



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

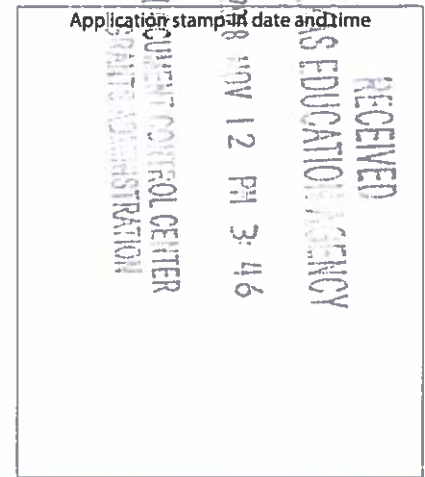
NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from

January 1, 2019 - June 30, 2020

Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Recruit 8 highly qualified ECISD leadership candidates to serve as principal candidates.	ECISD will select effective educators from among the current staff to serve as principal candidates. 1.) Recruit teachers with vision who exhibit exceptional instr. leadership skills; 2.) Partner with Texas Tech Univ. 3.) Candidates will be vetted utilizing a research-based vetting process including evidence of improving student achievement, and demonstrating proficiency in 13 of 16 T-TESS domains.
ECISD needs a plan to manage continued district growth, which includes developing and retaining future leaders.	Develop and implement a Leadership Framework to build leadership capacity, to support the growth of additional elementary, middle and high school capacity; principal transitions/promotion to another level, retirements and reassignments to fill resulting vacancies.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 2020, 100% of the ECISD principal candidates selected will complete a rigorous, authentic residency program offered by Texas Tech Univ. (Principal Fellows Residency Prog.); graduate with a Master's degree in Education; master perf. of the Performance Assessment of School Leaders (PASL); and demonstrate mastery of SBEC Principal as Instructional Leadership certification qualifying them to assume the principal role successfully in ECISD.

By August 2020, implementation of Leadership Framework to support/sustain principal leadership development and subsequently improve student outcomes.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1.) Vetting process completed and 8 candidates selected for the residency program.
- 2.) Texas Tech University faculty meet with principal candidates.
- 3.) Enrollment requirements and coursework plan submitted to ECISD HR department.
- 4.) Campus assignment recommendations for principal candidates submitted to SLT for approval. Notification to candidate.
- 5.) Selection of 8 campus case studies and pairing with principal candidates.
- 6.) Principal candidates will complete 100% of the following residency program items: Equity audit using current campus and state data; Leading a needs assessment for case study campus; Collaborating with stakeholders to conduct root-cause analysis for case study campus; Aligning all core competencies through a social justice mindset.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Principal candidates will complete 100% of the following residency program items:

- 1.) Conduct & video instructional coaching through the Pre-conference, Observation, and Post-conference (POP) cycles
- 2.) Examining Personal Biases through school and community lenses
- 3.) Conducting classroom TTESS benchmarks through the POP cycle
- 4.) Self-evaluation of their leadership competencies through the TPESS instrument
- 5.) Analyzing data systematically for case study campus using both quantitative and qualitative data
- 6.) Creating SMART annual and quarterly goals for case study campus
- 7.) Creating teacher interventions that align to various data points for case study campus
- 8.) Quarterly monitoring for case study campus

Third-Quarter Benchmark

Principal candidates will complete 100% of the following residency program items:

- 1.) Presenting a Learning Showcase Presentation to all stakeholders (superintendent, mentor principals, human resource and TTU faculty) to highlight progress monitoring of case study
- 2.) Demonstrating improvement of student outcomes via case study using both quantitative and qualitative data
- 3.) Highlighting best practices utilized during each quarter to improve instructional practices, build leadership capacity, improve campus climate, and coach teachers
- 4.) Demonstrating transformational leadership competencies

