Principal Pipeline Partnership Overview
Sponsored by the Tennessee Transformational Leadership Alliance

Overview
In October 2015, Tennessee's Commissioner of Education, Dr. Candice McQueen, announced the creation of the Tennessee Transformational Leadership Advisory Council. The advisory council was formed to recognize that as Tennessee students have been outpacing students across the nation in academic growth since 2013, the importance of developing school leaders is a critical lever for continuing the positive, upward trajectory of student achievement. “We know leadership matters, and that is why it has been important for us to determine how to create more opportunities to identify and develop leaders within districts and schools across the state, especially in our rural areas, so our students can continue to grow,” McQueen said. “The advisory council has identified what is working in Tennessee, and now we need to act on that knowledge to scale up and strengthen pipelines to transformational leadership.” The advisory council, led by Assistant Commissioner Paul Fleming, has served as the first state-guided leadership group in the nation to provide a cohesive and comprehensive organizational platform for the promotion of multiple leadership pipeline initiatives.

The advisory council aligned its work with the vision of the department's strategic plan, Tennessee Succeeds, which states that districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life. Tennessee Succeeds has five priority areas: early foundations and literacy, high school and the bridge to postsecondary, all means all, educator support, and district empowerment. Since the launch of the strategic plan in 2015, key steps have been taken in each of these areas that will continue to be implemented through the Tennessee Every Student Succeeds Acts (ESSA) state plan. ESSA emphasizes that advancing high-quality teaching and learning, particularly for underserved students and students of color, requires a diverse cohort of educators including teachers, principals, and other school leaders, to be prepared and supported to meet the many challenging demands that they and their students face.

Charge
The advisory council was charged with the following three functions:
1) Identify the common, foundational components of impactful leader programs to inform policy changes and develop a set of recommendations for use by leadership stakeholders in Tennessee
2) Support the development, expansion, and evaluation of regional providers that focus on innovative leader preparation models in Tennessee, including three existing transformational leadership development programs:
   - Ayers Institute for Teacher Learning & Innovation, Lipscomb University
   - The Governor's Academy for School Leadership (GASL), Tennessee Governor’s Office, Tennessee Department of Education, and Vanderbilt University
Leadership Academy, Center for Educational Leadership at The University of Tennessee

3) Support the design and/or redesign, implementation, and evaluation of pipeline programs in regional partnerships that incorporate the common components of transformational leadership pipeline programs and recommendations identified by the advisory council.

The advisory council created a definition of transformational leadership, eight common components of transformational leadership pipeline programs, and a set of recommendations with aligned actions steps. Specific actions that serve as next steps aligned with these recommendations included the creation of the Tennessee Transformational Leadership Alliance (TTLA).

**Definition of Transformational Leadership**

An individual or group of individuals who build(s) capacity in others by creating a motivating and sustainable vision to drive positive, strategic, and systematic growth to achieve organizational excellence related to student outcomes. In addition, a transformational leader believes a focus on equity can eliminate achievement gaps and ensure success for all students by identifying and addressing personal and institutional bias and barriers to ensure each student has:

- equitable access to effective educators,
- engaging learning opportunities,
- social, academic, and community supports, and
- resources to ensure success regardless of ability, race, religion, socio-economic, or cultural background, gender, or sexual orientation.

**Rationale**

The TTLA will serve as a statewide incubator for school leadership by supporting the design and/or redesign, implementation, and evaluation of pipeline programs in regional partnerships that align with the common components and recommendations identified by the transformational leadership advisory council.

