



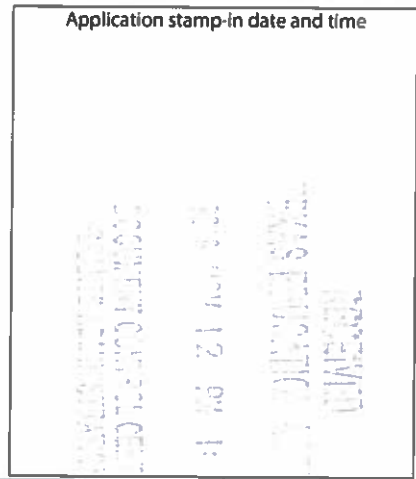
2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019

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
- 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.

2020-1150599

701-18-105-015

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
The district received a B in the 2018-19 A-F Accountability System, yet one campus received an overall F and another is in Targeted Support. These scores indicate a need for increased instructional leadership to improve student growth and outcomes.	Identify campuses in need of support as determined by accountability ratings and strategically place principal-candidates to improve student outcomes. Partner with TTU to provide candidates with on-going, job-embedded support to improve student outcomes.
Gaps in growth scores between special populations on STAAR tests in Domain 3 indicate a need to address diversity and support teaching students from poverty/special populations so all students can learn and grow.	Recruit and select exceptional principal residency candidates from a pool of applicants that have shown proficiency in teaching and growing students from all demographics and special populations. Candidates will be vetted by the district and also from Texas Tech University.
Student enrollment increased 24% in the past five years resulting in 1,686 new students. Rapid growth has compounded the need for effective leadership, teaching, and student support.	Establish a pipeline of strong, effective instructional leaders from within the organization who can establish systems of effective schools while maintaining the "small town feel" and personalization our community has come to expect from schools in Lubbock-Cooper ISD.

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 2020, Lubbock-Cooper ISD will recruit a diverse pool of principal-candidates who have shown proficiency in teaching, teacher leadership, and student growth and will partner with Texas Tech University to identify 2 principal residency candidates who will participate in a job-embedded instructional leadership internship. Additionally, two principal-mentors will be selected from a pool of experienced, effective instructional leaders within the district to provide the support and mentorship necessary for the principal-interns to learn and grow in their expertise. Each principal-candidate will: (1) Fulfill all graduation requirements for a Master's in Education (2) Fulfill all requirements and proficiencies for the Performance Assessment of School Leaders (PASL) and (3) Fulfill all requirements and proficiencies for the State Board of Educator Certification (SBEC) Principal as Instructional Leader 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

The principal-candidates will conduct an equity audit using current district, campus, and state data sources. Based upon the results of the audit, the principal-candidates will select five campus case studies to research and support throughout the duration of the program. These case studies will include: (1) two at-risk core content area teachers; (2) one core content PLC; (3) one at-risk EL student; (4) one at-risk SpEd student. The principal-candidates will lead a needs assessment on all five case studies using both state and local data sources. Principal-candidates will collaborate with stakeholders to conduct a root-cause analysis on all five case studies in order to create support plans for each of the identified cases.

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

The principal-candidates will conduct instructional coaching through the Pre-Conference, Observation, and Post-conference (POP) cycles and will document interactions via video capture with iPads and will upload their videos into the secure Swivel Cloud account. The principal-candidates will also participate in the following learning experiences:

- Examination of personal biases through school and community lenses
- Self-evaluation of leadership competencies through the T-PESS instrument
- Analysis of data on all five case studies using qualitative and quantitative data
- Development of SMART goals on all five case studies
- Creation of teacher interventions that align to various data points on all five case studies
- Engagement of quarterly progress monitoring of all five case studies

Third-Quarter Benchmark

Principal-candidates will present a Learning Showcase presentation to district and university stakeholders. This showcase will conclude data and progress monitoring of all five case studies including documented growth or improvement of student outcomes for the case studies using both qualitative and quantitative data sources. Additionally, this showcase will describe the practices utilized to improve results in teaching, learning, leadership, climate, and will document the practices gained from the instructional coaching of teachers to improve student performance.

