reviewing principals’ documentation of under- performing teachers, and using a tracking document to monitor teacher progress.

By building the capacity of Principals, ILDs will bolster the feedback and experiences provided to Assistant Principals by their Principals and holistically support the sustained development of the District’s leadership pipeline. The instructional mode for up to 20 days of training may be differentiated based upon need of the individual ILDs. Some trainings may be in

traditional meeting format while others will be job-embedded coaching. Where possible, ILDs will join the Leadership Coaches in their training as their modeling and coaching roles will often overlap. This will help ensure common leadership language and uniformity of feedback.

4. The design for implementing and evaluating the proposed project will result in information to guide replication, including information about the effectiveness of the approach or strategies.

The implementation plan for the School Leadership Project has been designed by building upon an existing program for Principals that has already demonstrated success as well as on extensive research surrounding the impact of effective instructional leadership on student achievement and growth. Each program and strategy has been carefully selected to meet the needs of Assistant Principals, Principals, and Instructional Leadership Directors in order to build the capacity of each to become effectual leaders focused on bringing about improvement in student achievement scores, but also to change the District's cultural understanding of the role of the Assistant Principal. By reshaping the role of the Assistant Principal and creating a successful leadership pipeline within the District, Tulsa Public Schools will become a model for rural, suburban, and urban districts alike in how to develop leader talent.

Thoughtful evaluation of the Project is essential in that it must be quantitatively and qualitatively proven that these programs and strategies are effective and bring about the predicted outcomes. The evaluation plan has been designed to measure not only the effectiveness of the implementation of the plan, but also to measure the successful attainment of specified outcomes which have been carefully selected as those most necessary for a research-based leadership program. By measuring the ability of Assistants Principals to successfully progress to the principal position and perform vital leadership skills such as accurately scoring

teacher observations and providing high-quality feedback, developing school leadership teams, analyzing and using data, and effectively applying professional development training and coaching, other Districts will be able to determine if the Project is a suitable one for replication in their own system. Along with the required evaluation reports, the Project Manager will work with the external evaluator to create reports appropriate for publication and/or distribution describing the program model and proven results.

B. Quality of the project evaluation

1. The methods of evaluation include the use of objective performance measures related to the intended outcomes of the project and will produce quantitative and qualitative data.

The Project's evaluation has been designed to conduct a thorough assessment of project outcomes and effectiveness and is appropriate to the Project's outcomes and goals. The evaluation plan will measure outputs, short-term outcomes, medium-term outcomes, and long-term outcomes, consistent with the attached logic model. Outputs will generally be measured with attendance and training logs. The specific measurement strategies are set forth below in *Table 3*. The table also describes the performance measures featuring qualitative and quantitative data including survey data, observation calibration and feedback data, hiring data, principal and teacher evaluation data, and student test scores.

Indicators of proper program management include active collaboration between the various departments within TPS, the Leadership Coaches, and the selected program vendors; consistent participation of Assistant Principals, Principals, and Instructional Leadership Directors; development and implementation of curriculum for training and coaching programs; and the applicability of training and coaching sessions to the improvement of student academic growth and college/career –readiness. Periodic assessment of progress toward achieving the intended

outcomes below will be quantified, when possible, summarized, analyzed, and reported on a regular basis, using every opportunity to improve and update written plans.

Tulsa Public Schools (TPS) will contract with an experienced external evaluator to serve the Project by providing guidance, preparing annual reports, and developing the program model report. The qualifications of the external evaluator will be as follows: Master’s degree or higher; minimum five years experience evaluating education projects; advanced skills in statistical analysis; and knowledge of federal/state regulations regarding grant programs, financial accounting practices, evaluation, and related services.

Table 3: Outcomes, Goals, Objectives, Activities, and Tools

<i>Goals and Outcomes</i>	<i>Objectives</i>	<i>Tools</i>
<p>Outcome 1: Mastery of Instructional Leadership Skills</p> <p>Activities: <i>Leadership Coaches, Assistant Principal Induction Program, Great Teacher/Great Feedback, Differentiated Professional Development, Data Collection and Analysis Training, School and Time Management Systems Training, Instructional Leadership Director Training</i></p>		
<p>Goal 1.1: Improve participating APs’ average calibration scores (their accuracy in judging teacher performance) by improving the % they score exactly on target by at least 9 percentile points each year and decreasing the % of scores that are discrepant (off of target by 2 points) by 3 percentile points each year.</p>	<p>At least 60% score exactly on target and no more than 20% discrepant.</p>	<p>Online, video-driven, calibration assessment tool, such as Observation</p>

