



2023-2024 Principal Residency Grant Cycle 6

Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID [Redacted]

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

This LOI application must be submitted via email to loapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by 11:59 p.m. CT, October 28, 2022.

Application stamp-in date and time

Grant period from February 10, 2023 - August 31, 2024

Pre-award costs permitted from Pre-award costs are not allowed.

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [Redacted]

Applicant Information

Organization Mansfield ISD CDN [Redacted] Campus [Redacted] ESC [Redacted] UEI [Redacted]

Address 605 E. Broad Street City Mansfield ZIP 76063 Vendor ID [Redacted]

Primary Contact Jennifer Stoecker Email jenniferstoecker@misdmail.org Phone 817 299-6325

Secondary Contact Jennifer Young Email jenniferyoung@misdmail.org Phone 682 320-9502

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
Debarment and Suspension Certification
General and application-specific Provisions and Assurances
Lobbying Certification

Authorized Official Name Jennifer Stoecker Title Assistant Superintendent of HR Services

Email jenniferstoecker@misdmail.org Phone 817 299-6325

Signature Jennifer Stoecker Date 10-28-2022

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of Mansfield ISD is to inspire and educate students to become productive citizens. Our strategic plan, Vision 2030, guides all that we do and is based on the core values of Students First, Continuous Improvement, Integrity, Communication, Positive Relationships, and Resiliency. Our four guiding statements are as follows:
 Students will read on level or higher by the beginning of third grade and will remain on level or higher as a MISD student; Students will demonstrate mastery of Algebra II by the end of eleventh grade; Students will graduate life ready; and Students will graduate college and/or career ready.

The district will implement a well-defined instructional framework that will develop and hone knowledge and skills necessary for resident advancement to an administrative position. As the sixth fastest-growing school district in North Texas, Mansfield ISD has experienced the need for additional administrators through the opening of new schools, new choice programs, and through attrition of administrators who are promoted in other districts or retire from the profession. In total, the district has filled 19 principal vacancies and 78 assistant principal vacancies since the '19-20 school year. While the administrative applicant pool is typically robust, finding quality assistant principal applicants toward the middle to end of the summer became difficult in 2022. The district was sometimes faced with filling teacher vacancies when hiring applicants from within the district or hiring outside applicants who were under contract and possibly would not be released from their current districts. As such, participation in the principal residency program will enable the district to prepare administrators-in-training to become full administrators when the need arises in the district moving forward.

Throughout their participation in the residency and beyond, residents will be poised to uphold the district's core values and guiding statements on a higher level than when they were classroom teachers. Residents will play an integral part in the instructional leadership on campus, which should result in increased learning and academic outcomes for students.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

GOALS/OBJECTIVES: The major goals and objectives of the program will be that all residents be fully prepared to uphold the elements of the district's strategic plan, experience a positive and comprehensive internship experience, and successfully complete their master's programs, and Principal as Instructional Leader certification exams (including T-TESS) and be ready to apply for leadership positions in MISD by Summer 2024.

STRATEGIES/ACTIVITIES: The activities and strategies implemented to meet these goals and objectives will be to provide quality mentors for the residents, provide a rich, engaging instructional experience for the residents, and collaborate with DBU to customize the graduate course sequence and content to include the mindset, skill sets and tool sets that make up the DNA of Mansfield ISD. Mansfield ISD representatives will partner with Dallas Baptist University representatives to ensure there are open lines of communication throughout this relationship in order to best prepare the residents for this experience and the future.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

In collaboration with the mentor principal, each resident will determine a problem of practice based on campus data and will work with his/her mentor to evaluate the problem and determine research-based steps to take in order to work toward a solution of the problem at hand. Residents will create this plan and present the final recommendations to their mentors, fellow residents, and their cooperating professors at Dallas Baptist University.

A root cause analysis of the problem will be completed to determine why this issue exists. This analysis will occur with district and campus stakeholders to ensure proper insight and representation exists. After the cause has been determined, specific measurable goals and objectives will be identified.

Some of the measurement tools utilized to assess performance will be: district assessments, classroom assessments, MAP assessments, DRA assessments, STAAR interim assessments, STAAR/EOC results, and quantitative and qualitative feedback, if applicable.

Progress monitoring of the goal will be ongoing and occur at least once per grading period. After progress has been evaluated, necessary adjustments of plan will be made in accordance with the Plan, Do, Study, Act model.