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.

LCISD principal-candidates will present project data to their principal-mentors as well as the Texas Tech University faculty. This data will include quarterly results from each of the five selected case studies including both student and teacher information used to improve student outcomes. Each principal-candidate will closely monitor the progress of each case study and will report out the qualitative and quantitative data with their principal-mentor. Additionally, principal-candidates will categorize data using TEA's state accountability system for each content area. Student data will be classified into Unsatisfactory, Approaches Grade-Level, Meets Grade-Level, or Masters Grade-Level to monitor student growth and outcomes in response to instructional coaching. Quarterly benchmark data that does not show improved student performance on identified instructional goals will be reevaluated. Failing results from any case study will require the principal-candidate to adjust goals, actions, steps, and interventions and to reflect upon the fidelity of the implementation process. Instructional coaching and feedback competencies will be evaluated through the T-PESS rubric ratings by Texas Tech University faculty coaches and principal-mentors. This collaboration with the principal-mentors will create a system of support to assist the principal-candidates with their competencies of improving student growth and outcomes through effective instructional coaching.

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.

The candidates in the TTU Principal Fellowship program are highly vetted by both school district and university personnel. LCISD will consider each candidate's instructional leadership capacity by reviewing the student achievement data (STAAR), NWEA's Measures of Academic Progress RIT Scores (MAP) and progress data including common unit assessments, benchmarks, MAP, guided reading levels, TELPAS, and T-TESS appraisal data, student growth data for special populations, overall body of work, and how well the candidate applicant pool reflects the student demographics of the district. Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application including open-ended questions on educational leadership topics that demonstrate problem-solving ability and leadership decision-making, collected information for applicants selection also includes education background, certification areas, teaching experience, professional resume, a letter of recommendation from current supervisor(s), and current data and artifacts demonstrating evidence of student growth and progress. The TTU faculty members utilize a rubric to rate each of the components listed above in the university application process. University faculty members conduct interviews of the candidates with semi-structured questions on leadership disposition, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. TTU faculty members examine multiple forms of rubric and application data, discuss the overall scores, district partners' selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year. The TTU Principal Fellowship Program has been collaborating with school districts in Texas and Louisiana for five years on the selection, coaching, placement, and skill development of future school leaders. Lubbock-Cooper participated with TTU Principal Fellowship Program during the 2018-2019 year with two principal fellows, and have since hired the fellows as assistant principals at schools with low student performance. TTU Principal Fellows Residency Program has served as a platform to diversify the school leadership pipeline. There are 49 current fellows in residence and alumni, and the program has been successful in recruiting a diverse applicant pool into the program including 12 African American, 10 Hispanic, 1 Asian, and 25 White Fellows who are currently serving in school leadership roles. With a 50% diverse core of Principal Fellow graduates, LCISD can depend upon the help and support of TTU to strategically recruit a diverse pool of educators for aspiring principals to reflect the representation of the student body and the community. In 2017-2018 Lubbock-Cooper served 6,313 students, 2.6% African American, 35.1% Hispanic, 58.1% White, 0.2% American Indian, 17% Asian, and 2.3% Two or More Races. The staff consisted of 854.5 members made up of 0.0% African American, 8.9% Hispanic, 90% White, 0.2% American Indian, 0.2% Asian, and 0.7% Two or More Races. The campus leadership was 0% African American, 16% Hispanic, 90% White, 0% American Indian, 0% Asian, 0% Pacific Islander, and 0% Two or More Races. TTU and the LCISD set a goal for school employees to increasingly reflect the student body and the community. Diverse applicants for the principal residency program will be specifically recruited to apply for candidacy. Recruitment will occur via email communication, invitations to on-site meetings with information provided by the TTU faculty to recruit a diverse pool of applicants. An application process for selecting the best principal-mentors who have demonstrated success in instructional leadership will be of utmost priority. Principal-mentors will also need to possess strong interpersonal skills and an understanding of the new requirements of the PASL components and the criteria needed for the principal-candidate to excel in that arena. Principals will apply as a mentor and then will be vetted by the district and TTU faculty so the principal-candidates will have the very best experience during their residency program.

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 TTU Principal Fellowship Program is built upon best practices in the field of educational and instructional leadership. An effective instructional leader transforms the teaching and learning upon a campus so that all students, regardless of their socioeconomic status, ethnicity, or disability can have the very best educational opportunity possible and establish a growth-mindset culture, which is the goal of the TTU University Principal Fellowship Program. This data-driven, evidence-based fellowship program will lead to a Master's degree in Educational Leadership, the completion of the TExES 268 Principal Exam, PASL completion, as well as laying the foundation leading to T-TESS appraiser certification. The TTU clinical program uses full-time, job-embedded experiences to provide aspiring leaders the opportunity to apply the concepts of leadership within an authentic context of transforming teaching and learning, leading effective professional development, navigating the complex world of working with adults, and developing leadership skills to establish an effective culture and climate to work with students, teachers, and all stakeholders in a public school setting. The TTU faculty coaches lead high-quality learning experiences for participants followed up with on-site, job-embedded coaching and feedback via both formative and summative assessments over the 15 month program. The use of the principal-mentor to provide support and feedback including data and information from PLCs, coaching of struggling teachers, the advocacy work on the part of struggling students, data collection and evidence of overall leadership competencies add to the multiple forms of data collected by TTU faculty to gauge the candidate's proficiency status toward leadership competencies. These competencies and skills are progress-monitored using performance assessments, quarterly instructional coaching and feedback cycles, as well as the evidence provided by the principal-mentor. The TTU Principal Fellowship program uses a curricular scope and sequence that embeds coursework for the principal-candidate that is timely for the candidate as well as the school site. The equity audit is completed in such time to inform practice in real-time in the school and allows the principal-candidate the data and information to complete a root cause analysis, progress monitor real instructional goals, and lead professional learning in PLCs that can truly impact the learning outcomes for students within that school.

The purpose of the TTU Principal Fellowship Program is to produce highly effective instructional leaders to confidently lead instruction in an administrator leadership position the first day on the job. This 15 month TTU Principal Fellowship is a collaborative partnership between the university and public school districts to prepare aspiring principals in a job-embedded full-time practicum residency experience. To help the candidate develop teacher rapport, leadership efficacy, and data-driven decision making, the principal-candidate is assigned to another campus than where they served as a teacher. This authentic practicum experience is highlighted by coaching and mentoring from an effective campus principal-mentor around the real work of schools. The principal-candidate is assigned to coach two struggling teachers within the school. The goal is for the principal-candidate to apply leadership and instructional coaching competencies to facilitate the growth and improvement of the struggling teachers, and ultimately the students, over the course of the academic year. In addition, principal-candidates lead a selected Professional Learning Community (PLC) over the course of a year while modeling best practice in reviewing student data to inform instructional practice. The principal-candidate is also assigned to advocate for and support students in special populations including an English Learner, a student in Special Education, and a student in Deaf Education. The principal-candidate is responsible for student advocacy, progress monitoring student growth, and supporting the classroom teachers as they strive to differentiate their instruction to meet the needs of these diverse learners. Educational Leadership Faculty coaches from TTU provide coaching and support sessions with the principal-candidate focusing on instructional coaching, support and growth of the the two struggling teachers and case study students, focused feedback on the the social-emotional wellness of the candidate, and feedback on the development of the educational leadership competencies developed through clinical experiences upon campus. A culminating presentation of outcomes and evidence of impact is presented by each principal-candidate in late spring to TTU faculty, the principal-mentors, central administration, human resource personnel, and TTU Principal Fellows colleagues. This Learning Showcase is a portfolio presentation of the evidence and data collected throughout the instructional year and documents the instructional coaching, professional development, and advocacy work conducted by the principal-candidate.

