



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.

2020 090598

701-18-105-014

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

July 2020-November 2020 Four major areas will be continuously monitored for progress and success and where feedback and adjustments will be provided: 1) student performance 2) practical application and experience with the principal competencies 3) preparation for the 268 exam and PASL tasks and 4) academic coursework. (1) Mentors will review student performance data and set target growth goals for the selected teachers they are assigned to coach. (2) Both university and site mentors will assess residents' performance regularly through observations, evaluations, and provide ongoing weekly feedback for growth within the 11 principal competencies. (3) Complete 1st attempt at Pearson 268 practice exam. (4) Master's in Educational Leadership Coursework Completion: Residents will complete 9 semester hours during Summer 2020 and 9 semester hours during Fall 2020; including the fall internship and participation in a Ed. Leadership seminar.

Third-Quarter Benchmark

December 2020 - April 2021

Residents and their site supervisors will complete an evaluation of the candidates' knowledge, skill and experiences with the TExES Principal competencies and residents will also take an additional Pearson 268 online practice certification exam if needed. Residents will show growth improvements on targeted areas within T-TESS at "Proficient" or higher on End-of-Year performance ratings. Master's in Educational Leadership Coursework Completion: Residents will complete 9 semester hours during the Spring of 2021; including the spring internship in Educational Leadership. Completion of action research project and present findings. Residents will successfully complete Master's of Educational Leadership at Dallas Baptist University and will take and pass the TExES Principal 268 Exam and Performance Assessment for School Leaders. Residents will interview and be hired for career advancement leadership positions within RISD.

Project Evaluation and Modification

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

The Richardson Leadership Pipeline plan has multiple check points, feedback loops and opportunities for course correction and modification to ensure residents' and district success throughout the program. The first-quarter benchmarks focus on the identification, recruitment and selection process to ensure great candidates that meet the criteria described above. If for any reason one of the 10 candidates selected chooses to withdraw or cannot be admitted to the university, the next highest rated alternate will be selected from the application pool. During the school-year part of the residency, four major areas will be continuously monitored for progress and success and where feedback and adjustments will be provided for the residents: 1) student performance 2) practical application and experience with the principal competencies 3) preparation for the 268 exam and PASL tasks and 4) academic coursework. Since residents will be assigned specific teachers to coach, student performance in those classes will be monitored. If student progress is not satisfactory, residents will work closely with that teacher to develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will also receive feedback on the quality and growth in their instructional and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations and evaluations with feedback and coaching conferences. Residents and their site supervisors will complete an evaluation of the candidates' knowledge, skill and experiences with the TExES Principal competencies at least 3 times (beginning, middle and end) during the program. Residents will also take the Pearson 268 online practice certification exam at least three times during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. DBU also provides a free seminar for students to help them prepare for the exams. If a candidate struggles in any area of their preparation (academic coursework, authentic school experience, or certification preparation), both university and district personnel will provide coaching, assistance, resources and direction to ensure residents' success. During the school year (quarters 2-4), residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses. Professors will communicate any concerns to the university program director who will conference with students and provide assistance as needed.

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.

Richardson ISD will implement a strategic recruitment, application, and selection process to identify a diverse group of principal residents to reflect our student population. This plan will be designed in partnership with Dallas Baptist faculty to ensure a fair, yet rigorous process to identify the applicants aligned with the identified needs and most likely to succeed.

The RECRUITMENT process will include a targeted selection of potential candidates based on: (1) former demonstrated success on student achievement and growth goals within T-TESS performance (2) successful experience working in a low-performing school (3) referrals by current campus or central administration (4) exhibit a positive a social-media presence. The RISD Human Resources department will work with the Executive Directors of Instruction to develop a profile meeting the above criteria. The criteria will be communicated to all stakeholders via district administrator meetings and electronic communication avenue to nominate potential candidates. Candidate nominations may be made by any campus or district leader, including teacher specialist, campus coaches, counselors, master teachers, and administrators. Human Resources will reach out to the Board of Richardson Area Association of Black School Educators (RAABSE) and the Director for Bilingual Education for help in identifying potential applicants.

The APPLICATION and PREDICTOR process: RISD Human Resources will communicate to the identified nominees that they have been identified as a potential candidate and host an in-person information meeting to describe the identified needs and build excitement for the Principal Resident Program. Nominees interested in applying will provide an online application, resume, and three letters of recommendation. The application will demonstrate the candidates' educational background, certification areas, and leadership experience and potential.

The SELECTION process will be based on a face-to-face panel interview, in partnership with Dallas Baptist University, where the candidate will be scored on a rubric including: (1) growth mindset (2) strong problem-solving ability (3) probability to succeed in a low-income school (4) comprehensive understanding of equity and diversity in education (5) evidence of measurable student achievement (6) scenario-based role play situations showing competency in leadership readiness

The final determination will include a panel discussion on overall rubric ratings and the applicants' likelihood to complete all program requirements successfully.

