



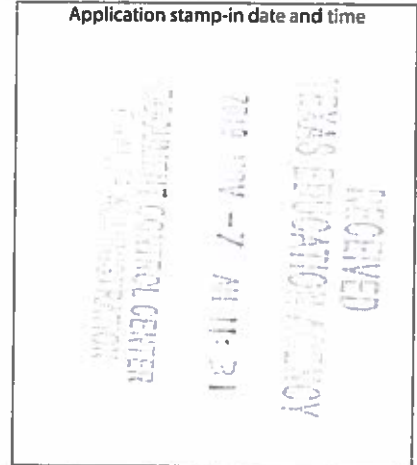
**2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019**

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 **February 1, 2020 - August 31, 2021**

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.

8000-080559

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
A reduction in the number of administrator vacancies from the 2018-2019 school year baseline of 225 (36%). Assistant Principals - 174 (44%); Principals - 51 (22.5%)	The proposed residency program is designed to improve recruitment, preparation, and retention of high quality principal candidates. This will decrease vacancies on an annual basis with a compounding effect over time due to increased retention.
Diversity of school leadership to better align to student demographics. Students are 70% Hisp and 21% AA/Black; Asst Principals - 28% Hisp and 52% AA/Black; Principals - 36% Hisp and 42% AA/Black	Recruitment practices for this program as well as placement of residents and graduates of the program will prioritize diversity matching to help ensure that a greater portion of school leadership staff reflect the demographic makeup of their students.
Increased satisfaction rates of participants in principal preparation programs with specific indications that the program adequately prepared them for their work as a principal from 2018 survey baseline rate of 53%.	The program will provide candidates with direct exposure to and experience with the work of the district's principals. Each candidate will be matched with a mentor principal on their campus whom they will shadow and support throughout the residency.

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 June 2021, 90% of residents and 90% of mentor principals will express high satisfaction with the residency program and 100% of residents will be placed in a school leadership position within the district. Residents hired into administrator positions will increasingly match the demographic makeup of the district's student body.

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

The first-quarter benchmarks will gather baseline data in relation to the needs and SMART goal outlined above. First-quarter benchmark measurements will include:
 (1) Recruitment results - The number of principal candidates admitted to the program along with their experience levels and demographics. This will be used as a baseline measure for identified needs 1 and 2: filling principal vacancies and increasing diversity matching. (2) Satisfaction rates - Surveys administered to residents and matched mentor principals to measure satisfaction rates with the match and planned residency experience. (3) Skills pre-assessment - Baseline assessment to measure the resident's effectiveness in executing key practices such as DDI and observation/feedback required for successful school leadership. Results will be shared with the resident and mentor principal to personalize the mentorship.

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

The second-quarter benchmarks will provide data on mid-term progress measures in relation to the needs and SMART goal outlined above. Second-quarter benchmark measurements will include:

(1) Retention results - The number of principal candidates admitted to the program who have been retained (goal: 100%).

The team will also identify the number of administrator vacancies present in the district at this time in order to form a baseline measure for the goal of decreasing the total number of vacancies once these residents complete the program.

(2) Satisfaction rates - Mid-year survey administered to residents and matched mentor principals to measure satisfaction rates with the match and residency experience to date. (3) Skills mid-assessment - Mid-year assessment to measure growth in the resident's effectiveness in executing key practices such as DDI and observation/feedback required for successful school leadership. Results will be utilized by the program team to identify developmental next steps.

Third-Quarter Benchmark

The final benchmark will provide data on end-of-year progress measures in relation to the needs and SMART goal including:

(1) Completion and placement rates - The number of principal candidates who completed the program and accepted placements in the district as administrators (goal: 100 %) and the portion of placed candidates whose demographics reflect the district's student body will increase. (2) Satisfaction rates - End-of-year survey will be administered to residents and mentor principals to measure satisfaction rates with the residency experience with a specific focus on whether the experience prepared residents for school leadership roles (goal: 90 % highly satisfied). (3) Skills post-assessment - End-of-year assessment to measure growth and proficiency in the resident's effectiveness in executing key practices required for successful school leadership in an urban setting.

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.

Formal and informal assessments will be conducted throughout the year with real-time adjustments made to ensure the effectiveness of the program. The project team has developed and summarized below mitigation strategies and plans for modifications to use if benchmark data indicates that the project is not on track to meet its goals.

Goal/Need 1: Reduce the number of administrator vacancies. Mitigation and modification strategies: Successful recruitment, retention, and placement of candidates will be supported by targeted matching of residents with principal mentors and surveys to measure the readiness of each resident to move into an administrator position. If data identifies that candidates are not ready, the project team will make modifications that may include adjusting the selection process and supports provided during the residency year.

Goal/Need 2: Better match the diversity of school leadership with the student body. Mitigation and modification strategies: Candidates for this program will be specifically recruited with this goal in mind. The project team will also closely study the demographics of the district's student body. In the event that baseline or benchmark data indicates that the program is not on track to meet this goal, the team will make modifications to the recruitment and selection process.

