# TEA
**Texas Education Agency** ®

## 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 <u>cannot</u> 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

Application stamp-in date and time

*[RECEIVED stamp: TEXAS EDUCATION AGENCY, DOCUMENT CONTROL CENTER, GRANTS ADMINISTRATION, 2018 NOV 13 AM 11: 57]*

| Grant period from | **January 1, 2019 – June 30, 2020** |
|---|---|

[X] 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 | Tyler ISD | CDN | 212905 | Vendor ID | | ESC | 7 | DUNS | |
|---|---|---|---|---|---|---|---|---|---|

| Address | 1319 Earl Campbell Parkway | City | Tyler | ZIP | 75701 | Phone | (903) 262-1022 |
|---|---|---|---|---|---|---|---|

| Primary Contact | Dr. Marty Crawford | Email | marty.crawford@tylerisd.org | Phone | (903) 262-1001 |
|---|---|---|---|---|---|

| Secondary Contact | Laura Cano | Email | laura.cano@tylerisd.org | Phone | (903) 262-1022 |
|---|---|---|---|---|---|

## 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):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

| Authorized Official Name | Dr. Marty Crawford | Title | Superintendent of Schools |
|---|---|---|---|

| Email | marty.crawford@tylerisd.org | Phone | (903) 262-1001 |
|---|---|---|---|

| Signature | *[signature]* | Date | 11/12/2018 |
|---|---|---|---|

| Grant Writer Name | Laura Cano | Signature | *[signature]* | Date | 11/12/18 |
|---|---|---|---|---|---|

(●) Grant writer **is** an employee of the applicant organization.   ( ) Grant writer is **not** an employee of the applicant organization.

## Shared Services Arrangements

**X** 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 |
|---|---|
| Instructional leadership is a significant need. The principal residents will be embedded within a school turnaround effort within the district. | Upon completion of this uniquely designed leadership program, TISD cohort graduates will be provided with hands-on instructional leadership experiences including the use of data driven instruction, leadership walks, and teacher coaching cycle, as well as other skills and activities within the 268 pillars that are designed for school turnaround. |
| There is a need for increasing the number of minority candidates for principal positions. | TISD will build strong instructional campus leaders by engaging in a targeted recruitment process of minority candidates; therefore, growing and supporting internal leadership pipelines through year-long full-time principal residencies. This recruitment plan does not preclude other applicants. |
| Use of data to drive instruction. | Principal residents will be involved in instructional coaching and leading PLCs on the campuses.  Residencies will emphasize the use of data to assist in targeting instructional improvement and targeted interventions for teachers and students |

## 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 the end of the grant cycle; June 2020, 100% of Tyler ISD principal preparation participants will successfully complete a full-time year-long principal residency, Master of Education in Educational Leadership, Principal as an Instructional Leader certification,  and T-TESS certification.

## 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. Recruit and select TISD teacher leaders for admission into the grant program (February, 2019).
2. Recruited teacher leaders apply for admission and are accepted into The University of Texas at Tyler's (UT Tyler) Master's with principal certification program (March, 2019).
3. Admitted students meet face-to-face to discuss program expectations.  This group will make-up a professional learning community of program student's specific to the needs of Tyler ISD (May, 2019).
4. Candidates begin academic classes in the UT Tyler principal program (May, 2019).
5. Required grant participants/members attend TEA lead institute Austin, TX (June, 2019).
6. Participation in University PLC meeting during the summer (June - August, 2019).
7. Candidates will complete EDLR 5311 and EDLR 5313 during summer as well as become T-TESS certified (August, 2019).

## Measurable Progress (Cont.)

### Second-Quarter Benchmark

1. Candidates will register and begin classes for EDLR 5320, EDLR 5337, and EDLR 5370 (Practicum in the Principalship I) (August, 2019).
2. Provide site mentor training (September 1, 2019).
3. Field supervisors (TEA certified) meet with site mentors on candidate's assigned campus. A plan is developed to ensure a rigorous clinical experience with a focus on instructional coaching.
4. Participation in PLCs both with University and campus during the fall (September-December, 2019).
5. Field supervisors monitor resident's activities to ensure high quality instructional coaching, use of data, and development of school culture, as well as other 268 pillars within the practicum and general coursework.

### Third-Quarter Benchmark

1. Resident's register for EDLR 5330, EDLR 5349, and EDLR 5371. Note: Candidates will need to register for EDLR 5333 and EDLR 5310 for summer 2020 to finish the coursework for the Master's degree.
2. Candidate's begin classes (January, 2020).
3. Field supervisors meet with site mentors on candidates campus to discuss any obstacles from the previous quarter and to outline a strategy for the continuation of a high-quality clinical experiences (January, 2020).
4. Participation in University PLC meetings during the spring (January - May, 2020).
5. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture, hiring practices, and other 268 pillars.
6. Candidates will take and pass Principal as Instructional Leader TExES certification exam (June, 2020).

