



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

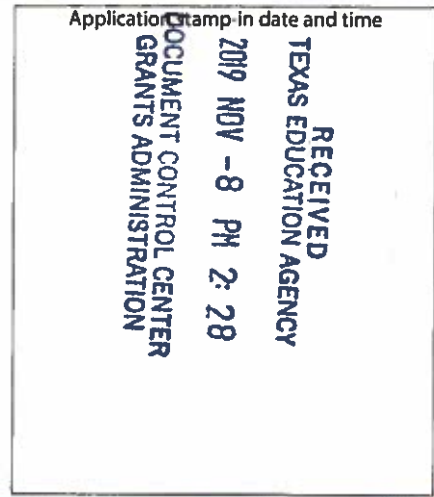
NOGA ID []

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):

N/A

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Seguin ISD (SISD) administrator turnover rate for the 2018 - 2019 school year was 42% and 16% for the 2017 - 2018 school year. This presents challenges and barriers to providing Data Driven Instruction (DDI).	Utilize Paul Bambrick Santoyo's work to implement DDI practices aligned to Effective Schools Framework (ESF) for seamless implementation at every campus. Refine SISD's Principal Toolkit to provide clear action steps for leaders. These tools, processes, and procedures support principal retention.
SISD needs a detailed implementation plan. During the 2018-2019 school year, SISD did not meet any targets in Domain III for Academic Achievement, Growth, EL Proficiency, nor Student Success.	Utilize district-wide assessments, data meetings, protocols, instructional models and lesson/unit planning to strengthen DDI practices. Utilizing data will create lesson plans that meet the needs of each unique student population and focus on closing student performance gaps.
Seguin ISD lacks a district-wide observation and feedback system to support and inform classroom teachers and campus leaders in order to retain highly effective instructional leaders.	Develop a strong districtwide system of weekly observations to include schedules, monitoring systems, feedback delivery systems, and opportunities for teachers to practice their feedback.

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.

Improve the district's overall Closing the Gap Domain score (meeting at least 8 targets to earn a C rating and achieve district status of B or better by the end of 2021-2022 school year) by reducing turnover of high performing teachers and campus leaders by 20%. The district will create a teacher to campus leader pipeline and will recruit and select four principal residents and provide a career advancement pathway that includes a strong mentor program and quality professional development.

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. Minimum of 20 teaching staff to apply for the Principal Residency Program in order to select four highly qualified staff by March 15.
2. Partner with TEA approved EPP and sign MOU by April 1.
3. 100% of residency candidates will be interviewed and selected no later than May 15.
4. 100% of residency mentors will be selected by May 15.
5. 100% of residency candidates will be registered for summer professional development.
6. System design and components developed and ready to begin implementation no later than August 2020.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1. 100% of principal residency participants will have identified components of their DDI and observation feedback project unique to their assigned campus/area before the start of the 2020-2021 school year.
2. 100% of principal residency participants will have completed their action plan for the DDI and observation feedback project aligning campus with district goals before October 2020.
3. 100% of principal residency participants will have begun implementation by November 2020 to include an assessment of campus needs along with identifying individual strengths to address identified needs.
4. 100% of principal residents are on track to meeting EPP goals by meeting one on one with university supervisors, campus mentors, and central office staff.

Third-Quarter Benchmark

1. 100% of principal residency participants will be able to report student and campus growth in their identified areas by March 2021.
2. 100% of principal residency participants will have evaluated and revised DDI and observation feedback plan and implemented recommended adjustments by April 2021.
3. SISD will evaluate impact of principal resident projects, determine placement for replication and sustainability and create/update guidelines for recurring pipeline for new cohort to begin school year 2021-22 by May 2021.
4. All residents will successfully complete the residency program and their Principal Certification by July 2021.

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.

Seguin ISD (SISD) will use a formative evaluation plan during the Principal Clinical Residency program. Activities will be monitored and measured at least monthly by the Office of School Improvement in order to inform on-going improvements and adjustments to the Resident's learning experience as well as ensure student outcomes in the focus and gap areas improve. Data collection will occur at least monthly for qualitative measures and at least quarterly for quantitative measures. Metrics and collection of data will be tied to the benchmarks in each cycle.

