



## NBCT Leadership Grants -- A Request for Proposals

### GRANT OVERVIEW

NBCTs, do you have a great idea about how to increase student learning, but just need some funds to help you realize your vision? If so, the NBCT Leadership Grants might be just what you need!

The Center for Strengthening the Teaching Profession (CSTP) is pleased to administer the 2010-11 NBCT Leadership Grants funded by the Office of Superintendent of Public Instruction. The Leadership Grants (30 grants at \$5,000 each) will be given to teams in two grant cycles. The first cycle begins now - January 2010 through December 31, 2010. Applications for the first cycle are due by **5 p.m. on January 29, 2010**. The second grant cycle will run July 1, 2010 - June 30, 2011.

NBCTs applying for these competitive grants will identify and address a local student learning challenge and provide a plan to build teacher capacity to meet that challenge. NBCTs and their learning colleagues (NBCTs and/or other accomplished teachers) may be from the same school or across schools in the same district if addressing a common need. Grant funds can pay for stipends, hourly curriculum pay, substitute teachers, books, and materials necessary for professional development. Grant funds may not be used to pay for equipment, travel, outside consultants, student materials or overhead fees/charges.

Grant proposals must give priority to one or more of the following:

- High Needs Schools - improving learning in our most challenging schools
- Take One! projects - NBPTS professional development opportunity
- Closing the Achievement Gap - addressing the students who need us most
- Mentoring and Induction - support for teachers in their first five years
- Building-Wide Leadership - strengthening leadership knowledge and skills

This document includes more detailed information about the Leadership Grants, including:

- Grant application specifications
- Links to the online application forms
- Embedded web links to resources that may be useful to complete your application
- Application questions
- Scoring rubric

If after reading this information, you have any additional questions about the NBCT Leadership Grants, please contact Terese Emry at [terese@cstp-wa.org](mailto:terese@cstp-wa.org).



## **GRANT APPLICATION SPECIFICATIONS**

**Goal:** Utilize the leadership expertise of National Board Certified Teachers as agents of change and innovation in their school and districts in order to positively impact student learning.

**Plan:** National Board Certified Teachers identify a local student learning challenge and craft a plan to increase teacher capacity locally to meet that challenge.

### **Criteria:**

Grant proposals must give priority to one or more of the following:

- High Needs Schools - improving learning in our most challenging schools
- Take One! projects - NBPTS professional development opportunity
- Closing the Achievement Gap - addressing the students who need us most
- Mentoring and Induction - support for teachers in their first five years
- Building-Wide Leadership - strengthening leadership knowledge and skills (for more information check out [CSTP's Teacher Leadership Skills Framework](#))

Projects could include:

- Host a study group focused on examination of student work, understanding NBPTS standards, or collaboratively building teaching skill
- Support an NBCT to assume new responsibilities to help a school better organize to support teaching and impact student learning.
- Form a PLC, lesson study cadre, or critical friends group to collaboratively address student learning challenges

Check out CSTP's publication [Small Investments, Big Returns](#) for summaries of what other NBCTs have done with Leadership Grants.

An application must also include/address the following criteria.

- Is proposed and facilitated by at least one Washington NBCT
- Supports the learning of Washington K-12 public school educators
- Advances local or state education reform goal(s)
- Offers sustained, effective professional development (see the [National Staff Development Council's definition](#) of effective professional development)
- Focuses on the faculty from one school or district
- Articulates intended results for students as well as teacher participants
- Has a school district willing to act as the grant's fiscal agent

**Application Process/Submission:** There are two parts to the Leadership Grant Application.

1. The first part is the **Teacher Proposal**. It is to be submitted online by a National Board Certified Teacher who will act as the coordinator and central point of contact for the application. It is strongly recommended that you complete your



proposal in a Word document and paste responses into the online application. [Click here](#) to go to the online application.