<p>Goal 1.2: With regard to the quality of AP’s post-observation feedback to teachers, increase the % of participating APs scoring at the highest level as measured by expert raters’ observations of teacher-AP conferences by 10% annually.</p>	<p>At least 30% of APs score at the highest level.</p>	<p>Engine or TNTP’s Great Teaching/Great Feedback program.</p>
<p>Goal 1.3: Increase by 5% each year the % of participating APs surveyed who report that they (1) have a strong understanding of how to analyze student data and (2) have analyzed student data to improve student outcomes in the last 3 months.</p>	<p>Baseline plus 25%.</p>	<p>Qualitative survey created by external evaluator and/or other source.</p>
<p>Goal 1.4: Increase by 5% each year the % of participating APs surveyed who report that they have (1) a strong understanding of how to develop school leadership teams and (2) have successfully developed one or more leadership teams to improve student outcomes in the last 3 months.</p>	<p>Baseline plus 25%.</p>	
<p>Goal 1.5: Increase by 5% each year the % of teachers who report that their APs have helped create a positive school environment.</p>	<p>Baseline plus 25%.</p>	
<p>Outcome 2: Mastery of Instructional Support Aligned to College- and Career-ready Standards. <i>Activities: Leadership Coaches, Assistant Principal Induction Program, Great Teacher/Great Feedback, Differentiated Professional Development, Data Collection and Analysis Training, School and Time Management Systems Training, Instructional Leadership Director Training</i></p>		

Goal 2.1: Increase by 5% each year the % of APs and Ps who are successful in meeting their self-assessment goals as measured by the McREL leadership framework.	Baseline plus 25%.	McREL's self-assessment tool.
Goal 2.2: Increase by 5% each year the % of APs and Ps who report that the professional development provided to them at monthly and/or bi-monthly Principal Leadership Conferences is timely, useful, and important to their development as instructional leaders.	Baseline plus 25%.	Qualitative survey created by external evaluator and/or other source.
<p>Outcome 3: GPRA Measures</p> <p><i>Activities: Leadership Coaches, Assistant Principal Induction Program, Great Teacher/Great Feedback, Differentiated Professional Development, Data Collection and Analysis Training, School and Time Management Systems Training, Instructional Leadership Director Training, Recruitment Incentives</i></p>		
Goal 3.1: Increase by 8 or more percentile points the % of program graduates who are certified to become a Principal, as determined by a proficient (3 on a scale from 1-5) or better rating in the principal selection process.	80% scoring proficient or better.	Ratings in the principal selection process.
Goal 3.2: Increase by 1 or more percentile points the % of program graduates who are certified and hired as a Principal in a high need LEA.	Baseline plus 1%.	Human Capital data.

Goal 3.3: Increase by 5 or more percentile point the % of program graduates certified through the program who are hired as a principal/assistant principal in a high need LEA and who remain in that position for at least two years.	Baseline plus 5%.	Human Capital data.
Goal 3.4: Increase by 5 percentile points the % of Principals/Assistant Principals who complete the grant funded professional development program and whose schools demonstrate positive change based on pre- and post-school site measures which included state achievement tests and student growth.	Baseline plus 5%.	State achievement test data and value-added student growth data.
Goal 3.5: Increase by 5 percentile points the % of program graduates who are rated “effective” or “highly effective” as measured by the McREL Principal Evaluation System.	Baseline plus 5%.	Ratings in the principal evaluation system.

2. The methods of evaluation provide for examining the effectiveness of implementation strategies.

The evaluation plan has been designed to assess successful implementation and achievement of goals as well as comparative research that demonstrates the benefits to redefining the role of the Assistant Principal, changing the District culture to value such a role, establishing an Assistant Principal Induction program and subsequent course of professional development, creating an effective leadership pipeline, and supporting these elements with additional trainings for Principals and Instructional Leadership Directors. According to the structure of the project

design, the evaluation will measure improvement in the accuracy and quality of teacher observation/evaluation scores and feedback, understanding and analysis of student data, development of leadership teams, creation of a positive school environment, self-assessment, application of professional development, rating in the Principal Selection Process, and placement and retention in the principalship.

