



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

NOGA ID

Authorizing legislation

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from

Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

2020-020602

701-18-105-018

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
SISD needs to develop principals as instructional leaders with the ability to uphold our A accountability rating while understanding the needs of our SISD student demographics. (Hispanic 92%, Economically Disadvantaged 73.9%, LEP 24.9%, SPED 11.4%)	SISD plans to identify aspiring leaders by recruiting/selecting a pool of applicants that will be vetted by the district/TTU using research-based protocols. During the vetting process, candidates will present evidence of improving student achievement applicable to SISD student demographics.
Coaching is needed for both mentoring principals and principal residents to gain increased understanding of the evolving role of school principals as instructional leaders and newly adopted principal standards.	SISD/TTU intends to provide a coaching and mentoring framework that is continuous, consistent, and relevant to the needs of SISD and new state standards. The framework will customize its design to provide candidates with a Masters in Educational Leadership that meets current principal standards.
SISD needs to increase the number of competent applicants applying for principal positions in our district along with increasing retention.	SISD plans to provide a full-time, authentic principal residency experience aligned with the new Texas principal standards for 3 candidates, along with mentoring other strong candidates identified during the vetting process.

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 the end of August 2021, SISD/TTU will help certify three aspiring principal candidates that mirror and understand SISD's student demographic. Each principal candidate will: (1) fulfill all graduation requirements for a Masters Degree in Educational Leadership; (2) pass the new TExES Principal (268); (3) complete the Performance Assessment of School Leaders (PASL); and (4) successfully complete the SBEC Principal as Instructional Leader certification. The goal for SISD is to implement a well-defined leadership instructional framework that will build capacity and provide a strong instructional principal pipeline in SISD that will support continued district growth.

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) Use campus, district, region, and state data to conduct an equity audit using the ESF lever five components.
- 2) Select six campus case studies that apply to SISD targeted schools: 1) two at-risk core-content area teachers, 2) one core-content area PLC, 3) one at-risk EL, 4) one at-risk SPED, and 5) one at-risk 504 student.
- 3) Lead a needs assessment on all six case studies using multiple sources of data.
- 4) Collaborate with stakeholders to conduct a root-cause analysis on all six case studies.
- 5) Focus on social and emotional supports that develop resiliency and self-advocacy for all staff and students.

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

- 1) Conduct and video instructional coaching through the Pre-conference, Observation, and Post-conference (POP) cycles.
- 2) Examine personal biases across school demographics and communities.
- 3) Conduct T-TESS benchmarks throughout the POP cycle.
- 4) Self-evaluate leadership competencies through the T-PESS instrument.
- 5) Analyze data for all six case studies using multiple forms of data (quantitative and qualitative).
- 6) Create SMART annual and benchmark goals on all six case studies.
- 7) Create teacher interventions that align to data points on all six case studies.
- 8) Engage in quarterly progress monitoring of all six case studies using ESF lever one components.

Third-Quarter Benchmark

- 1) Present a Learning Showcase Presentation to all stakeholders (superintendent, assistant superintendents, mentor principals, chief academic officer, TTU and SISD faculty) to highlight progress monitoring of all six case studies.
- 2) Demonstrate improvement of student outcomes through all six case studies utilizing all data analyzed.
- 3) Highlight best practices gathered during each quarter to improve instructional practices, build leadership capacity, improve campus climate, and coach teachers using ESF lever two components.
- 4) Model transformational leadership competencies applicable to targeted campuses.

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.

Socorro ISD principal residents will present project evaluation data quarterly to their respective mentor principal and to TTU faculty. The project evaluation data will include quarterly results for all six case studies, which include teacher and student data designed to improve outcomes. Each principal resident will monitor the performance results of each case study and share data with their mentor principal using TTU's targeted accountability intervention system, data tracking sheets, and the ESF process. Transparency will be incorporated into all results categorizing data for all six cases using TEA's accountability system for each content area. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices that will ultimately impact student outcomes. Quarterly benchmark data that does not show improvement from identified instructional goals will be reason for re-evaluation. Unsatisfactory results will require the principal resident to modify interventions, action steps, and goals. Principal residents will work with SISD principal mentors and TTU faculty in the re-evaluation process which will include reflection on fidelity of implementation. Researched best practices for fidelity of implementation will also be reviewed in the evaluation process. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric ratings by TTU faculty coaches. Collaborating with Socorro ISD mentor principals and TTU faculty, a system of support will be created to grow the skill set of the principal residents that will ultimately result in successful instructional coaching each quarter that will support both teacher and student growth. This instructional leadership growth mindset developed through the project evaluation process will be used to further develop a principal pipeline that prioritizes instructional leadership.