2. The second part of the application is the **Administrator Support Form**. This form acknowledges support for the proposal and must be submitted by a building principal, superintendent or other district administrator. [Click here](#) for the administrator support form or email the web address to your administrator (<http://www.surveymonkey.com/s/9S3Q2GB>).

Because the second part of the application requires an administrator's sign-off, we highly suggest applicants draft their proposals in a Word document that can be easily emailed to or printed off for an administrator to read prior to filling out the Administrator Support Form. Responses to application questions in Word can also be easily copied and pasted into the online application. You can find the application questions on page 4 and scoring rubric on page 6 of this document.

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| Applications must be submitted online.<br>➤ <a href="#">Teacher Proposal</a><br>➤ <a href="#">Administrator Support Form</a> |
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It is the applicant's responsibility to assure that the application is complete. . Consideration will only be given to applications that have completed both steps – the Teacher Proposal and the Administrator Support Form.

**Timeline:**

Proposals are due via the online application by **5 p.m. on January 29, 2010**

Notification by February 15, 2010

Grant work will take place between March 1 - November 1, 2010

Final reports and invoices due December 31, 2010



## **APPLICATION SECTIONS/QUESTIONS**

### **SECTION 1 - APPLICANT INFORMATION:**

- Lead NBCT's Contact Information:
  - First & last name
  - School & district
  - Email address & phone number
- Lead NBCT's Demographic Information:
  - Gender
  - Years of teaching experience
  - Highest degree earned
- Lead NBCT's race/ethnicity
- Lead NBCT's certification year and area
- Lead NBCT's current role in school/district
- Grant team – Specify the number of NBCTs and other accomplished teachers expected to work on this proposal.

### **SECTION 2 - NEED & RATIONALE:**

1. What is the student learning challenge your proposal addresses?
2. Specify one or two goals your proposal seeks to accomplish. Include specific measureable outcomes expected for teacher participants during the grant period and for student learning in the long term. Tell what evidence you will collect to show your goals were met.
3. How does your proposal advance state, district or school improvement / education reform goals?
4. In what way(s) do your goals and proposal address one or more of the following priorities:
  - High Needs Schools
  - Take One! projects
  - Closing the Achievement Gap
  - Mentoring and Induction
  - Building-Wide Leadership
5. Why is this endeavor important at this time and in this setting?

### **SECTION 3 – IMPLEMENTATION:**

6. Describe in detail the activities you will implement and a timeline you will follow to achieve your intended outcomes.



7. Who, specifically, do you expect to participate?
8. In what ways do your learning activities meet the definition of effective professional development?

**SECTION 4 – BUDGET:**

9. Outline a budget. Grant funds may be used for staff time, substitutes, stipends, and materials to support professional development activities that will build teacher capacity to address student learning challenges. Funding is not available for equipment purchases, travel to conferences or workshops, student materials or indirect charges. Proposals may request up to \$5,000.
10. Specify the district that will be the fiscal agent for the grant and the contact information for the district's fiscal /grant administrator.

**SECTION 5 - SUSTAINABILITY:**

11. What is your initial thinking about how to sustain the work of your proposal after the grant funding ends?

**\*\*REMEMBER:** Applications must be submitted by a NBCT, and a district administrator must complete the Administrator Support Form. Consideration will only be given to applications that have completed both steps – Teacher Proposal and Administrator Support Form.

