



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

NOGA ID

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

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

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



Grant period from **February 1, 2020 - August 31, 2021**

Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Handwritten note: none added

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
Highly Qualified Candidates: FBISD needs to support the preparation of candidates well equipped to assume school leadership roles by engaging in authentic campus-based leadership experiences.	Through the Principal Residence grant activities, FBISD will actively recruit and develop a minimum of 10 leadership candidates whose capabilities reflect the district's leadership standards and objectives. The principal residency grant opportunity aligns to the partnership FBISD has formed with the Wallace Foundation to establish an effective "principal pipeline".
Diversity: FBISD needs to increase diversity among campus leadership so that racial/ethnic percentages mirror those found in the District's diverse student population.	Currently, FBISD students are 26% Asian compared to 3% Asian principals. Through the Principal Residency grant activities, FBISD's target demographic are candidates who mirror underrepresented populations, with the goal to increase diversity among campus leaders that mirror the student population.
Retention: FBISD needs to support continued growth of prospective campus leaders to address ongoing turnover and ensure candidates are prepared to assume school leadership roles when vacancies exist.	FBISD will leverage employee exit data to implement measures that support effective succession planning and encompasses District growth and transition. FBISD's average turnover rate for Principals/APs for the past three school years was 10.11%, while 27 new APs and 55 new principals were hired in 18-19 & 19-20.

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.

FBISD will optimize principal succession by targeted selection of 10 candidates whose demographics mirror student enrollment and will implement measures to ensure that 100% of participants successfully complete a one-year rigorous, authentic, instructional leadership based residency program offered during the 2020-21 school year. This program will serve as a component of the EPP conducted by the University of Houston (UH), which will measure success by course performance; principal-standards survey results, field-supervisor observations, and site-facilitator evaluations. Residents will ultimately demonstrate mastery of the Texas Principal Standards leading to a highly qualified pool of candidates who are fully equipped and well suited to assume assistant principal and principal roles successfully in FBISD by June 30, 2021.

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.) FBISD will complete the targeted recruitment and selection process as outlined in the Statutory Program Requirements.
- 2.) Residents who meet admission requirements for UH will begin coursework toward a MEd of Educational Administration and Supervision degree in the Summer of 2020.
- 3.) Coursework: Residents will maintain a 3.0 GPA (4.0 scale), including course residency requirements for ELCS 6302, ELCS 6320 and ELCS 6393.
- 4.) Survey: Residents will indicate agree (4) or strongly agree (5) on at least 40% of all items in the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
- 5.) Observation: Residents will make sufficient progress toward mastery of the Texas Principal Standards, documented using the Field Supervisor Protocol.
- 6.) Evaluation: Residents will score 3.0+ average (5.0 scale) on residency components included in the semester evaluation conducted the by the site facilitator, indicating the resident's proficiency in completing EPP components for the residency program.

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

1.) Residents will successfully complete campus-based instructional leadership assignments under the direction of the principal supervisor, who will conduct bi-weekly meetings to provide performance feedback and support. 2.) Coursework: Residents will maintain a 3.0 GPA (4.0 scale), including course residency requirements for ELCS 6302, ELCS 6320, and ELCS 6393. 3.) Survey: Residents will indicate agree (4) or strongly agree (5) on at least 60% of all items in the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards. 4.) Observation: Residents will make sufficient progress toward mastery of the selected Texas Principal Standards. 5.) Evaluation: Residents will score 3.5+ average (5.0 scale) on residency components included in the semester evaluation conducted by the site facilitator, indicating the resident's proficiency in completing EPP components for the residency program.

Third-Quarter Benchmark

1.) Residents will continue successful completion of campus-based instructional leadership assignments, and bi-weekly support meetings with principal supervisors. 3.) UH will conduct a site visit to observe each resident by May 31, 2021. 4.) Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including course residency requirements for ELCS 6302, ELCS 6320, and ELCS 6393. 5.) Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey. 6.) Observation: Each resident will make sufficient progress towards mastery of the selected Texas Principal Standards. 7.) Evaluation: Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by the site facilitator. 8.) Residents will successfully complete MEd program, obtain the TExES Principal Certification and become eligible to interview for leadership positions beginning August 1, 2021.

Project Evaluation and Modification

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

In an effort to address the significant increase in student enrollment and campus growth, FBISD identified the need to provide educational development opportunities to meet the demand of succession planning for campus leaders. Furthermore, FBISD utilized data-driven strategies to develop an effective principal preparation program for campus leaders through a partnership with the University of Houston over the past five years. In the proposed iteration of FBISD's effort to address this ongoing need, the residency program, to be implemented in partnership with UH will use project evaluation performance reviews conducted at four program levels:

- **Student/Candidate 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 are provided with 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 regarding the resident's residency activities, then the professor, the field supervisor, and the site facilitator meet to determine and implement supports and interventions to ensure resident 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:** Student progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to adjust courses offerings and sequencing, residency components, 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.

Fort Bend ISD (FBISD) is Texas' eighth largest district with approximately 76,000 students and is one of the most diverse districts in the nation. FBISD currently has 80 campuses: 11 high schools, 15 middle schools, 50 elementary campuses and three unique program campuses to address the academic and vocational interests of students.

Through the Principal Residency, grant funded program activities; FBISD will actively recruit and develop a minimum of 10 leadership candidates through a dynamic selection process that reflects the district's leadership goals and objectives including:

- Applicants provide evidence of successful student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance.
- Applicants will receive positive evaluation appraisal for two or more consecutive years and are required to provide examples of how they responded to feedback to improve their practice and increase student achievement.
- Applicants are required to provide examples of school leadership demonstrating how they have engaged in collaborative efforts to research and problem solve classroom and campus problems affecting teaching and learning.
- Applicants are required to provide evidence of a growth mindset in developing their own knowledge and skills to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.

