



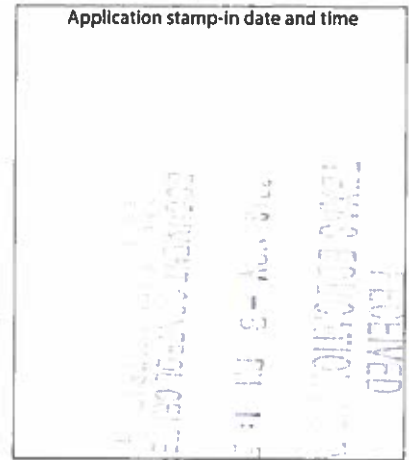
**2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019**

NOGA ID

Authorizing legislation

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

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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.

2020-080570

**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
High turnover of campus leadership roles in previous school years & lack of local high-quality rural candidates to fill future leadership needs: 2017-2018: 4 new principals /APs; 2018-2019: 4 new principals/APs ; 2019-2020: 2 new APs, 3 new ICs, & 1 new director	Provide four highly-qualified and diverse applicants a deep and meaningful full-time one-year residency experience while obtaining a Masters of Education with an Principal as Instructional Leader certification. The resident's experiences will be framed around the WISD's Leadership Framework, coupled with job-embedded coaching to promote optimal leadership development.
An estimated 27% of WISD student population falls under special programs; therefore, creating a quantifiable need to grow strong instructional leaders with an emphasis on special populations.	Upon completion of the leadership program, cohort graduates will promote a free appropriate public education in the least restrictive environment, have knowledge of Federal and State education laws, and are prepared to serve as leaders in high-need rural schools.
WISD needs instructional leaders to meet demands in district. In SY18-19 WISD is staged in BE/ESL(1), CTE(1), & SPED(3). In SY19-20 WISD had a elementary campus rated a overall F & a JH as comprehensive.	WISD plans to implement a substantial leadership framework to support Data Driven Instruction through the Effective Schools Framework, professional learning communities, progress monitoring, and action coaching.

**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 31, 2021, 100% of Westwood ISD principal preparation participants/interns will successfully complete a full-time year-long principal residency, Master of Education, Principal as an Instructional Leader and TTESS 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 WISD teacher leaders for admission into the grant program (by end of Feb. 2020).
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 (EPP) (Mar. 2020).
3. Admitted students meet face-to-face to discuss program expectations. This group will make-up a professional learning community of program resident's specific to the needs of Westwood ISD (May, 2020).
4. Required grant participants/members attend TEA lead institute Austin, TX (Jun. 2020).
5. Candidates begin EDLR 5311 & 5313 while participating in University PLC meeting during the summer (Jun. - Aug. 2020).
6. Candidates will complete summer courses with a "B" average or higher as well as become T-TESS certified (Aug. 2020).
7. Residents begin one-year full-time residency at WISD assigned campus (Aug. 2020)

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

1. Residents will begin and complete courses EDLR 5320, 5337, & 5370 (Practicum in the Principalship I) with a "B" average or higher (Aug. - Dec. 2020).
2. Begin work on 6 campus case studies with SMART goals, quantitative and qualitative data, six weeks updates, & coaching.
3. Field supervisors (TEA certified) meet with site mentors on resident's assigned campus. A plan is developed to ensure a rigorous clinical experience with a focus on instructional coaching.
4. Residents will begin POP (pre-conference, observation, post-conference) cycles with assigned teachers (Sept. - Dec. 2020)
5. Residents will be trained in DDI and lead a successful PLC (Sept. - Dec. 2020).
6. Field supervisors monitor resident's activities to ensure high quality instructional coaching, use of data, and development of school culture (Aug. - Dec. 2020).