### NBCT Leadership Grant Scoring Rubric

|                    | 4  | 3  | 2  | 1   | 0                    |
|--------------------|--|--|--|---|----------------------|
| Goals and Outcomes | <p>Goals are exceptionally clear and designed to meet to one or more broad-reaching student learning challenges.</p> <p>Goals clearly state direct learning outcomes for teacher participants and for students.</p> <p>Outcomes are measureable and proposal contains an exceptionally clear plan for gathering evidence of success.</p> | <p>Goals are clear and connected to a student learning challenge.</p> <p>Goals clearly state direct learning outcomes for teacher participants and indirect outcomes for students.</p> <p>Outcomes are measureable and proposal contains a plan for gathering evidence of success.</p> | <p>Goals are vague or connection to a student learning challenge is weak .</p> <p>Outcomes for teacher participants or students are vague.</p> <p>Some outcomes are not measureable or plan for gathering evidence of success is unclear.</p>        | <p>Goals are vague and connection to student learning challenge is unclear.</p> <p>Outcomes for teacher participants and students learning are vague.</p> <p>Some outcomes are not measureable and proposal plan for gathering evidence or unclear.</p> | Evidence is missing. |
| Connections        | <p>Proposal makes exceptionally clear links between goals and multiple priorities.</p> <p>Proposal clearly connects work to multiple state, district or school improvement goals.</p> <p>Proposal details clear and specific evidence that grant work is important at this time and in this setting.</p>                                 | <p>Proposal makes clear links between goals and one priority.</p> <p>Proposal connects work to one state, district or school improvement goal.</p> <p>Proposal provides some evidence that grant work is important at this time and in this setting.</p>                               | <p>Links between goals and priorities are unclear.</p> <p>Proposal makes unclear connection to state, district or school improvement goals.</p> <p>Proposal provides some evidence that grant work is important at this time or in this setting.</p> | <p>Links between goals and priorities are not evident</p> <p>Proposal makes no connection to state, district or school improvement goals.</p> <p>Proposal provides little evidence that grant work is important at this time in this setting.</p>       | Evidence is missing. |

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|------------------------------|---|--|--|---|-----------------------------|
| <p><b>Implementation</b></p> | <p>Grant activities and timelines are clearly described and logically link to expected outcomes.</p> <p>Participants identified can logically impact identified student learning challenges on a broad scale.</p> <p>Grant activities clearly utilize elements of effective professional development.</p> | <p>Grant activities and timelines are described and link to expected outcomes. participants can demonstrate impact on identified student learning challenges</p> <p>Grant activities utilize one or more elements of effective professional development.</p> | <p>Grant activities or timelines are vague but link to expected outcomes.</p> <p>Participants demonstrate indirect impact on identified student learning challenges</p> <p>Grant activities utilize one element of effective professional development.</p> | <p>Grant activities and timelines are vague and unconnected to expected outcomes</p> <p>Participants are not able to demonstrate impact on student learning challenges.</p> <p>Unclear explanation of how grant activities utilize one element of effective professional development.</p> | <p>Evidence is missing.</p> |
| <p><b>Budget</b></p>         | <p>Budget items are very clearly defined.</p> <p>All expenditures are essential to meeting stated outcomes.</p> <p>Budget items clearly link to grant activities.</p>   | <p>Budget items are defined.</p> <p>All expenditures are important to meeting stated outcomes.</p> <p>Budget items link to grant activities.</p>   | <p>Budget items are defined but vague.</p> <p>Some expenditures are important to meeting stated outcomes.</p> <p>Link between budget and grant activities are weak or unclear.</p>   | <p>Budget items are not defined.</p> <p>Expenditures do not link to stated outcomes.</p> <p>Some expenditures are not allowable expenses.</p>   | <p>Evidence is missing.</p> |
| <p><b>Sustainability</b></p> | <p>Proposal includes sound plan for sustainability beyond grant funding.</p> <p>Proposal provides preliminary evidence of support from potential partners to continue grant work.</p> <p>Proposal includes strong statement of administrative support.</p>  | <p>Proposal includes clear plan for sustainability beyond grant funding.</p> <p>Proposal provides preliminary evidence of support from one potential partner to continue grant work.</p> <p>Proposal includes statement of administrative support.</p>       | <p>Proposal includes plan for sustainability beyond grant funding.</p> <p>Proposal provides vague evidence of support to continue grant work.</p> <p>Administrative support is unclear.</p>  | <p>Plan for sustainability beyond grant funding is weak.</p> <p>Proposal provides little or no evidence of support to continue grant work.</p> <p>Administrative support is absent.</p>   | <p>Evidence is missing.</p> |