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

ECISD principal candidates will present project evaluation data quarterly to their respective mentor principals. This project evaluation data will include quarterly results for all five case studies. Each principal candidate will monitor the performance results of each case study and share both quantitative and qualitative data with their mentor principal using TTU's targeted accountability intervention system and data tracking sheets. In addition, principal candidates will incorporate transparency of all results categorizing data for all five case studies using TEA's accountability system for each content area. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to gauge the principal candidate's coaching competencies aimed to improve instructional practices that directly impact student outcomes. Quarterly benchmark data that does not show progress will involve a reevaluation. Failing results for any case study will require the principal candidate to adjust goals, actions steps, and interventions. Principal candidates will reflect upon the fidelity to the process, practices previously incorporated, and their coaching competencies with their assigned TTU faculty coach and mentor principal.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 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 grant 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.
- 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.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- The applicant assures that residents do not have significant classroom responsibilities.
- The applicant assures that residents do not hold a principal certification in the state of Texas.
- The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- The applicant 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.
- The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.
- The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. 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. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The candidates in the Texas Tech Principal Fellows Residency preparation program are highly vetted by school district and university personnel. While school districts vary slightly in the selection process of potential teacher candidates, all districts consider evidence for each candidate's leadership capacity by reviewing teacher student achievement (STAAR) and progress data (Common Formative Assessments/Benchmarks, TPRI, TEJAS Lee, TELPAS), Texas Teacher Evaluation and Support system (T-TESS) appraisal data, overall body of work, and how well the candidate applicant pool reflects the student body of the district. TTU Educational Leadership Coaches vet prospective principal candidates to leverage the highest Knowledge, Skills, Mindset (KSMs) using Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. Various tools such as interviews, surveys, self-evaluations focused on the Principal as Instructional Leaders are utilized to identify quality candidates for the residency program. One example of an effective protocol for gauging a prospective principal candidates' ability to improve student achievement involves having each candidate track their most recent classroom data. Using the new state accountability system, each principal candidate plots the result of their own students' outcomes within the state accountability evaluation of student achievement as Approaches, Meets, and Masters grade level expectations in addition to factoring student growth. These intentional protocols allow TTU to help districts vet for the best qualified principal candidates for the TTU Residency Program. Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making. Collected information for applicant selection also includes education background, certification areas, teaching experience, professional resume, letter of recommendation from current supervisors, and current artifacts as evidence of their students' progress.

The Texas Tech University faculty members utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty members conduct virtual live interviews of the candidates put forward by the partnering school district with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset (growth/fixed), and instructional knowledge. During the interview process, faculty members examine multiple forms of rubric and application data, discuss the overall scores, district partners' selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year.

The Texas Tech University Principal Fellows Residency Program has been collaborating with school districts in Texas and Louisiana for five years on the selection, coaching, placement, and skill development of future school leaders. The residence program has also served as a platform to diversify the school leadership pipeline. With current Fellows in Residence and Program Alumni, the Principal Fellows Program is 49 Fellows strong, and has been successful in recruiting a diverse applicant pool into the program including 12 African American, 10 Latina/o, 1 Asian, and 25 White Principal Fellows who are currently serving in school leadership roles. With a 50% diverse core of Principal Fellow graduates and Fellows in residence, the district partners and Texas Tech University have strategically recruited educators in the grow your own efforts to reflect the representation of the student body and the community.

Ector County ISD serves over 32,267 students which includes 4% African American, 76% Hispanic, 18% White, and 51% Economically Disadvantaged. Currently, the district has 2,765 staff members with a demographic representation of 5% African American, 41% Hispanic, 52% White and 46% of the teaching force with less than 5 years of experience. The school leadership in Ector County ISD includes 116 campus administrators with less years on average of other principals and assistant principals across the state. To ensure Texas Tech Principal Fellows Program and Ector County ISD partnership place a strategic diversity focus for future school leadership, the goal is for educators and school leaders to increasingly reflect the student body and the community. To ensure diversity potential is attained and a diverse pool of educators (gender, ethnicity, and age/service) are reached, recommendations from counselors, lead teachers/department chairs, instructional coaches and specialists will also be consulted.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Educational Leadership Principal Fellows Residency Program at Texas Tech University is framed by principal preparation program best practices across the country that focus on the preparation of future instructional leaders to meet the needs of students and improve teacher effectiveness to advance student outcomes. The Principal Fellows Residency Program and Ector County ISD partnership seek to implement a highly selective and competency-based residency model that provides teachers evidence-based professional enhancement activities which lead to a master's degree in Educational Leadership, the completion of 268 Principal Certification, and builds competencies in T-TESS implementation. The Texas Tech Principal Fellows Residency Program uses the full-time clinical experience to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU Faculty Coaches lead high quality clinical supervision experiences with individual coaching sessions examining the Principal Fellows growth and performance through formative/summative assessment during the 15-month program, use Mentor Principal and multiple sources of feedback about the overall leadership in PLCs, work with struggling teachers, student advocacy work, and overall aspiring school leader performance. Competencies and skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, and supporting the progress monitoring of instructional goals. The Principal Fellows Residency Program uses a just-in-time curriculum to embed coursework at the individual campus level. This approach provides the opportunity for Principal Fellows to apply equity audit data literacy skills, information and current problems of practice from root cause analysis, progress monitoring of instructional goals, and lead learning in PLCs in real time in authentic school settings. The selection of candidates for the Principal Fellows Residency Program occurs in the spring. Once selected, the Principal Fellow completes the Texas Tech University graduate school application and enrolls in graduate courses for a summer program start. In conjunction with the coursework, a week-long Monday through Friday conference intensive learning week is part of the Principal Fellows Residency Program held the second week of June. The learning week provides the Principal Fellows the opportunity to be immersed in coursework objectives brought to life in face-to-face professional learning days lead by TTU Faculty Coaches and top performing past Principal Fellows. The week-long institute takes advantage of the expertise and recent experience of Texas Tech University Teaching Fellows who are high performing recent Principal Fellow graduates of the program and deliver learning topics and share the residency experience mindset.