## 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.

The program is designed to provide candidates with relevant and practical experiences. To assure that the program is meeting the needs of the candidates, we will implement the following logic model. We will examine:

    INPUTS <-----> ACTIVITIES <-----------> OUTPUTS <-----------> EFFECTS

Inputs include the recruitment process and design of the interventions.
Activities includes courses, seminars, and clinical experiences.
Outputs includes Success in Mastering content and skills.
Effects includes post program success when hired.

During the program we will use an iterative process to assure candidates are successful.
1. Surveys will be given to students, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Student videos and field observations of pre/post/goal conferences (per T-TESS) will be evaluated to determine effectiveness.
3. Instructional evaluation of teachers as performed by the candidate will be compared to the site mentor to determine inter-rater reliability.
4. The field supervisor, site mentor, and university professor will meet to determine leadership/instructional coaching strengths/weaknesses are determined. Interventions will be developed to strengthen weak areas.

## 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.

Teachers will receive an e-mail request for candidates from the administrative office. Teachers may self-nominate to be in the program. In addition nominations will be solicited from campus administrators. Applicants will be pre-screened through the following criteria:

1. STAAR scores (if in a tested subject) and/or other diagnostic testing show student growth;
2. The applicant participates regularly in campus PLCs/grade level meetings;
3. The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished (growth will also be considered from the previous T-TESS evaluation);

Applicants who meet these three standards will go through a short administrative interview to discuss curriculum, data, personal growth, personal vision, and campus vision. Consideration will be given to qualified candidates who mirror our school district demographics.

The question will be evaluated and eight high-quality and strong-vision candidates will be selected.
The applicants will need to apply to The University of Texas at Tyler and be admitted into their Educational Leadership program. Program admission requirements are:
1. Have a 3.25 GPA or higher in last 60 hours of coursework.  The applicant may still be admitted with a GPA of under 3.25 if he/she has an acceptable GRE score.
2. Complete a written interview form that shows effectiveness in communication.
3. Have a recommendation completed by campus mentor regarding leadership potential.
4. In addition, the admission process requires the submission of transcripts from all institutions attended and a copy of service record.

**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.

---

Tyler ISD will provide the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for candidates. TISD and the individual campus will foster authentic school setting leadership experiences to residents within the principal preparation program.

1) TISD will partner with The University of Texas at Tyler (IHE) for principal preparation.
UT Tyler has two practicum experiences within their program that emphasizes the integrated pillars within 268 TExES preparation: communication with stakeholders, diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, etc.

2) Provide training for on-site principal mentors to ensure oversight of the candidates.
Candidates will be provided both a campus level mentor and a district level mentor that is on-site for assistance with practicum experiences. On-site and district level mentors will be selected based on their proven ability to implement and interpret the Tyler ISD TRU Framework (Teaching for Robust Understanding Framework) and District Data Protocols. (attached for reference)

3) Implementation/Exposure of Effective Coaching and Feedback Strategies.
TISD will involve candidates in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and weekly coaching conversations to give our residents a broad instructional understanding. This experience will provide the resident(s) with professional coaching at both the campus and district level along with the beginning stages of learning the craft to coach and shape teachers instructional practices affecting the instructional core.

4) Candidates will lead PLC data meetings and disaggregate data to provide strategic initiatives to improve student achievement within the culture of the campus.
Residents will also be assigned a specific grade level and/or subject area to maximize their exposure. The resident will be involved in weekly planning meetings (also known as PLCs), data analysis using the District's Data Protocols, unit/benchmark creation, lesson planning, and evaluation, as well as horizontal alignment across the grade level/subject area.

5) Candidates will specialize in the District's Learning Walks Framework.
Residents will be assigned to assist and participate in the district's highly structured learning walks. The learning walks are designed to improve practice in which everyone involved is working on their own practice as well as the practice of peers for instructional improvement. The Learning Walks Framework includes a planning, observation, and summary components.

6) Candidates will lead professional development in areas of instruction, curriculum, and discipline.
TISD residents will specifically develop skills to deliver training in the Tyler ISD True Framework Pillars of Robust Instruction which include: content, cognitive demand, equitable access to content, agency ownership and identity, and formative assessment. The resident(s) will work side by side with designated campus and district administration to create conditions that build a robust instructional mindset and use the TRU Framework to evaluate the effectiveness of instruction.