Goal/Need 3: Increase candidate satisfaction rates. Mitigation and modification strategies: Resident and mentor principal satisfaction will be monitored through regular check-in, surveys and assessments of residents. If data indicate that the participants are dissatisfied with the resident's progress, the project team will facilitate meetings with the mentor principal and the resident to identify root causes and appropriate actions that will be implemented. The Project Team will conduct follow up meetings to monitor resident and mentor principal satisfaction.

Long-term success and sustainability will be evaluated periodically by the project team in order to identify programmatic adjustments that are needed.

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 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency Grant Program, Cycle 3 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 Residency Summer Institute in June 2020.

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 Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency 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 Heather.Salaz@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 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 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. 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.

As a foundational belief, Dallas ISD, SMU, and Teaching Trust (the "project team") focus on recruiting and selecting diverse aspiring principals who are committed to serving the least advantaged students.

The project team will use a variety of strategies to attract diverse and highly skilled candidates for this program including both targeted and mass communication approaches. Currently, a comprehensive district-wide instructional framework has been put into place. Teaching Trust is collaborating with the district to provide facilitation of this learning and implementation at each of the campuses. Principals will be asked to nominate candidates and executive directors/district leadership will select mentor principals for candidates completing this residency program. In addition, alumni and current students of the Aspiring Leaders Program will be invited to nominate potential applicants. This approach will help in identifying potential applicants who are mission-aligned in serving the targeted population of students. Because targeted strategies may unintentionally overlook promising applicants, broader approaches will also be undertaken to encourage all qualified applicants to apply including an informational website hosted by SMU, mass communications to Dallas ISD principals requesting nominees, and information sessions for prospective candidates held both at SMU and Dallas ISD.

Following targeted recruitment, applicants will be selected through a strategic process that prioritizes diversity and factors critical to a school leader's success. This initial screening process examines criteria including an applicant's academic history (e.g., transcripts), their understanding of the challenges and opportunities of school leadership, their response to feedback and growth mindset orientation, their impact on student achievement, their problem-solving capabilities, and their references, including a mandatory reference from their principal. To supplement the principal reference, applicants also will be required to submit their most recent performance appraisal, which is also evaluated for its strength in providing evidence of measurable student achievement.

Applicants who pass the screening are then invited to an in-person assessment that includes role-plays and interviews conducted by the project team. Overall, the assessment center uses rubrics aligned with program competencies to assess candidates. Role plays will focus on evaluating each candidate's instructional leadership capabilities as well as their responses to feedback. In particular, one of the activities involves candidates watching a video of instruction, scripting a feedback conversation with the teacher, and engaging in a role play of a feedback conversation based on the observation. In addition, a team fishbowl activity (along with the interviews) provides another window in which the project team is able to directly observe and assess the interpersonal leadership skills of candidates. Furthermore, to supplement the summative data from their performance evaluation in the screening phase, applicants will be asked to provide formative or interim assessment data to the assessment center and discuss the strength of evidence with associated actions for improving student achievement. Growth mindset is also assessed in the assessment center by providing candidates feedback in the moment during role plays and observing how candidates respond when asked to re-do a portion of the role play. Similarly, the final interview provides an additional opportunity for candidates to reflect on the assessment center activities and identify how they might have performed differently.

The project team has a track record of recruiting and selecting diverse and highly skilled participants and is increasingly mirroring the Dallas ISD student population. For example, in the most recent cohort of the Aspiring Leaders Program, 79% of participants come from minority backgrounds compared to 95% of minority students served by Dallas ISD.

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.

Core components of the Residency:

The competency-based curriculum is based on the Texas 268 Identified Integrated Pillars and high-quality coaching support and feedback for each resident in concert with the Master's program. The program is dedicated to residents practicing the skills necessary to be an effective culturally responsive, instructional, and transformational leader – with the majority of time committed to instructional leadership and structured authentic leadership opportunities. The resident will apply their learning in the Master's program coursework in various real-world contexts. The resident will be in a substantive leadership role in a K-12 school and serve on the leadership team, with associated authority and will engage in rigorous clinical learning, having a significant role in "running the school". The resident will manage at least one team of teachers and/or other adults, develop and drive strategic initiatives forward, and work across several functional areas of the schools (e.g. instructional leadership, adult culture, student culture) to help ensure alignment.

The resident will be afforded the opportunity to lead and engage in practice-based clinical learning, work on areas for development, see the consequences of his/her actions, and learn from and remedy mistakes. Additionally, support will be provided for those individuals chosen as mentor principals. The residency year will commence with a Residency Preparation Class. During this class, residents will receive targeted content over the course of three full days. This will ensure that ongoing and end of residency course exit performance expectations and evaluation criteria is clear and residents are prepared to make impact during their residency placement on a campus.

During the residency year, each resident will attend monthly content sessions. Content will have clear practice-based learning objectives, aligned to 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. Residency Day Content Sessions will focus on real-time problems of practice that residents are experiencing as new campus leaders as well as being sequenced and structured in a manner that ensures skills build upon each other from one session to the next. In addition to Content Sessions, residents will also receive targeted instruction to prepare them for the 268 certification exam to ensure they pass on the first attempt.