SISD will work with the designated EPP partner for each Resident to ensure consistency and quality of the program and to provide quality coaching and support to each Resident. Detailed and high quality feedback will be provided to the Resident at least weekly through a collaboration of the EPP staff, school site supervisor and assigned mentor(s). Focus of Professional Development will include the use of DDI and observation feedback to inform school leadership and planning, support teachers, improve school culture, and facilitate effective instruction and relative, high quality curriculum. Professional development will also be provided to the Resident based on their unique professional needs as well as the needs and formative outcomes of the campuses and students designated by the identified SMART Goals and benchmarks.

Satisfaction surveys and qualitative input will be gathered by Office of School Improvement in late spring 2021 from principal residents, mentors and campus teachers who are served by the project to determine effectiveness as well as provide feedback towards sustaining the program and recruiting next cohort.

Quantitative and qualitative data collected on Principal Residents' experiences as well as successes and challenges regarding student outcomes will be provided during the final quarter to the Office of School Improvement, central office staff, and participating EPP partners to inform program implementation and improvement and to develop systems to sustain successful clinical experiences for teacher and staff leaders in the future.

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.

Seguin ISD will pay for \$4,000 of the cost of the principal preparation program for candidates selected for the Principal Residency Program. By reducing the financial barrier for this career advancement opportunity a higher number of applicants will be able to apply for this unique opportunity. Targeted recruitment contestations with campus leadership teams to recommended teachers or other qualified staff members will begin in late winter, and to all staff in February. Marketing for the residency program will begin in February 2020 by emailing a flyer and personal invitation for an information session to all eligible applicants. Application support will be provided by the Human Resources office and the Office of School Improvement throughout the spring recruitment season. The ideal candidate is a member of the Campus Leadership Team (lead teacher, grade level lead teacher, department lead teacher, counselor, academic dean, instructional coach). They show initiative and are willing to take on additional roles and responsibilities.

The application will require:

Evidence of knowledge of SISD vision, Strategic Plan, DDI, and observation feedback

T-TESS appraisal results must be distinguished, accomplished, or proficient in every dimension of the rubric

Letters of recommendation from the campus principal and at least one campus peer must be submitted

Residency application which will have targeted questions to help evaluate:

- leadership competence
- problem solving abilities
- effective response to feedback
- growth mindset

The residency grant search and selection committee will represent diverse and broad experiences, backgrounds and skill sets to ensure a diverse application pool of candidates. In effort to recruit candidates that mirror our student demographics, the Human Resources department will work closely with campus principals and the central office selection committee to identify candidates. Highly qualified candidates who are not selected for the four residency spots will be kept in the talent pool for subsequent leadership cohorts.

Statutory/Program Requirements

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

The rigorous and relevant principal preparation program will require that candidates not have any teaching assignments for the duration of the grant. The program will commence in May of 2020 with a kickoff meeting with central office staff, residents and principal mentors to review the expectations of the program. Residents will join their Campus Leadership Team at Seguin ISD Leadership Summit and work on refining their school vision and mission. During the summer of 2020, principal residents will work side by side with their mentors to plan for the launch of the 2020 - 2021 school year. Residents will plan professional learning opportunities in the area of DDI and observation feedback with the support of central office (Director of Professional Learning, Director of Elementary and Secondary Education, and Assistant Superintendent of Learning and Leadership Services) and their mentors. They will also learn about the human resources component of hiring and on boarding by partnering with the Director of Human Resources for a week over the summer. During the months of September and October, residents and their mentors will work towards implementing the DDI and observation feedback systems on their campus. They will have opportunities to work with Professional Learning Communities to practice with teachers. November and December will provide residents with time to address problems/challenges they encounter as they adjust their campus systems and an opportunity to participate in the monthly leadership meetings at the district level to continue their professional development. The Fall semester will also allow for multiple interactions between various campus and district-level stakeholders through activities such as family and community engagement nights, and district level activities such as District Education Improvement Committee meetings. During January and February, residents will work on planning for intervention and enrichment opportunities for students at their campuses. This practice will help create conditions for schools to close instructional gaps and/or enhance student learning. During March and April, the residents will have the opportunity to work alongside the District and Campus Testing Coordinators to better understand the role of the State assessment programs. Residents will work with the School Improvement Officer and their mentor in May and June to develop strategic problem solving experiences by working on the District, Campus, and Targeted Improvement Plans and evaluating State and Federal Programs with the Federal Programs Director. The Spring semester will also allow residents to work with their mentors and the Elementary and Secondary Director and Curriculum and Instruction department to create, monitor, and evaluate curricular resources and documents. The goal of the residency program is to develop instructional leaders with a global lens of school management and continuous improvement of all aspects of an effective campus.