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 targeted recruitment and selection process will adhere to the provided Domain 1 Fidelity of Implementation Rubric (Attachment 2). Recruitment practices will include a referral process, social media (SISD Twitter Account), district web page announcement, and outreach at each school. The selection process will be vetted in partnership with our EPP (Texas Tech University) to select best-fit candidates for the Principal Fellows Residency preparation program. Review of evidence for each candidate's leadership capacity will include relevant-to-assignment assessment data including student achievement (STAAR) and progress data (Common Formative Assessments/Benchmarks, iStation, TCM, TELPAS), Texas Teacher Evaluation and Support system (T-TESS) appraisal data, overall body of work, and how well the candidate applicant pool reflects the student demographics of the school. TTU Educational Leadership Coaches will vet prospective principal candidates to leverage the highest Knowledge, Skills, Mindset (KSMs) using Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. Various tools such as interviews, surveys, self-evaluations focused on the Principal as Instructional Leaders will be utilized to identify quality candidates for the residency program. TTU's expertise in the selection and recommendation of effective protocols to gauge prospective principal candidates requests that each principal candidate plot the results of their own students' outcomes within the state accountability evaluation of student achievement and plot student growth and evidence of closing the gap. This intentional protocol allows TTU to help Socorro ISD vet for the best-qualified principal candidates for the TTU Residency Program. Following the vetting and selection of candidates at the school level, potential candidates will be required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making. Collected information for applicant selection also includes education background, certification areas, teaching experience, professional resume, letter of recommendation from current supervisors, and current artifacts as evidence of their students' progress. The TTU faculty members utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty members will conduct virtual live interviews of the candidates put forward by Socorro ISD with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset (growth/fixed), and instructional knowledge. During the interview process, faculty members will examine multiple forms of rubric and application data, discuss the overall scores, Socorro ISD's selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year. To address administrator diversity, the TTU Principal Fellows Residency Program has been collaborating with schools and districts in Texas and Louisiana for six years on the selection, coaching, placement, and skill development of future school leaders.

Socorro ISD serves over 47,600 students which are 92% Hispanic and 74% Economically Disadvantaged. Currently, the district has 2897 teachers with a demographic representation of 1.8% African American, 87% Hispanic, 10.5% White and 29.4% with five or less years of teaching experience. The school leadership in Socorro ISD includes 155 campus administrators with 45 principals and 110 assistant principals with 67.1% female and 32.9% male. The current ethnic breakdown of campus administration is 85.2% Hispanic, 10.3% White, and 3.9% African American.

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 Principal Fellows Residency Program offered by TTU, in partnership with Socorro ISD, will provide a highly selective and competency-based residency model that provides Principal Residents with evidence-based professional enhancement activities which lead to a master's degree in Educational Leadership, the completion of the new Principal Certification 268, and increased competencies in T-TESS implementation. The program consists of a full-time clinical job-embedded experience to provide aspiring leaders the opportunity to develop instructional leadership skills that will transform schools while demonstrating competency. Leadership expertise will be garnered from various district and university sources to further lead instruction in Texas schools serving economically disadvantaged minority children.

The current 15-month Master's Degree is a 36-hour online program approved by TEA and is a collaborative effort with Socorro ISD to improve instructional coaching and mentoring support working with current exemplary campus Mentor Principals. An instructional conversation based on data with the Mentor Principal leads to the selection of two struggling teachers the Principal Resident will coach and develop during the academic year. Principal Residents will also lead a selected content PLC during the year, lead and model best practice with various forms of data and student evidence in coaching sessions. The Principal Resident in the program advocates and leads the learning with support of cooperating teachers of an English Learner, Special Education student, and 504 student through quarterly progress monitoring of instructional goals as part of the just-in-time curriculum. Dedicated Educational Leadership Faculty Coaches from Texas Tech will provide virtual group learning and face-to-face coaching support sessions with Principal Fellows on their campus focusing on instructional coaching. The growth and support of the two selected struggling teachers aligns with instructional leadership Principal as Instructional Leader 268 and coursework competencies.