Each resident will receive one-on-one coaching support and supervision from an EPP Leadership Development Coach during their residency year. Coaching placements for each resident will be made during the Field Studies Class. Each resident will receive a minimum of 9 coaching sessions during the residency year. All coaching sessions will integrate the Texas 268 Identified Integrated Pillars and occur on campus, during instructional hours, so that leadership development is actionable and competency-based feedback occurs in the context of clinical practice. EPP Leadership Development Coaches will work in partnership with the mentor principal to align and collaborate on the resident's growth and progress to ensure access to opportunities for relevant high-level leadership tasks, high-quality on-site guidance and modeling from the mentor principal. As a result, the resident will receive formative feedback on a weekly basis. This will also ensure that the resident receives clinical experiences related to all aspects of school leadership.

Each resident will be placed on a campus with an experienced mentor principal and will implement a year-long Capstone Impact Project with the purpose of identifying and resolving a specific problem of practice within the school. Through the Capstone, residents will engage in actions that improve the practice and conditions for stakeholders in their setting, thereby impacting student learning and academic achievement.

Statutory/Program Requirements (Cont.)

3. 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.

Dallas ISD is committed to continuous improvement guided by data. Dallas ISD provides district-level assessments each semester and six-weeks that are aligned to STAAR as well as norm-referenced assessments, reading assessments and other content area specific assessments. Data from assessments is regularly analyzed as part of a continuous improvement model. Data is collected within a program called Performance Matters, then studied by campus, grade, content, teacher, student and TEKS/SE. Campuses with lower data create action plans and receive differentiated support from principal supervisors. Student performance on certain assessments is not only part of student grades, but also factored into the Teacher Excellence Initiative (TEI) teacher scorecard which is tied to compensation.

In addition to the summative assessments described above, Dallas ISD leverages a variety of formative assessments. The most common formative assessment practice is a daily exit ticket designed to ascertain each student's mastery of the day's lessons. Schools use a weekly data meeting protocol that requires review of SE-aligned data, analysis of the actual student work product, the identification of the learning gap after comparisons with an exemplar, then the planning for the reteach lesson and rehearsing for feedback. This protocol occurs weekly and is led by assistant principals and instructional coaches within weekly professional learning community meetings (PLCs). The protocol ends with calendaring the reteach lesson by both teacher and leader for observation, feedback and coaching.

Through use of these practices, based upon our ACE model, schools have seen dramatic improvements. Teaching Trust supports the model and assists with professional development and coaching. The work is aligned to Paul Bambrick's strategies. The goal is to make data visible and actionable. In addition to spreadsheets and weekly data meetings, campuses also have data rooms school-wide, data walls in classrooms, and student profiles to assist with strategic, focused learning. Together, these practices help ensure data-driven instruction is consistently and effectively practiced across each campus.

4. 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.

Dallas ISD leads the way in observation and feedback through its Teacher Excellence Initiative (TEI) - a multi-observation, coaching-focused relationship evaluation system tied to compensation. Teachers are evaluated and receive feedback based on how they prepare lessons, deliver instruction, develop classroom culture and grow as professionals. The number of classroom observations that are conducted for teachers and those in which they receive feedback depends on the teacher's effectiveness level. Dallas ISD's observation-feedback cycle includes: campus administrators observing classroom instruction, a face-to-face feedback session with the teacher within 48 hours, and a follow-up observation in order to ensure instruction improves. Within the face-to-face sessions, teachers are provided a praise of a successful teaching action linked to previous action steps, a probing question to prompt teacher reflection, and a polish action that is actionable and bite-sized. All steps are tracked within an online platform. This data includes the number of observations conducted, the on-track status of regular observations for each teacher, and specific performance indicator data. Additionally, users are able to track specific action steps issued and trends across teachers in order to inform professional development.

TEI observation and feedback is also paired with tools from Get Better, Faster; Teach Like a Champion and other resources created after PD sessions to follow-up on strong implementation. The observation cycle is accelerated through the use of "coaching-in-the-moment techniques", including hand signals, cue cards, dry erase boards, and modeling. Observations often occur several times daily and follow a specific scope and sequence of high leverage moves for mastery. Observation data and trends are recorded in an excel spreadsheet and tracked for growth. They are shared weekly during the administrative leadership team meeting to guide the creation of professional development and weekly calendars. Residents placed with ACE principals and others that have demonstrated success. Residents will benefit from intensive, targeted mentoring from a high-performing principal, and will gain experience with leading the district's proven data-driven instruction and teacher observation and feedback practices, developing necessary skills to lead urban schools with significant challenges.

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

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

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program

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

Partial salary costs of \$55,000 for 10 residents	550,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Residency Provider Professional Development costs; \$10,000 per resident	100,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
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OTHER OPERATING COSTS (6400)


Travel costs for residents to participate in site visits of exemplar campuses; \$2,000 per resident	20,000
Travel costs for mentor principals, LEA and EPP; approx 15 individuals	19,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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>4</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>3</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>3</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>3</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>4</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>3</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>3</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>3</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>3</p>

Attachment 1: Leverage Leadership Readiness Assessment

		2 - Foundational
		3 - Proficient
		4 - Exemplary
<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?	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?	2
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?	4
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"?	2