The Master of Education in Educational Leadership is a 36-hour online program with 30 hours of core content and 6 hours of Principal Internship. Principal Fellows greatly surpass the required intern hours of the state as they are working 40-60-hour weeks as full-time resident administrative interns. Course content is provided through synchronous live virtual group learning and program learning outcomes are woven into the residence experience through a just-in-time curriculum. Professional learning topics cover Instructional Leadership, Decision Making and Mindset skills, Equity Audits and Data Literacy, Leading Professional Learning Communities, Unpacking the T-TESS and Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing S.M.A.R.T. Goals (i.e., Specific, Measurable, Attainable, Relevant, Time-bound) and Progress Monitoring, and the adjustment of student and teacher progress through Quarterly Planning. The week provides focused learning session to unpack and present the Equity Audit data, prepare a growth mindset for summer learning and principal mentoring opportunities, effectively use campus data to select teacher and students to grow over the year, and immerse themselves in the "learner stance" to adopt the full-time resident mindset. The learner stance is an adult learner centered frame that provides authentic and safe professional learning spaces in the College of Education and provide program learning through a scaffold and layered strategic learner stance process.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

Not Applicable

ECISD has an Innovation Department which began 2016-2017. The Innovation Department in collaboration with PICK Education, blends real world learning with the Texas Essential Knowledge and Skills (TEKS) to provide learners with hands-on cross-curricular experiences.

ECISD has implemented a 1882 partnership school which started in August 2018 as Ector College Prep Success Academy, formerly Ector Middle School.

Beginning in 2018-19, school redesign plans were implemented at 4 elementary campuses. These campuses transitioned from four K-5 campuses (Noel, Pease, Travis, and Zavala) to two paired campuses. The redesigned paired campuses are configured to serve PK-2 and partner campus serve grades 3-5 (Pease PK-2/Noel 3-5 and Zavala PK-2/Travis 3-5).

ECISD is currently discussing Innovative Campus and in-district charter options for Blackshear Elementary, to be implemented in the 2019-2020 school year.

Statutory/Program Requirements (Cont.)

4. 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.

Campuses analyze data following campus assessments, district unit assessments, and /or state assessment data, normally in PLCs (horizontal and/or vertical teams). Data is stored and disaggregated in Eduphoria. The data is reviewed starting at the campus level, grade level, teacher specific, and finally, individual students. Data analysis consists of teachers and teams conducting an item analysis of test items to answer a variety of questions, including but not limited to: 1.) Which standards need to be retaught, whole group/small group? 2.) Why did students miss this question? 3.) What are the possible misconceptions? 4.) How can we reteach skill? 5.) How will we spiral to continue practice? 6.) What other resources could we use for progress monitoring that are aligned to state standards? In addition, campuses utilize "Data Dig" days for each department and grade level to allow PLC team to dig deeper and plan for upcoming learning.

5. 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.

Our district currently uses Eduphoria to house informal and formal observation templates that administrators use to document classroom walkthroughs and formal T-TESS observations. Administrators conduct the required face to face T-TESS Pre and Post Conferences. The observer is focusing on the learning and the students instead of focusing solely on the teacher and what is being taught. Administrators also provide cumulative data throughout the year to teachers.

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 grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- 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 grant?

- 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"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant'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"/>

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program

Matched amount (number of principal residents participating in program x \$15,000)

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Principal Resident Salaries	377,695
Principal Mentor Stipends (\$2,500 per)	16,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition and Fees	122,000

SUPPLIES AND MATERIALS (6300)

Textbooks	6,000
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OTHER OPERATING COSTS (6400)

Travel for Summer Institute	8,000
Certification Reimbursement	3,000
Leadership travel	5,000


Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

<p>Leading Data Driven Culture: <i>How would you describe your team's...</i></p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>2</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>3</p>
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	<p>2</p>
<p>d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?</p>	<p>1</p>
<p>e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?</p>	<p>2</p>
<p>f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?</p>	<p>1</p>
<p>g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?</p>	<p>2</p>
<p>h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?</p>	<p>1</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>1</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>2</p>

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

		2 - Foundational
<p>Leading Observation Feedback <i>How would you describe your team's...*</i></p>		
a.	Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b.	Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2
c.	Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	1
d.	Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	1
e.	Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2
f.	Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	2
g.	Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3
h.	Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	1
i.	Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j.	Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	1