Using the evaluation as a research tool, it has also been designed to do a comparative analysis between the effectiveness of participant leaders v. non-participant leaders. The student achievement and student growth scores, as well as teacher observation/evaluation scores, will be examined for all categories of leaders to prove a theorized correlation between effective instructional leadership and increased teacher effectiveness and student academic progress. Both the evaluation and the Project itself have been designed to provide convincing evidence to support its sustainability within the District and its replication outside of the District.

3. The methods of evaluation will provide performance feedback and permit periodic assessment of progress.

At the outset of the Project, the Project Director will work with the external evaluator to establish exact benchmarks in accordance with the timeline (see *Table 4* below), as well as the Outcomes, Goals, and Objectives listed in *Table 3* above. Both will collaborate to check regularly on achievement of these benchmarks by examining the data collected, ensuring that tasks are completed by set deadlines, and that the Project is within budget. Participation data will be collected and analyzed monthly. Student academic data will be analyzed at least annually (state tests and student growth data). Participants will be administered surveys and will participate in annual evaluation systems to assess their growth. Progress toward completion of

benchmarks will be reported quarterly to the Teacher and Leader Effectiveness Steering Committee and annually in the Annual Performance/Evaluation Reports.

C. Significance

1. The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.

The District has planned a comprehensive strategy to improve school leadership. This plan incorporates and aligns with the McREL Leadership Framework®, which is based on practices shown to have significant effects on student achievement^{xxvi}. District value-added data from the 2011-12 school year show students at a school with a new Principal experienced less test score growth equivalent to an effect size of -0.06. Though some of this may be due to new Principals being placed in already struggling schools, there is significant quantitative evidence that the skills and knowledge of new leaders is an important factor.

Research on Principal value-added suggests one standard deviation of principal quality has similar magnitude, ranging from 0.02 to 0.15^{xxvii} depending on model specification. Assuming a relatively conservative estimate for the standard deviation of Principal effects of 0.05, if the comprehensive system of leadership training increases average Assistant Principal quality by half a standard deviation, this will result in an effect size of 0.025. Typically, well-implemented teacher professional learning programs often see an increase in teacher effectiveness by at least half a standard deviation^{xxviii}. As evidenced by the goals and outcomes listed, much of this effect would be mediated by increased teacher effectiveness. While 0.025 may seem insignificant, this is a system-wide intervention that will cost far less than 1% of the District's annual budget, while an annual effect size of 0.025 would represent an increase in annual student achievement growth of about 5-10%^{xxix}.

2. The likelihood that the proposed project will result in system change or improvement.

Over the course of the past six years, Tulsa Public Schools has demonstrated a steadfast commitment to transformational education, participating in nationally respected projects and partnerships sponsored by the Bill and Melinda Gates Foundation and working with evidence-based programs offered by organizations such as Teach For America, Battelle for Kids, The New Teacher Project, The New Teacher Center, and McREL. As part of its Teacher and Leader Effectiveness Initiative, TPS has worked closely with the legislature and governor of Oklahoma to adopt more rigorous teacher and leader evaluation standards at the state level. Additionally, TPS has developed the Tulsa Model for Observation and Evaluation which was approved by the State Board of Education for use by other districts and was subsequently adopted as the official teacher evaluation system for 90% of Oklahoma's school districts.

Not only that, but TPS has made significant strides in transforming the role of Principal and Associate Superintendent from the traditional role of school leadership to one of instructional leadership wherein the predominant function of these roles is to enable and empower teachers to be more highly effective. Understanding that student growth happens when a highly effective teacher is in the classroom, the District has set about to guarantee that occurs by ensuring a highly effective leader is in each school who can skillfully assess and respond to meaningful differences in teacher quality. To date, the concentration of this effort has been on the position of Principal itself, bleeding over into their supervisors, now the Instructional Leadership Directors. The first lengths of the leadership pipeline are already in place. The time is now ripe to begin the work of changing the culture within the District to drive the redefinition of the role of Assistant Principal as an instructional leader in training and finishing the construction of the leadership pipeline.

The School Leadership Project described herein is not a new project for which buy-in by the District will have to be earned. It simply builds upon and expands an already existing initiative that is greatly valued and supported not only by District leadership, but by the teachers and community as well. As such, there is no doubt that this School Leadership Project will result in system change and significant improvement in teacher and leader effectiveness as well as student achievement and growth.

3. The importance or magnitude of the results or outcomes likely to be attained, especially improvements in teaching and student achievement.