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.

Seguin ISD has initiated foundational practices of DDI. Seguin ISD is in the process of creating interim assessments for all STAAR tested areas. Seguin High School has been using interim assessments consistently for the past two years, and the rest of the district will use the interim assessments to measure student outcomes and adjust instruction. An assessment calendar is currently in place at all of Seguin ISD's campuses. The calendar includes screener, interim assessments, curriculum based assessments, STAAR/EOC assessments, and post secondary assessments. Seguin ISD will modify the assessment calendars to include data analysis, action planning, and reteach opportunities. Curriculum frameworks and purposeful planning documents exist district-wide. As part of the Principal Residency Program, residents will work side-by-side with the curriculum department and the principal mentors to enhance curriculum documents that promote a data driven culture. The School Improvement and Learning and Leadership Offices provide a Professional Learning Community (PLC) handbook that include data analysis protocols that have been adapted for efficiency from the School Reform Initiative in order to facilitate data analysis, teacher action planning, and reteach opportunities. Weekly data meetings are held as part of the district-wide Professional Learning Community meetings in order to answer the four PLC questions that lead to lesson adjustments and reteaching and enrichment opportunities for all students. Administrators facilitate PLC conversations and activities that lead to purposeful unit and lesson planning. The PLC cycle, which includes the Data-Driven Instruction systems, continue to evolve as we refine our curriculum and instructional practices that lead to increased student outcomes. It is the district's expectation that all campus leadership teams strive to implement and improve Data Driven Instruction and purposeful planning. The Professional Learning Office will support all campus leaders with job embedded professional learning in order to increase data literacy. This belief aligns to our three year strategic plan of improving teaching and learning by improving instructional practices and TEA's Effective Schools Framework which is practiced and supported at all campuses in Seguin ISD.

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.

Seguin ISD uses a pre-conference, observation, and post-conference (POP) feedback model as the primary method to provide a continuous feedback cycle. This model is used for TTESS, TPESS, district-wide learning walks, and Collaborative Instructional Reviews. As outlined in Lever 2 the Effective Schools Framework, it is the district's expectation that every campus build teacher capacity through on-going observation and feedback cycles. Instructional leaders are providing weekly feedback using a variety of tools and processes to conduct observations, capture data trends, and track teacher progress throughout the school year. Feedback is provided in a timely manner and is clear, bite sized, and actionable. Principals and their leadership teams work with central office staff to grow their own feedback practices by attending professional learning and conducting walk-through observations with central office leaders. A face to face debrief is expected in order to build relationships with teachers and create reciprocal accountability. District staff monitor observation and feedback cycles using Eduphoria and through the campus weekly check-in process. Additionally, feedback is provided during professional learning community meetings so that teachers receive feedback on unit and lesson plans to ensure proper levels of rigor and alignment to State standards. Seguin ISD is committed to growing the observation and feedback practices by exploring ways to incorporate time for teachers to plan and practice the feedback provided to them and by providing real-time feedback during class.

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

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

Salary for Four Residents	<input type="text" value="220,000.00"/>
Fringe Benefits for Four Residents	<input type="text" value="52,000.00"/>
Tuition Reimbursement for Four Residents	<input type="text" value="8,000.00"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<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"/>
----------------------	----------------------

OTHER OPERATING COSTS (6400)

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.


FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____






FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

<p>Leading Data Driven Culture: <i>How would you describe your team's...</i></p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>2</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>0</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>0</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>0</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>1</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>2</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>0</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>0</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>1</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>2</p>

Leading Observation Feedback

*How would you describe your team's...**

	 0 - Lacking  1 - Attempting  2 - Foundational  3 - Proficient  4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	1
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	1
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	1
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	0
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?	1
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	0