**Goals**

1. Promote and align state and district practices with the eight common components of transformational leadership pipeline programs.
2. Implement a shared cost partnership model and provide technical assistance to develop new, and refine existing, transformational pipeline programs in all CORE regions.
3. Create a network of leaders committed to sharing effective and innovative ideas and strategies.
4. Provide program feedback and evaluation, including the creation of a TTLA model leadership pipeline program designation for those programs that have reached exemplary status with all eight common components.
Outcomes

- Annual production of 270 high-quality principals with strong support structures in place
- Access to high-quality leader development programs for all districts
- Increased number of diverse, high-quality leadership candidates in rural and high-needs schools

Components

The eight common components of impactful principal pipeline programs identified from research and models across the country and in Tennessee:

1) Programs are aligned to clear and consistent leadership standards and/or competency frameworks that set a vision and focus on the key instructional leadership competencies that improve educator effectiveness and outcomes for all students.

2) Strategies and tools are used for the early detection of high-potential leadership candidates at the school level before the formal selection process into a pipeline program to help recruit a strong candidate pool and bench within a district and/or region.

3) Authentic assessments are used for the rigorous selection of identified high-potential leadership candidates into pipeline programs and placement into school-level leadership positions.

4) Experiential and cohort-based learning occur over time and are embedded into leadership pipeline program training and internships aligned with state content, pedagogy, and leadership standards.

5) Leaders are coached and mentored in their first three years on the job based on evidence-based candidate needs.

6) Authentic and comprehensive partnerships (that include superintendents and school boards) feature:
   - mutually agreed upon vision and goals based on relevant data,
   - reciprocal and consistent communication, and
   - cohesive and sustainable resources.

7) Formative and summative data are consistently used to inform program improvement and evaluation.

8) State and district practices improve, support, and advance the capacity building of districts and their partners to develop and sustain effective leader pipeline programs.

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Grant Application Information

The principal pipeline partnership program seeks to fund and support leader development models, through a shared cost model, that develop or continuously improve innovative and high-impact pipeline programs aimed at increasing leader effectiveness and improving outcomes for all students over four years. All applications must show evidence of alignment with Tennessee Succeeds' emphasis on excellence and equity for all students and the eight common components of impactful principal pipeline programs. Additionally, programs must meet the requirements in the non-regulatory guidance for ESSA's Title II, Part A.

Applications may be accepted from state-approved instructional leader preparation programs as well as instructional leader development programs that do not lead to licensure. Please note that acceptance of this award does not constitute state approval to recommend candidates for licensure. Recommendation for licensure is only a function granted to state-approved educator preparation providers.

Model Type

Applicants must specify which type of model they are seeking funding for at the time of application.

- **Principal pipeline partnership development models** utilize partnerships to develop and implement new programs, practices, or strategies that will have a significant and measureable effect on increasing leader effectiveness and improving outcomes for all students. The effect of implementing the proposed program, practices, or strategies should be substantial, important, and enduring. Design model applicants will be required to complete a logic model to identify and describe proposed programmatic elements that align with Tennessee Succeeds, the eight common components of impactful principal pipeline programs, and ESSA's Title II, Part A requirements. The development model does NOT support operating costs for existing programs. These models require that a Tennessee LEA be the primary partner and fiscal agent, serving as the state contact and assuming responsibility for financial, program, and post-award reporting requirements on behalf of the partnership. Primary partners must demonstrate experience managing partnerships.

- **Principal pipeline partnership continuous improvement models** utilize partnerships to enhance or redesign existing programs, practices, or strategies for which there is evidence of significant and measureable effect on increasing leader effectiveness and improving outcomes for all students. The effect of enhancing or redesigning the program, practices, or strategies should be substantial, important, and enduring. Continuous improvement or redesign model applicants will be required to complete a logic model to identify and describe existing programmatic elements that need to be improved or redesigned to align with Tennessee Succeeds, the eight common components of impactful principal pipeline programs, and ESSA's Title II, Part A requirements. In these models, any organization can act as the primary partner and fiscal agent, serving as the state contact and assuming responsibility for financial, program, and post-award reporting requirements on behalf of the partnership. Primary partners must demonstrate experience managing partnerships.
Model Components
This four-year plan has three required program elements:

- **Principal residency training content** (minimum one school year)
- **Bridge support** for candidates after completion of the leader development program but before placement into a leadership position (assistant principal or principal)
- **An induction program** for these newly placed leaders (assistant principal or principal)