**Third-Quarter Benchmark**

1. Resident will begin and complete courses EDLR 5330, 5349, & 5371. Note: Candidates will register for EDLR 5333 & 5310 for summer 2021 to complete the required coursework UT Tyler's Master's degree (Jan. - May & Jun. - Aug. 2021).
2. Residents will evaluate assigned teachers, participate in action DDI coaching, and lead a successful PLC (Jan. - May 2021).
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 (Jan. 2021).
4. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture (Jan. - May, 2021).
5. Residents will take & pass Principal as Instructional Leader TExES certification exam (Jun. 2021).
6. Residents present case studies to all stakeholders (district/campus leadership, mentor principals, UT Tyler, & community)

**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.

Residents will embark in six case studies in Fall 2020 and Spring 2021. Case study areas are 1) Teacher 1; 2) Teacher 2; 3) Team/Grade Level/Content Area; 4) ESL Student; 5) SPED Student; and 6) 504 Student. For each case study the resident will evaluate past data, set SMART goals, and develop a high-quality plan to meet the goals and targeted interventions. Each resident will monitor their performance results for each case study and share with mentor principal & assistant principal throughout the school year. The program is designed to provide residents with relevant and practical experiences. To assure that the grant and master's program is meeting the needs of the residents, 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 residents are successful.

1. Surveys will be given to residents, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Residents 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 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](mailto: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.

Teachers will receive an e-mail request for candidates from the administrative office. Teachers may self-nominate to be in the program. In addition to recommendations, nominations will be solicited from campus administrators. A virtual grant informational webinar will be held for all employees in the district to attend prior to the closing date of nominations. Potential candidates will be able to ask questions in the webinar as well as via e-mail. A Frequently Asked Questions (FAQ) document will be compiled and e-mailed to staff as a on-hand reference sheet.

Applicants will be pre-screened through the following criteria:

1. STAAR scores (if in a tested subject) and/or other diagnostic testing, such as Curriculum Based Assessments (CBAs), STAR Renaissance or TPRI, showing 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);
4. Letter of recommendation from current campus principal;
5. Holds a current teaching certification and does not hold a current principal or principal as instructional leader certification;
6. Does not currently hold a masters degree in educational leadership;
7. Available to complete a full-time year-long residency with no classroom responsibilities;
8. Has successfully taught in the classroom for a minimum of two school years;
9. Applicants must show evidence in previous university degrees/coursework to be eligible for The University of Texas at Tyler's Master's of Educational Leadership program (GPA of 2.5 or higher or GRE scores to make up the difference in a lower GPA).

Applicants who meet the above standards will go through an administrative interview to discuss curriculum, data driven instruction, strategic problem solving, personal growth, personal vision, and campus vision. Applicants that mirror the district's student population will be given a preference over others.

The questions will be evaluated and four 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.

Westwood 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 residents. Westwood ISD and the individual campus' will foster authentic school setting leadership experiences to residents within the principal preparation program. Residents will be considered (or "called") an Assistant Principal Intern (API) to maximize hands-on experiences during the year-long residency.

1) WISD will partner with The University of Texas at Tyler (IHE)

Partner with The University of Texas at Tyler 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 candidate

Candidates will be provided both a campus level mentor that is on-site for assistance with practicum experiences as well as district level mentor.

3) Implementation/Exposure of the New Leaders Program and Effective Schools Framework with candidates.

Involving this instructional mind-set practice along with exposure to the program and belief will give WISD residents an accurate understanding of rigorous instruction across multiple levels. Involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations gives 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 as part of their case studies and duties to maximize leadership exposure. The resident will be involved in weekly planning meetings (also known as PLCs), six weeks Community of Practice Meetings, data analysis/break down, unit/benchmark creation, lesson planning, and evaluation, as well as horizontal alignment across the grade level/subject area. ESF DDI protocols will be used to assist with instruction.

5) Candidates will specialize in high-impact instructional coaching and special programs during residency.

Residents will be assigned to assist an area of academics such as GT, 504, RTI, ESL, dyslexia, special education, and STAAR campus training, testing plans, and administration. The involvement would range from data meetings, committee meetings, and finally review at the end of the school year. Meetings may not just be campus level, but at times district level. Residents will learn the Jim Knight's Impact Cycle - instructional coaching model to utilize with case study teachers.