Dynamic Selection Process:

1. Selection committee collaborates with District and campus leaders to obtain high-potential candidate recommendations, while leveraging candidate participation in related District programs including "Empowering Future Leaders" and "Own Your Career" to identify candidates who are already leading work at the campus level.
2. Applicants are required to complete a comprehensive in-district application in correlation with UH's online application
3. Selection committee reviews candidate applications and apply standards from a rubric developed for scoring purposes.
4. Selection committee identifies applicants to participate in a dynamic interview, with the goal of targeting diverse candidates whose ethnicity closely reflects the underrepresented student populations.
5. Selection committee evaluates dynamic interview results to guide selection of 10 residents to complete the residency program.
6. Selected residents will be matched with principal supervisors and complete an onboarding session by May 2020.

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 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 below), including sustained and rigorous clinical experiences in authentic school settings, is a priority. In addition, the course content is closely aligned with The Texas Principal Standards and the Professional Standards for Education leaders (PSEL) standards for school leadership. All state and national standards are covered during the program course delivery. The design of internship/residency experiences includes 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 leading 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:

- ELCS 6302 (Data Driven Decision Making for School Leaders), requires residents to 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).
- ELCS 6320 (Instructional Supervision), allows residents to 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 residents 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.

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.

FBISD implements a Professional Learning Community model that emphasizes the use of protocols to support instructional planning, assessment design and the analysis of authentic student work to make instructional decisions. The district has also implemented a Local assessment framework that incorporates the use of diagnostic, formative, summative, programmatic, and District Learning assessments. This local assessment framework provides campus leaders and district leaders with information to adjust instruction and make decisions related to intervention and enrichment. The diagnostic Universal Screener provides information three times a year on student skills and progress towards grade level standards. In some cases, campuses utilize the screener at shorter intervals to track progress of students more closely. Fort Bend ISD is shifting to a formative assessment cycle to support the development of students as owners of their learning. This means that students and teachers use TEKS based learning progressions to identify where students are on the pathway towards proficiency of TEKS. In addition, teachers work in PLCs to design products, performances, and process based assessments to gauge student understanding. FBISD does not utilize an interim assessment system where students engage in multiple-choice tests to demonstrate progress hence many of the items on the Data Driven instruction are marked "NA – included in formative assessment system". FBISD does have a formative assessment system in place to support understanding student needs, planning intervention, and making adjustments within instruction and programming. The formative assessment cycle includes assessments in a variety of modalities to support diagnosing student understandings and misunderstandings tied to the standards. Professional learning communities prioritize time to analyze formative assessments throughout units of instruction to check for student understanding and make instructional decisions using the Evidence Analysis Action protocol. Protocols are provided to campuses to guide conversations toward analysis of student learning and the resulting instructional actions. Lastly, the curriculum is designed to provide teachers with resources to support implementation of the content-based instructional model along with specific examples of various types of assessments (products, processes, and performances), tasks, and student checklists to gather information related to student learning. The curriculum provides instructional support for Tier 1, Tier 2, and Tier 3 instruction and resources to support differentiated instruction.

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.

FBISD developed a district instructional walk through process that includes "look-fors" and a subsequent electronic tool to engage leaders and model the observation and feedback process within FBISD. The instructional walk through process (Campus Support Team) is aligned to district instructional progressions of practice to support instructional alignment, implementation of the content-based instructional model, and high yield instructional strategies. During the CST process, campus and district leaders collaborate to complete instructional walkthroughs. These walk-throughs provide a venue to support campus administrators in calibration of expectations and instructional look-fors. Following the walk-throughs, leaders engage in a noticings, wonderings, inspirations, and suggestions protocol. This protocol supports the development of a feedback memo. Feedback memos are used to engage teachers in feedback discussions related to identified areas of focus and to celebrate successes. Ongoing professional learning and support for principals focuses on the Leading Improvement Framework, which consists of three components: clearly defined expectations, inspection processes, and cycles of feedback with teachers. This framework provides consistency and reinforces strong observation and feedback practices across all campuses. Campus administrators also engage in additional campus based walk-throughs to support ongoing feedback to teachers tied to the identified campus instructional focus. In addition, FBISD also promotes the use of guided observations and learning walks at campuses to promote job embedded professional learning through the use of protocols that incorporate specific pre-brief, observation, reflective conversation cycles for all stakeholders involved in the process. Finally, FBISD implements the TTESS process to coach and evaluate teachers within the district.

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)

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

10 Principal residents remaining salaries and fringe benefits - ((85,000-15,000)x10)	700,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
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OTHER OPERATING COSTS (6400)

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

	
<p>Leading Data Driven Culture: <i>How would you describe your team's...</i></p>	N/A
<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>	N/A
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	3
<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>	N/A
<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>	N/A
<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>	2
<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 (EAA)
<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>	N/A
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	2
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	N/A

Attachment 1: Leverage Leadership Readiness Assessment

	9 - Lacking	1 - Attempting	2 - Foundational	3 - Proficient	4 - Exemplary
<p>Leading Observation Feedback <i>How would you describe your team's...*</i></p>					
<p>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?</p>			2		
<p>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?</p>			2		
<p>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?</p>			1		
<p>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?</p>			2		
<p>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?</p>			2		
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>			1		
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>			0		
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>			3		
<p>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?</p>			1		
<p>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"?</p>			0		