Applicants will have flexibility within the four-year plan to designate the amount of time needed for bridge support and induction. In addition, applicants must design the proposed model in accordance with the non-regulatory guidance from the U.S. Department of Education for Title II, Part A for school leader residency programs:

_School leader residency programs must, for at least one academic year, provide prospective principals or other school leaders: (a) sustained and rigorous clinical learning in an authentic school setting; (b) evidence-based coursework, to the extent the State determines in consultation with LEAs that evidence is reasonably available; (c) ongoing support from an effective mentor principal or school leader; (d) substantial leadership responsibilities; and (e) an opportunity to practice and be evaluated in a school setting._ (ESEA sections 2002(1), 2101(c) (4) (B) (xi), 2103(b) (3) (C).

Award Eligibility
To be eligible for the award, partnerships must:

- Design proposed model in accordance with the non-regulatory guidance from the U.S. Department of Education for Title II, Part A for school leader residency programs that state:
  - School leader residency programs must, for at least one academic year, provide prospective principals or other school leaders: (a) sustained and rigorous clinical learning in an authentic school setting; (b) evidence-based coursework, to the extent the State determines in consultation with LEAs that evidence is reasonably available; (c) ongoing support from an effective mentor principal or school leader; (d) substantial leadership responsibilities; and (e) an opportunity to practice and be evaluated in a school setting. (ESEA sections 2002(1), 2101(c) (4) (B) (xi), 2103(b) (3) (C).

- Include at least one Tennessee local education authority (LEA), and act as part of a partnership representing two or more of the following entities: Tennessee LEA or charter management organization; institution of higher education (IHE), foundation, business and/or non-profit organization that works to advance the academic achievement of Tennessee’s K-12 students.

Note that meaningful TTLA partnerships are intended to have participants identify ways they will engage with each other throughout the grant (and beyond) in ways that are compatible with the participants’ missions and goals. While a direct financial contribution is not required of member partners, all members of the partnership must leverage resources (e.g. financial, intellectual, human capital) to contribute toward the project. For the purpose of this grant, a partnership is NOT a one way and singular contractual
agreement in which one partner (e.g., a school district), contracts with and fully compensates a service provider (e.g., a higher education institution) for the provision of services (e.g., professional learning). At least one partner must have demonstrated experience successfully supporting, developing, and/or implementing educational programs that led to positive student outcomes.

- Identify the primary partner who will serve as the state contact and assume responsibility for financial, program, and post-award reporting requirements on behalf of the partnership. Primary partners must demonstrate experience managing partnerships.
- Comply with all U.S. Department of Education and Tennessee Department of Education reporting requirements.
- Not use TTLA grant funds to supplant state or local funds.

**Funding**
For selected applicants, the Tennessee Department of Education will fund development and continuous improvement programs up to 90 percent of the per-fellow cost with a maximum per-fellow grant of $9,000. Grants may total a maximum of $125,000 per year. For example, a program with 10 fellows costing a total of $100,000 could receive an award of up to $90,000. It is the responsibility of the partnership to cover remaining program costs. Programs will be eligible for renewal annually contingent upon annual review of budget and progress towards attaining stated outcomes.

**Evaluation and Reporting Requirements**
- The Tennessee Department of Education is interested in assessing the effectiveness of the various initiatives in an effort to identify best practices in increasing leadership development and capacity efforts. TTLA grantee work will help the department make future decisions around scaling successful strategies, practices, and programs. Therefore, grantees will be responsible, in partnership with the department, for measuring their progress towards meeting proposed goals, documenting best practices, and sharing resources related to promising and successful programs, practices, and strategies.
- The Tennessee Department of Education reserves the right to ask grantees to participate in additional data-gathering and knowledge-sharing activities over the life of the grant that are not specified in this application. These activities might involve grantees participating in department-sponsored meetings to share experiences and help shape future TTLA-related programs throughout the state.
### 2017 Application Timeline

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