The program and coursework focus heavily in three areas of instructional leadership: (1) leading a targeted area of need in a PLC, (2) supporting the coaching and instructional growth of two struggling teachers through a full rubric and competency based Pre-Observation-Post (POP) coaching cycle process, and (3) leading the learning and advocacy of special populations, with an emphasis on English Language Learners (ELLs), special education (SPED) students, and 504 students. The design model of the 15-month job-embedded residency program is conceptually framed as leaders coaching the coach. The leaders coaching the coach approach is characterized by university faculty members coaching the principal residence interns (i.e., Principal Fellow) to coach struggling teachers and collaborate with teachers as a team to ultimately improve student achievement. Quarterly instructional goal planning, implementing SMART goals, and leading accommodations and interventions in real time with teachers and students is part of the job-embedded curriculum that allows skill development and competency in a real time setting documenting the improvement of student outcomes. To develop teacher rapport, leadership efficacy, and data-driven decision making processes, each Principal Fellow is assigned to a different campus than where they served as a teacher prior to selection into the program. The instructional leadership competencies (1) allow the Principal Fellows' Residency Program to have meaningful partnerships with schools to invest in their best, develop human capital, and continue to grow their own pipeline of leaders; and (2) produce aspiring leaders to lead learning in authentic campus and school settings that lead to improved school outcomes that specifically impact student achievement.

Data collected quarterly demonstrates progress for teachers and students and further demonstrates the impact of coaching, instructional leadership, and overall school leadership as a Principal Fellow in Residence. A culminating presentation of outcomes and impact organized by the fellow is presented to stakeholders in late spring. The presentations include specific data collection on developing assigned teachers, leading PLCs, supporting and advocating for EL, SPED, and 504 students, and highlighting at least one impactful contribution each of the Principal Fellows has made on their campus. In the audience are Mentor Principals, district administration, human resource officers, TTU and SISD Faculty Coaches and Principal Fellow peers. The End of the Year Learning Showcase is a signature portfolio presentation of the data collected and the instructional coaching and advocacy work conducted during the year.

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.

Professional Learning Communities (PLC) and "data talks" are currently implemented at each campus across the district after 3, 6, and 9 week assessments. Grade level and vertical teams analyze all state-level and locally developed data to discuss necessary adaptation. Utilizing the Leverage Leadership Readiness Assessment attachment, every item averaged a 3-Proficient or 4- Exemplary ranking with the exception of 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." This assessment varied considerably by response, indicating some variation by instructional leaders. The last two items (Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement and Ability to lead lesson/unit planning activities that are connected to the trends that the data show) varied between a 2- Foundational and 3-Proficient ranking.

The district leadership team, to include district leadership, instructional officers, technology instructional specialists, and campus principals meets monthly to share best practices and model assessment analysis, planning meetings, and current assessment results.

Currently, teachers, principals, and assistant principals have access to the district's data-analysis software (Eduphoria). This software allows campus administrators to review all state-level data and locally developed and deployed benchmark assessments. In the early grades, iStation and TCM are used for beginning of year (BOY), middle of year (MOY), and end of year (EOY) checkpoints.

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.

Walk-thoughts using several rubrics are routinely used for observation and feedback throughout the district. Campus administrators use a checklist and the T-TESS assessment instrument to evaluate the quality of lesson delivery and student engagement. PLCs and data talks are held at each campus for teachers to work collaboratively. Each campus has at least one State Compensatory Education Intervention (SCEI) Coach to help improve student performance and attend to the specific needs of At-Risk students. The SCEI coaches supplement Tier 1 instruction by modeling targeted Tier 2 and Tier 3 intervention strategies to At-Risk students and their teachers.

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) 45,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 3

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/fringe benefits for principal residents (3 * \$44,250)

132,750

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Texas Tech Educator Preparation Program/Coaching

28,651

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Texas Tech Tuition & Fees (3 * \$16,000)

48,000

Travel for Principal Mentors

599

Total Direct Costs 210,000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 210,000

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>	3.67
<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>	3
<p>d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?</p>	3
<p>e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?</p>	3.3
<p>f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?</p>	3.67
<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>	3.3
<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>	1.3
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	2.5
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

Leading Observation Feedback <i>How would you describe your team's...*</i>		0 - Leading 1 - Approaching 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?		3
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?		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?		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"?		3