Throughout the program residents will meet with their mentor principal weekly for direction, coaching and, feedback. The mentor principal will complete a pre and post assessment of the resident based on the principal competencies and aligned pillars. The university field supervisor will observe and provide feedback based on the T-PESS framework to the resident at least three times per semester. The district and EPP will meet monthly to collaboratively monitor course grades and each resident's progress. Specific resident performance measures will include the following: 1) PLC facilitation, 2) Reflective Instructional Coaching, 3) Course grades and completions, 4) University Field Supervisor Observations using the T-PESS framework, 5) Site mentor assessment on principal competencies, and 6) Resident leadership placement after the program.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Mansfield ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and lots of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization for Mansfield ISD, they will be fully prepared with the Mansfield mind-sets, skill-sets, and tool-sets to immediately be effective leaders in Mansfield ISD.

Grant funds will be used to help provide the salaries for the 8 residents (\$49,875 per resident = \$399,000). The district will also contribute at least \$15,000 toward the salary of each resident plus benefits from local funds. DBU will provide a 33% tuition scholarship for each resident throughout their program of study and the grant will pay for the remaining tuition (\$25,125 per resident = \$201,000). We believe that residents should have at least some "skin in the game" so residents will be required to pay the university fees and for course materials and certification fees. The district will purchase materials and supplies for specific district training for the residents.

The district and DBU will also make a substantial investment in the preparation of the residents. The minimum \$15,000 matching funds and benefits will cost the district ~\$120,000. DBU has committed to providing a 33% tuition scholarship to these residents and any future Mansfield cohorts. The tight integration of Mansfield ISD tools, processes, philosophies, and beliefs into the DBU courses and the authentic and substantive residency experiences, will expedite the high-quality preparation of the residents and allow the district to suspend the district's usual leadership development program and redirect those funds to support and sustain the residency partnership.

Program Requirements

1. The LEA must provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

The targeted recruitment process we will use in selecting principal residents will include choosing individuals who uphold and further the goals of our strategic plan, keeping our students at the forefront of everything we do. Our 35,730 students' backgrounds represent a rich diversity in many aspects. Our district's ethnic distribution is 32.1% African American, 28.1% White, 26.5% Hispanic, 7.9% Asian, 5% Two or more races, .3% American Indian, and .1% Pacific Islander. Our percentage of students who qualify as economically disadvantaged is approximately 37%. Additionally, our families speak over 45 languages. In selecting residents for this program, we will be intentional in finding individuals who will celebrate and foster the differences of our students and serve as role models for them. At this time, we have 53% of our assistant principals whose ethnicity is other than White, while approximately 70% of our students are non-White. We understand that representation matters, and that students benefit from having role models who look like them or who share similarities in their backgrounds. As such, our HR team has been intentional in increasing our recruiting efforts at traditionally diverse universities in order to increase the number of applicants with diverse backgrounds in our applicant pool. As such, we will work to select principal mentors who mirror the student population, as well. This means we will consider all applicants equally on merit and will select those from diverse backgrounds when they are the most qualified on merit and, when two applicants are equally qualified on merit, the diversity of each applicant's background will be the final consideration when selecting applicants as participants for the program. Some of the elements to be considered when selecting applicants will be student growth from BOY to EOY in 2021-2022 and BOY to MOY in 2022-2023, when applicable; 2021-2022 STAAR data, when applicable; CTE industry certification data, when applicable; other relevant student growth data based on level; T-TESS appraisal data from 2021-2022 and current year, as available; and campus/district leadership activities such as department chair duties, club sponsorship, etc. The district will hold informational meetings for all teachers in early February, and the application will be due in mid-March. The application process will include a written response section, in-person interview, and impromptu scenario-based presentation.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

The goal of Mansfield ISD is to partner with Dallas Baptist University with eight principal residents serving our campuses and completing their coursework and obtaining their administrative certifications before the beginning of the '24-25 school year. Through the partnership with Dallas Baptist University, the principal residents will complete 30 credit hours and an immersive internship as they earn their Master's in Educational Leadership. Coursework will include focus areas such as foundational instructional leadership skills, school law, curriculum design/evaluation, research, HR administration, and a capstone project containing artifacts of the participant's growth throughout the program. This coursework will be integrated and applied in the full-time residency. Each resident will be assigned to schools with the highest needs and highly qualified mentor principals. The school setting will provide hands-on opportunities for the residents to interact with students, parents, teachers, other administrators, as well as community members and to engage in all aspects of an assistant principal. Each resident will determine a problem of practice based on campus data and will work with his/her mentor to evaluate the problem and determine research-based steps to take in order to work toward a solution of the problem at hand. Residents will create this plan and present the final recommendations to their mentors, fellow residents, and their cooperating professors at Dallas Baptist University. Additionally, all residents will be given specific responsibilities through a gradual release process. Residents will observe and coach teachers utilizing Results coaching, lead PLCs, provide professional development, and work with students and parents. MISD and DBU faculty will support residents through intentional exposure to curricular elements. Ultimately, residents will lead PLC meetings through gradual release.