Having been validated in several external research studies as positively correlated (0.33 overall) with student achievement growth at levels that surpass nationally recognized evaluation models, fidelitous use of Tulsa Model for Observation and Evaluation is a crucial element in accelerating improvement in student achievement and growth. Knowing this, the more accurately Assistant Principals and Principals are in their evaluative practices and the more rapidly deficiencies in these practices are identified and improved, the more student achievement and student growth scores will rise.

This growth is dependent on the accuracy of the teacher performance, which is dependent on the full and accurate observation, evaluation, feedback, and communication of improvement plans from the instructional leaders. The School Leadership Project has been designed to provide significant levels of coaching and training to equip Assistant Principals as effective instructional leaders, placing them in the pipeline to becoming effective Principals and District leaders. The Project has also been designed to reinforce and expand the training provided for Principals and Instructional Leadership Directors to build their capacity as effective instructional leaders, not only for the teachers, but also for the Assistant Principals.

As designed, the School Leadership Project is expected to result in significant improvement in student achievement and growth. Usually, leadership programs such as these see an increase in teacher effectiveness by at least half a standard deviation^{xxx} which would be approximately 0.0025. The annual effect size of 0.025 would represent an increase in annual student growth of about 5-10%^{xxxi}.

The median test score of Tulsa Public Schools students currently trails the state by 0.31 test score standard deviations, averaged across all grades and subjects. An annual effect size of 0.025 over five years (0.125) would close this gap by 40%. TPS had 65% of students scoring proficient or better on 2012 state exams compared to the state mark of 80%. A gap closure of 40% would decrease the percent proficient gap 6 percentage points from 15 to 9. In a system of 42,000 students, this equates to an additional 2,520 students achieving proficiency.

D. Quality of the management plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones.

Table 4: Milestones, Responsibilities, and Timeline

<i>Milestones</i>	<i>Responsible Entity</i>	<i>Timeline</i>
Project Manager formally appointed and begins work	Exec. Dir. of Federal Programs	Oct 2013
Budget Analyst and Grants Management Administrator assigned and begin work	Exec. Dir. of Federal Programs	Oct 2013
Monthly Grant Reports	Project Manager	Nov 2013 forward
Quarterly TLE Steering Committee meeting reports	Project Manager	Nov 2013 forward

External Evaluator and Vendor contracts approved and executed	Project Manager	Dec 2013 and in July of each year going forward
Leadership Coaches hired and begin work	Project Manager	Dec 2013
New Teacher Center Design of Induction Program complete	Project Manager and Leadership Coaches	Dec 2013
Recruitment of highly-qualified Assistant Principal Candidates begins	Project Manager and Leadership Coaches	Dec of each year
The New Teacher Project – co-observations (monthly) and teacher feedback and support training (bi-monthly) begins	Project Manager and Leadership Coaches	Jan 2014 forward
Assistant Principal Induction Program begins	Leadership Coaches	Jan 2014 forward
Differentiated Professional Development (monthly) begins	Project Manager and Leadership Coaches	Jan 2014 forward
Data Collection/Analysis Training (three times per year) begins	Project Manager and Leadership Coaches	Jan 2014 forward
School and Time Management Systems Training begins	Project Manager and Leadership Coaches	Jan 2014 forward
Mid-year data collection check and analysis/report	Project Manager and External Evaluator	Jan of each year
Instructional Leadership Director training begins	Project Manager	Feb 2014 forward

McREL train-the-trainer begins	Project Manager and Leadership Coaches	April 2014
End of year data collection check and analysis/report/evaluation and Annual Performance Report	Project Manager and External Evaluator	June of each year
Annual Foundation for Tulsa Schools meeting report	Project Manager	July of each year

The School Leadership Project at Tulsa Public Schools will be managed by the Office of Teacher and Leader Effectiveness (TLE), with Project Management responsibility being held by Jennifer Gripado, TLE Fellow In charge of Principal Development and Support. Ms. Gripado’s salary will continue to be funded by the Foundation for Tulsa Schools. The grant responsibilities of this position will include, but are not limited to, the following: provide daily oversight over all aspects of School Leadership Project; collaborate with the Office of Federal Programs and Special Projects to ensure all fiscal and reporting requirements are satisfied; collaborate with Tulsa Public School (TPS) departments and partners; coordinate and collaborate with TPS Director of Professional Development; coordinate development and implementation of all trainings and workshops; recruit participants; report monthly to the Executive Director of Teacher and Leader Effectiveness; report quarterly to the TLE Steering Committee; coordinate with the external evaluator in collection and analysis of all necessary data; and complete all required Federal, State, and district reports.