6) Candidates will lead professional development in areas of instruction, curriculum, and discipline.

WISD residents will develop a campus academic, professional learning plan for the fall and spring semester. The resident(s) will work side by side with designated campus and district administration to evaluate the needs of the school, plan, prepare, execute, and assess each training.

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. Campus morale will also be an area for growth for our resident(s)

**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.

WISD utilizes the backward design planning model on all campuses (district-wide). This model begins with the end in mind using data to drive instruction. Teachers are given community of practice day(s) 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. The Effective Schools Framework of Data Driven Instruction will be taught to utilize in both lesson planning and analyzing TEKS for re-teach.

- DDI Training Materials: <https://tinyurl.com/y63alet2>
- DDI Reteach Template Example: <https://tinyurl.com/y4rwbhga>
- Community of Practice Agenda (PLC): <https://tinyurl.com/ycj2w4pt>
- Backward Design Process: <https://tinyurl.com/y7gpmf5>

Backward Design Lesson Planning Cycle

STEP 1 --> STEP 2 ---> STEP 3

- Step 1 - Identify learning objectives / expected outcomes (TEKS)
- Step 2 - Appropriate assessment (evidence of learning)
- Step 3 - Plan learning experiences (activities, resources, technology)

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.

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.

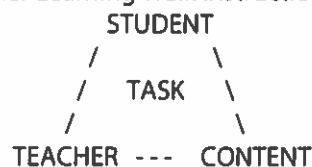
LEADERSHIP WALKS > Administrative Observation and Instructional Feedback

Campus and district administration partake in Leadership Walks on multiple campuses throughout the district. 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.

LEARNING WALKS> Teacher Observation, Self-Reflection, and Peer Feedback

Campus teacher teams partake in a version of leadership walks but for learning purposes; therefore, calling teacher walks Learning Walks. The instructional core is taught to teachers along with the ELAR and Mathematics framework. Teachers take the knowledge and observe multiple classrooms across content areas. After the peer observation, teachers discuss trends, alignment to the standards, rigor, as well as observed framework components. Self-reflection also occurs to pinpoint specific instructional strategies that were viewed to utilize in their own classroom.

Administrative Leadership and Teacher Learning Walk Instructional Core:



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Resident Salary - (Not including the \$15,000 campus matching per resident)	172,000
Campus Mentor Stipend(s) - \$1,500 per resident	6,000
Employee Benefits: TRSCare = .75%, Act.Care=\$275.00, Unemp= .12% , WC= .48%, Basic Life= .42 cents)	4,090.16
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
Professional development and trainings	5,000
<b>SUPPLIES AND MATERIALS (6300)</b>	
Textbooks and Supplies - \$1,600 per resident	6,400
<b>OTHER OPERATING COSTS (6400)</b>	
Tuition / Fees / Principal TExES Exam / T-TESS and AEL Training - \$15,000 per resident	60,000
IHE/EPP University Field Supervisors \$1000 per resident	4,000
Professional development for residents / Travel / Required pd for district and IHE/EPP	5,077.04
<b>Total Direct Costs</b>	<b>262,567.2</b>
<b>Indirect Costs</b>	<b>17,432.8</b>
<b>TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)</b>	<b>280,000</b>

## Attachment 1: Leverage Leadership Readiness Assessment

	
<p><b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i></p>	3
<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>	3
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	2
<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>	2
<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>	3
<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>	3
<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>	3
<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>	2
<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>	2
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	3
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	3

## Attachment 1: Leverage Leadership Readiness Assessment

	
<p><b>Leading Observation Feedback</b> <i>How would you describe your team's...*</i></p>	3
<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?</p>	3
<p>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?</p>	2
<p>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?</p>	3
<p>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?</p>	3
<p>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?</p>	3
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	2
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	2
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	2
<p>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?</p>	2
<p>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"?</p>	2