Program Requirements (Cont.)

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Throughout the school year, Mansfield ISD teachers assess their students' learning. This occurs through informal daily observations, classroom assessments, campus-developed assessments, and common district-wide assessments such as mCLASS, MAP, STAAR interim assessments, and benchmark assessments. The Curriculum, Instruction, and Accountability team reviews campus and district data, and campus leaders evaluate their campus and individual student data. When trends are evident, revisions are made to the curriculum itself or the method of delivering instruction on the standards, and re-teaching occurs to ensure mastery. Individualized plans are implemented to assist students who have not demonstrated mastery, so that no student is left behind. The executive directors, who oversee the principals, review campus data and principals' plans to address campus needs. The evaluation and analysis process outlined above occurs at each campus. Additionally, district administrators periodically report to the superintendent and Board of Trustees to share progress toward mastery of the standards.

Each summer, Mansfield ISD administrators carefully analyze instructional data received from state and local assessments. This data is reviewed with respect to overall district data, campus data, and individual student data. Trends are noted based on academic achievement and growth on each assessment analyzed. As a continuous improvement district, principals work with their staff members to determine a focus area or "One Thing" that will be emphasized for the upcoming year. Then measurable adult action and academic goals are set, and campuses monitor progress toward the goals throughout the year. Principals share campus progress at quarterly Cadence of Accountability meetings with principal peers, members of the Superintendent's Executive Council, and the Superintendent herself. In these meetings, celebrations and collaboration occur to ensure appropriate progress is being made toward goal or that relevant interventions are occurring to refocus the efforts toward success.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Mansfield ISD uses T-TESS and T-PESS as the appraisal tools for teachers, assistant principals, and principals, respectively. Both T-TESS and T-PESS involve goal-setting, collaborative conferencing, and data collection toward obtainment of goals. When applying this process to the mentor-resident relationship, the resident and mentor will confer regarding goals, plan and monitor specific steps needed to achieve goals, assess progress made, and evaluate the ultimate outcome of the goals.

The residents will shadow their mentors as the mentors complete their duties as T-TESS appraisers. When completing their T-TESS walk-throughs with the mentors, the residents will have the opportunity to confer with their mentors and work to calibrate their knowledge with respect to the T-TESS rubric. Through observing the T-TESS walk-through process, as well as the campus fidelity walk process, focusing on the campus' One Thing, residents will have rich exposure to the process of capturing classroom data and providing feedback to teachers.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

Mansfield ISD currently has assistant principal interns at several campuses, some of whom are funded through local funds, and some through federal ESSER funds. Quite often these interns have participated previously in one of our "Grow our Own," or "GO2" programs for teachers interested in becoming administrators or simply interested in advancing their leadership skills in the classroom. These interns generally become assistant principals in the district once they have completed their schooling and certification. If selected for participation in the Principal Residency Grant, the district will continue to host assistant principal intern positions after program completion, as long as the need exists and the budget supports the positions.

6. The LEA must provide a clear description of a proposed communication system between the EPP team and key district players.

The proposed communication plan between Mansfield ISD and Dallas Baptist University will include the following:

As soon as the district receives grant funding notification from TEA, an MOU will be signed between MISD and DBU. Mansfield ISD staff will collaborate closely with the DBU program director to ensure alignment between the resident application and the DBU admission application to expedite the admissions process. We will then collaborate on the sequence and customization of graduate courses. MISD personnel will meet with the DBU Director monthly to review upcoming events and activities, review data to determine resident progress. Modifications and support will be discussed and implemented as needed.

Once underway, district and DBU officials will communicate frequently via email and face-to-face meetings.

Mansfield ISD Executive Directors will work closely with mentor principals and share any program or resident concerns with district grant administrators. In turn, grant administrators will keep an open line of communication with Dallas Baptist University representatives. University field supervisors will regularly communicate with residents and mentor principals to collaboratively develop feedback and next steps.

Mansfield ISD will foster positive communication with all stakeholders and will be receptive to recommendations and suggestions made by Dallas Baptist University.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="35,730"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="35,730"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment