



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.

2020-020601

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
Cypress-Fairbanks Independent School District (CFISD) needs to recruit and maintain a 50% larger pool of qualified candidates to fill leadership roles.	CFISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's longstanding "Portrait of a CFISD Administrator": Creative Visionary, Effective Communicator; Dedicated Professional; Lifelong Learner; and Inspiring Catalyst (a listing of ideals that aligns tightly with Texas Principal Standards).
CFISD needs to reduce by 25% the average search time to fill openings caused by leadership turnover.	CFISD will develop and implement effective succession planning that considers the following (quantity since 2008): new schools built (17), principal transitions to open a new school or promote to another level (42), principal retirements (53), and reassignments to fill resulting vacancies of principal positions (137 total).
CFISD needs to increase diversity among its leaders such that racial/ethnic percentages mirror those found in the student population, which is 45% Hispanic, 24% White, 19% African American, and 9% Asian.	CFISD will include demographic parameters as a component of the systematic process for selecting candidates to participate in the residency program, ensuring that diversity among its school leaders racial/ethnic percentages mirror those found in the student population.

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.

CFISD will optimize principal succession by selecting a cohort of 10 participants (whose racial/ethnic demographics mirror student enrollment) and seeing that 100% successfully complete a one-year rigorous, authentic residency program offered during the 2020-21 school year as part of the Educator Preparation Program (EPP) conducted by the University of Houston (UH), measuring success by course performance, principal-standards survey results, field-supervisor observations, and site-facilitator evaluations, ultimately demonstrating mastery of the Texas Principal Standards (Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards) so that the district generates a highly qualified pool of job applicants, fully equipped and well-suited to assume the principal role successfully in CFISD.

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. Coursework: Each resident (principal intern) will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 40% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 60% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3.5+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

Third-Quarter Benchmark

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

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.

CFISD, addressing rapid enrollment increases since the mid-'90s (including 13% in the past decade), identified early-on the need to keep pace with recruiting, training, and hiring, particularly in the crucial role of principal. With this growth history, the district has made data-driven decisions for years to refine its leadership "pipeline." Offering tuition reimbursement through this grant will incentivize a wider racial/ethnic range of candidates to apply. In this proposal, the residency program in partnership with UH will use evaluation performance reviews conducted at four program levels: resident/intern, course, residency, and certification/degree.

- Student Level: When principal candidates score below benchmark level on any program evaluation measure, interventions are immediately instituted. When a student's GPA in a course falls below 3.0 (on a 4.0 scale), the UH professor of record, in communication with the UH Program Director of the M. Ed. In Administration and Supervision, will meet with the student to determine and implement immediate supports and interventions. Professors get individual Principal Standards Survey results so that adjustments can be made at the individual and course level to increase student mastery of specific standards. If at any time the resident is not meeting benchmarks, then the professor, the field supervisor, and the site facilitator meet with the resident to develop and implement supports and interventions to ensure mastery.
- Course Level: Course content and emphasis of standards is adjusted based on residents' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure resident mastery of course and residency standards.
- Residency/Internship Level: Based on the resident's performance on evaluation measure benchmarks, the level of support provided by the professor of record, field supervisor, and site facilitator during the residency will be increased and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards.
- Certification/Degree Level: As students progress toward mastery of the Texas Principal Standards, evaluation measures will be used to evaluate and adjust courses offerings and course sequencing, residency components, and structure and levels of support provided by the IHE certification/degree program director, professor of record, field supervisor, and site facilitator.

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.

Through the Principal Preparation grant funded program activities, CFISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's longstanding "Portrait of a CFISD Administrator": Creative Visionary, Effective Communicator; Dedicated Professional; Lifelong Learner; and Inspiring Catalyst (a listing of ideals that aligns tightly with Texas Principal Standards). The targeted recruitment and selection process will include the following:

- Applicants must provide evidence of classroom and campus successful student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance.
- Applicants must have received positive evaluation appraisals for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement.
- Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and problem-solve classroom and campus solutions to problems affecting teaching and learning.
- Applicants must provide evidence of a growth mindset to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.
- Applicants must demonstrate a commitment to educational equity.

The district will:

- 1) gather recommendations from current principals;
- 2) use UH's online application interface as well as an in-district application process to obtain the pool of candidates;
- 3) form an ad hoc committee to review these applications and to apply standards from a rubric developed for this purpose;
- 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in CFISD's student enrollment, but also represent a span of instructional levels—elementary, middle school, high school; and
- 5) use interview results to guide the committee's ultimate selection of 10 residents to constitute the cadre. Priority will be given to applicants whose race/ethnicity mirrors that of the district, whose current student population is 45% Hispanic, 24% White, 19% African American, and 9% Asian.

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.

Once selected, the residents' initial experience supported by this grant will be to attend the TEA Principal Residency Summer Institute in June of 2020.

During the grant period, residents will participate in three phases of training delivered by the Flippen Group.

- Summer 2020 "Leadership Blueprint" conference: In this two-day learning experience, participants quickly discover that relationships are at the core of performance, and that real trust and respect are essential to any organization seeking to grow and improve. At Leadership Blueprint, leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.
- As follow-up, the 10 participants will continue enhancing their personal and professional growth as they receive one-on-one coaching with a senior-level, certified Flippen Group coach.
- Summer 2021 "Leadership Blueprint Recharged" conference: This gathering of participants will provide a culminating experience as leaders reexamine their own personal behaviors that could negatively affect the culture and outcomes they are striving to create. In addition to their own behavior, leaders learn to address the behaviors of the team, knowing when to affirm appropriate behavior and how to effectively address inappropriate behavior.

To fulfill the EPP component of the grant, CFISD will partner with UH. The Department of Educational Leadership & Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and achieve higher student performance. As a Department, the work of developing a rigorous course sequence (see Attachment 1), including sustained and rigorous clinical experiences in authentic school settings, was a priority. Course content is closely aligned with The Texas Principal Standards and the Professional Standards for Education leaders (PSEL) standards for school leadership (see Attachment 2). All state and national standards are covered during the program course delivery. The redesign of internship/residency experiences included collaboration with district partners, university faculty, and student alumni. The goal of this partnership is to transition student interns from leadership in a single classroom, to leadership of effective school teams, and eventually to lead the organization of an entire school community.

Principal candidates participate in a full-time, year-long (fall and spring school term) residency program and can have no more than two class periods of teaching or other job related responsibilities. During the school year, interns engage in sustained and clinical learning in an authentic school setting and are provided with significant leadership responsibilities. During the year-long residency, interns complete the following course content and residency requirements:

- During ELCS 6302 (Data Driven Decision Making for School Leaders), interns identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. Interns evaluate the effectiveness of the plan to resolve a significant problem or challenge affecting teaching and learning during ELCS 6370 (Research for School Leaders).
- In ELCS 6320 (Instructional Supervision), students develop school culture routines and ensure data-driven instruction. With assigned staff, interns guide the review of student performance data to determine professional development needs. The school team, led by the intern, determines, designs and implements needed professional development, addressing a specific data-driven need and which will improve teaching and learning. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change.
- ELCS 6350 (School Leadership, The Principalship) requires interns to evaluate and reflect on their ability to facilitate stakeholders' efforts to build a collaborative team within the school for the purpose of improving instructional practice, student achievement, and the school culture.

In completing the program, residents will take the TExES Principal (268) certification exam.

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.

In CFISD, the campus-level implementation of instructional data-driven systems are facilitated through a centralized network of district-level implementation. While in keeping with current technological tools, the practices also rely on the important human factor of educators' expertise, diagnostic judgment, and ability to flex in customized ways to meet needs.

SchoolNet, a Pearson product customized for CFISD with the name iXplore, provides a web-based platform combining assessment, reporting, and instructional management. As part of the district scope and sequence of curriculum for a given content-area, teachers administer checkpoints (quizzes on specific skills), benchmark tests, and District Progress Monitoring (DPM) assessments. Each assessment guides core instructional and intervention practices. Collecting this local input creates a centralized database that various users in the district can filter by proficiency and by standards to diagnose and address needs. These tools enable analysis at any level—a classroom teacher can analyze whether her third-period class needs re-teach on certain Texas Essential Knowledge and Skills, or a district curriculum coordinator may become aware that a group of teachers may need training on an identified topic or strategy. Campuses, teams, and teachers have the ability to supplement data-gathering efforts by devising their own assessments to measure TEKS mastery.

CFISD has a long-established practice of gathering, analyzing, and acting on data. Grade-level content teams, as well as campus leadership teams, meet regularly to analyze content specific and campus wide data to develop and implement effective action plans in order to support the continued growth of teachers and students. Based on the analysis of assessment results, instructional coaches work alongside classroom teachers to design learning experiences that ensure all learners master essential knowledge and skills, extend lessons to develop higher-order thinking skills, and re-teach content when learners are struggling. Overlaying these systems in place, each student receiving special education services requires additional data indicators, individualized for the prescribed program of learning developed for that student.

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.

One of the hallmarks of CFISD is an ongoing commitment to the continued growth and development of its teachers, paraeducators, and non-teaching professionals. Because of this commitment, the district provides many opportunities throughout the year to support ongoing professional growth. A critical component of the continuous improvement process is the ability to capture the holistic nature of teaching in which a constant feedback loop exists between the teacher and the campus leader. CFISD supports processes that seek to foster continuous improvement through evidence-based feedback, and in turn, supports professional development decisions based on that feedback.

The Cypress-Fairbanks Teacher Evaluation and Support System, CF-TESS, is the district's locally adopted appraisal process which establishes a system of support and evaluation for teachers. All educators have the responsibility of consistently holding themselves to a high standard in terms of ongoing development in their instructional practice. To support growth in practice, the CF-TESS rubric includes specific dimensions, descriptors and performance levels for appraising teachers. The CF-TESS rubric provides administrators, teachers, teacher leaders, and other instructional staff a common language and understanding of teaching that leads to increased student performance. The CF-TESS provides for three differentiated plan types: New Teacher Induction, Plan I, and Plan II.

FAST (Feedback, Accountability, and Support Tool) and Sibme, two additional tools used outside of the appraisal process, provide teachers with frequent feedback regarding instructional practice. FAST is a district-developed tool used by campus leaders to support information-gathering through a series of short walk-throughs. The data, captured electronically, are typically utilized as an aggregate, or high-level, "snapshot" rather than an in-depth, single classroom observation of a single educator. This allows the campus leader to identify trends in instructional practice that can be used to drive campus professional development. Sibme Platform, a video coaching tool, improves teaching practice by providing teachers the opportunity to record and view their own classroom practices through the same lens as an instructional coach. The results of this process benefit the academic performance of all students by promoting teacher reflection, conversation, and feedback.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

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

Stipends for site facilitators (mentor principals), \$2,000 each, x10	20,000
Stipends for residents, \$1,000 per semester per resident, x10	40,000
Stipends for field supervisors, \$6,000 per person, x2	12,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition reimbursement of \$20,000 per resident, x10	200,000
Flippen Group Conferences and Coaching (see page 6)	37,500
Principal-certification exam fee, \$600, x10	6,000

SUPPLIES AND MATERIALS (6300)

Books and materials, \$400 per resident per semester, x10	16,000
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OTHER OPERATING COSTS (6400)

Mileage reimbursement for field supervisors	1,000
Summer institute lodging (\$150/night x 2 nights x12 people)	3,600
Summer institute meals (\$150/day x 3 days)	1,800
Summer institute mileage (288 miles round-trip, x 8 vehicles)	1,280

Total Direct Costs 339,180

Indirect Costs 7,883

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 347,063

	
<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>	4
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	4
<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>	4
<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>	4
<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>	3
<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>	4
<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

Leading Observation Feedback <i>How would you describe your team's...</i>		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?	4
b.	Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3
c.	Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3
d.	Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	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?	3
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.)?	3
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?	3
j.	Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2