Ms. Gripado was chosen as the TLE Fellow In Charge of Principal Development and Support based on her demonstration of the following qualifications: Bachelor’s degree in Psychology;

Master's degree in Education; Doctoral candidate in Educational Administration and Curriculum Supervision; Elementary Teacher and Elementary/Secondary Principal Certification in Oklahoma; National Board Certification; Tulsa Model Trainer Certification; Center for Science Literacy Trainer Certification through Oklahoma State University; eight years experience as an Elementary teacher; two years experience as a Secondary Assistant Principal; seven years experience as an Elementary Principal; knowledge of and sensitivity to the needs of adult learners; and demonstrated ability to work with District and community partners. This position reports directly to the Executive Director of Teacher and Leader Effectiveness (TLE), who in turn reports to the Chief Human Capital Officer. The Chief Human Capital Officer reports directly to the Superintendent of Schools.

Two FTE Leadership Coaches will be hired with grant funds to increase the coaching capacity of the TLE Office. These positions will report directly to the Project Manager. The responsibilities of these positions will be as follows: collaborate with the Project Manager to develop the Assistant Principal Induction program and Assistant Principal/Principal leadership programming; conduct one-on-one coaching with Assistant Principals; participate in required train-the-trainer workshops; facilitate and/or administer leadership trainings/workshops; assist in data collection/analysis; provide a monthly report to the Project Manager.

The position of the Leadership Coaches will be filled by individuals demonstrating the following qualifications: Master's degree or higher; Early Childhood, Elementary, or Secondary Education Certification; Early Childhood, Elementary, or Secondary Principal Certification; experience facilitating/administering training; experience in conducting one-on-one coaching; knowledge of and sensitivity to the needs of the targeted community; excellent communications skills; and demonstrated enthusiasm for the project. The Project Manager will work with

Executive Director of TLE and Chief Human Capital Officer to select the best candidates within two months of the grant award notification so that training and coaching can begin as soon as possible.

2. The adequacy of procedures for ensuring feedback and continuous improvement.

Tulsa Public Schools will institute multiple tools to ensure feedback and continuous improvement during the life of the School Leadership Project. The Leadership Coaches will submit a monthly report to the Project Manager on the implementation and performance of their work. The Project Manager will in turn submit a monthly report on the project as a whole to the Executive Director of TLE.

The Project Manager will also work closely with the External Evaluator to analyze the results of feedback surveys. Surveys will be collected from Assistant Principals and Principals after each training. Teachers will be surveyed twice per year to assess their perceptions about the leadership of their assistant principals and principals. Leader self- and supervisor assessments will be analyzed as will the results of the annual Climate and Culture survey for students and parents conducted by the University of Oklahoma-Tulsa. Additionally, the evaluation scores of all school leaders will be analyzed along with their performances in the new, rigorous Principal Selection Process. Finally, a report will be developed analyzing the variance and calibration data between expert raters and Assistant Principals on the Tulsa Model.

Since 2009, Tulsa Public Schools has maintained a Teacher and Leader Effectiveness Steering Committee comprised of the Superintendent of Schools, Tulsa Public Schools Board of Education President, State of Oklahoma Board of Education representative, District Chief of Staff, District Assistant and Associate Superintendents, District Executive Officers, Tulsa Classroom Teachers Association President and Vice President, Oklahoma Education Association

representative, community foundation partners, Chamber of Commerce representative, and others. The Steering Committee meets at least quarterly to review and provide feedback on the work of the TLE Office. Upon notification of the award, the Project Manager will begin providing quarterly reports to the TLE Steering Committee on the School Leadership Project, allowing for committee member feedback. Reports may include reports on data collection activities, reviewing progress and attainment of milestone activities, discussion of analysis of performance, and collaboration on strategies to course correct where necessary. During the quarterly meetings, the Steering Committee will also look at the progress of project activities to ensure that sufficient improvements are being made. Where improvement levels are stagnant or insufficient, the Project Manager will lead strategy sessions to develop ways to improve and identify further trainings and links that may be required. Where improvement levels exceed expectations, the Project Manager will meet with the TLE Office and External Evaluator to identify what innovations and strategies have brought about such success.

ⁱ Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*.

<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

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