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.

Each campus at Lubbock-Cooper ISD utilizes common assessments to track progress of student proficiency and growth towards proficiency on the Texas Essential Knowledge and Skills aligned to the district scope and sequence and instructional units. This assessment data is entered into Eduphoria Aware for data-disaggregation purposes. Administrators and teacher leaders access the data via their laptops to analyze student learning for instructional purposes during weekly PLC meetings to determine areas of student strengths and weaknesses in relation to the TEKS. Core content area teachers gather together once per grading period to unpack the TEKS for the upcoming unit, vet appropriate assessments of learning, discuss novel approaches to instruction, and discuss technology integration and differentiated instruction and assessment approaches.

STAAR and Unit Assessment data from Eduphoria Aware is examined to determine instructional focal points, identify reteaching opportunities, and analyze student growth towards learning grade level content and processes. To help bolster campus data-driven practices, the campus of the most low-performing students is slated for a 2 day Data-Driven Instruction professional development session to increase principal and teacher capacity in using data to drive instruction. Campuses will also use the self-evaluation rubric for Data-Driven Instruction as presented in Leverage Leadership 2.0 by Paul Bambrick-Santoyo (2018) to analyze current practices and to set goals for growth and improvement in effective practices with data to inform instruction.

Additionally, campuses have access to a multitude of reports generated three times per year after students take the NWEA Measures of Academic Progress norm-referenced assessments in mathematics, English-Language Arts and Reading, and science. Campus leaders and teachers can analyze student growth over time, get student projections for STAAR performance, and drill down to discover instructional gaps for all students as well as where students excel.

Bambrick-Santoyo, P. (2018). Leverage leadership 2.0: A practical guide to building exceptional schools. San Francisco, CA: Jossey Bass.

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.

Campus administrators in Lubbock-Cooper ISD use the T-TESS appraisal instrument and the pre-conference, observation, and post-conference (POP) cycle protocol to observe and provide feedback to teachers. Observers use iPads and laptops upon which to gather evidence based on the T-TESS rubric and then record observations, areas of refinement, and reinforcement through an online portal in the data management system Eduphoria Strive. Teachers then receive the written feedback via this online portal after the post-conference. Following the observation, the evaluator meets face-to-face with teachers to allow the teacher to reflect on the lesson, then the evaluator will have the teacher reflect on the area of reinforcement and refinement while citing the evidence gathered in relation to the T-TESS rubric. Administrators can pull reports from Eduphoria Strive to examine broad areas of a refinement dimension or domain common across a campus to inform the design of professional development in response to campus needs. Campuses also utilize a weekly PLC meeting time in which to address common areas of practice that are based off of student need and teacher areas of refinement.

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	<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

Principal Resident Salaries	<input type="text" value="70,000"/>
Employee Benefits	<input type="text" value="5,270"/>
Principal Mentor Stipends	<input type="text" value="1,500"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Texas Tech University	<input type="text" value="17,380"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Textbooks, iPad, Swivel Cloud Account, laptop	<input type="text" value="4,000"/>
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OTHER OPERATING COSTS (6400)

TTU Summer Institute Registration	<input type="text" value="1,100"/>
Principal Certification Fees	<input type="text" value="3,750"/>
Principal Fellow and Mentor Travel to Austin, TX	<input type="text" value="5,000"/>
Principal Fellow Tuition and Fees	<input type="text" value="32,000"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Leading Data Driven Culture:


How would you describe your team's...



<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>	2
<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>	2
<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>	1
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

Leading Observation Feedback

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

	
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?	0
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?	2
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?	1
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?	3
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"?	1