7) Candidates will be members of the Campus Improvement Team and District Advisory Committee.
Candidates will assist with Campus Improvement Plan creation, implementation, and monitoring, as well as the District Advisory Committee.

---

## 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

## 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.

Tyler ISD utilizes the backward design planning components with autonomy to meet the needs of individual campuses. This model begins with the end in mind using data to drive instruction. Teachers are given time to work with their grade level or department team to analyze data, determine areas for re-teaching, group students for intervention, breakdown TEKS for upcoming units of study, create appropriate unit assessments and in class check points, followed by beginning the stages of planning learning experiences. Teaching teams then meet weekly during PLCs to discuss lessons using the four essential questions, analyze student work, and plan instruction for the following week. A big component of PLCs is to analyze artifacts of learning to ensure each TEK is taught at the level required. A big focus for all teams is to incorporate student accountable talk. To insure instructional coherence, TISD uses pacing calendars, Instructional Focus Documents, and district wide literacy plan.

The District Data Protocols include short cycle assessments, beginning middle and and of the year MAP, campus assessments, and all other TEA required assessments to monitor student growth and shape instruction. Campus administration take part in weekly grade level meetings (PLCs) and follow the District Data Protocols (attached for reference).

1. Elementary Administrator District Data Protocol
2. Elementary Teacher 2-5 District Data Protocol
3. Middle Administrator District Data Protocol
4. High School Administrator District Protocol

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.

T-TESS Observation and Feedback System
T-TESS evaluation system along with Student Learning Objective is currently used on each campus throughout the district. Both principals and assistant principals conduct evaluations, walkthroughs, and coach teachers with instructional practices.

Learning Walks Framework
Residents will be assigned to assist and participate in the district's highly structured Learning Walks Framework. The learning walks are designed to improve student outcomes by outlining the purpose, norms and key features of the learning walk, and identifying the critical process   The Learning Walks Framework includes a planning, observation, and summary component. Observing specific content areas across multiple grade levels assist in finding instructional trends and patterns. Instructional teacher coaching at the campus level occurs after Leadership Walks to enhance and improve instruction, alignment, and rigor. This process will help residents' ability to lead collaborative dialogue to improve student learning outcomes. (See attached Learning Walks Framework for reference)

## 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 | Barrier |
|-------|---------|
| Group | Barrier |
| Group | Barrier |
| Group | Barrier |

## 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 [          ]

2. Enrollment of all participating private schools [          ]

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) [          ]

4. Total current-year grant allocation [          ]

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit [          ]

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) [          ]

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) [          ]

**LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)** [          ]

## Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program **3**

Matched amount (number of principal residents participating in program x $15,000) **45,000**

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

| Activity | Budget |
|---|---|
| Resident Salary - $50,000 per resident | 150,000 |
| Campus Mentor Stipends - $4,500 per resident | 13,500 |
|  |  |
|  |  |

### PROFESSIONAL AND CONTRACTED SERVICES (6200)

| Activity | Budget |
|---|---|
| In-district professional development and trainings | 5,000 |
|  |  |
|  |  |

### SUPPLIES AND MATERIALS (6300)

| Activity | Budget |
|---|---|
| Textbooks and Supplies - $1,600 per resident | 4,800 |

### OTHER OPERATING COSTS (6400)

| Activity | Budget |
|---|---|
| Tuition / Fees / Principal TExES Exam / T-TESS and AEL Training - $14,100 per resident | 42,300 |
| IHE/EPP University Field Supervisors $1000 per resident | 3,000 |
| Professional development for residents / Required professional development for district and IHE/EPP | 2,500 |

Total Direct Costs **221,100**

Indirect Costs **7,584**

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) **228,684**

# RELAY/GSE     Attachment 1: Leverage Leadership Readiness Assessment

| Leading Data Driven Culture:<br>*How would you describe your team's...* | 2 - Foundational<br>3 - Proficient<br>4 - Exemplary |
|---|---|
| a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)? | 3 |
| b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching? | 3 |
| c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs? | 2 |
| 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? | 2 |
| 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? | 3 |
| 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? | 3 |
| 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)? | 3 |
| 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? | 3 |
| i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement? | 2 |
| j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show? | 3 |

# RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

### Leading Observation Feedback
*How would you describe your team's...* *

Scoring legend:
0 – Listing
1 – Attempting
2 – Foundational
3 – Proficient
4 – Exemplary

| Item | Score |
|---|---|
| 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? | 3 |
| 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? | 3 |
| 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? | 3 |
| 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? | 3 |
| f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions? | 3 |
| g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)? | 2 |
| h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development? | 2 |
| 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? | 3 |
| 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"? | 2 |