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.

The Richardson ISD has established a data driven culture through established processes and protocols modeled after Paul Bambrick-Santoya's DDI processes. Richardson ISD has partnered with Teaching Trust and Big Rocks Educational Services to construct customized protocols and processes to support the evaluation of student and teacher performance. Campuses in the Richardson ISD have created data cycle calendars that are aligned to their instructional calendars. Teachers are expected to build in frequent checks for understanding during the daily gradual release model. The calendars also reflect daily demonstrations of learning and weekly common formative assessments. Campuses use cumulative six weeks assessments to ensure that students have retained their learning. Campus instructional leadership teams meet weekly with grade level teams to review student work samples and establish whether students have a procedural or conceptual gap in their learning. Data sessions are facilitated by campus administrators and supported by members of the instructional leadership team, with a goal to build capacity with campus teachers to lead sessions. Once the gap is established, teachers and instructional support members design and construct reteach lessons that are immediately applied to address high leverage content standards. Administrators and Instructional Coaches support the development of the reteach and reassessment lessons and tests that are administered to help immediately close the learning gaps identified in the weekly data meetings. Administrators and Instructional Coaches then observe the reteach lesson to support the teacher with real time coaching, ensuring we can reduce the number of students who do not master the standard.

In addition to weekly data meetings on weekly assessments Administrators, Teachers and Instructional Coaches review intervention lesson assessment data to determine if intervention practices are being successful with students. The focus on intervention supports the gap prevention data driven approach that is an integral part of the instructional cycle. Campuses have established an expectation that instruction on a standard continues until mastery has been achieved, so campus teams revisit their instructional planning calendars to spiral content that needs additional attention back through daily small group instruction and intervention time.

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.

The Richardson ISD Administrators and Instructional Coaches support teachers in the design of their weekly lessons based on the instructional calendars paced out based on student performance data. Administrators and Instructional Coaches are trained in observation and feedback processes based on Paul Bambrick-Santoya's strategies in Leverage Leadership 2.0. Administrators and Instructional Coaches receive support and training by their Executive Director and Academic Facilitator to help sharpen their ability to identify pedagogical gaps and model more successful practices for struggling teachers.

Administrators and Instructional Coaches are expected to observe everyone on their caseload weekly and to provide face to face feedback to all tier three teachers using the See it, Name it, Do it protocol. The intent is to help the teacher establish the gap in instruction that would be the highest leverage move for improving outcomes and then redesign a lesson that achieves the intended outcome. During each coaching session, each teacher will plan a lesson to address the gap, script the approach with their coach and take that practice live, receiving in the moment feedback so that they can adjust and upgrade their lesson. Teachers and Coaches will then agree on when that gap will be addressed in an upcoming lesson.

Teacher observations are logged in Qualtrics allowing for Administrators and Instructional Coaches to examine data for trends enabling professional learning and support to be targeted toward individual teacher needs. Professional learning can be on-demand and delivered in real-time coaching sessions during classroom instruction. Administrators, Instructional Coaches and Teachers collaborate on how real-time feedback should be given to help ensure that teachers can receive and act on feedback in the most immediate way, resulting in a positive impact on student daily outcomes. Administrators and Instructional Coaches will also video or face to face coaching session, and receive feedback weekly from other members of their instructional leadership team, their Executive Director and/or the Academic Facilitator.

Request for Grant Funds

Matched amount (number of principal residents participating in program x \$15,000) 150,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 10

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

Salaries and benefits for 10 Principal Residents @ \$45,000 each	450,000
Stipend for 10 Supervising Principals @ \$900 each	9,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP tuition (Master's degree with certification) 10 @ \$20,770	207,700
TEGES 269 & PASL exam fees 10 @ \$200+\$375=\$575	5,750
Gallup Strengths Coaching 10 @ \$600	6,000

SUPPLIES AND MATERIALS (6300)

Books and supplies for Strengths coaching	70
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OTHER OPERATING COSTS (6400)

Travel costs for TEA Principal Residency Summer Institute \$960 x 11 In June 2020	9,680
Travel cost for residents to attend the TEPISA or TASSP conference in June 2021	11,800

Total Direct Costs 700,000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 700,000


RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

	2 - Foundational 3 - Proficient 4 - Exemplary
Leading Observation Feedback <i>How would you describe your team's...*</i>	
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?	4
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?	4
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?	4
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?	4
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	4
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	4
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?	4
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"?	3

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

<p>Leading Data Driven Culture: How would you describe your team's...</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>3</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>4</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>4</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>3</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>4</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>3</p>