



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

NOGA ID [REDACTED]

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): [REDACTED]

**Applicant Information**

Organization **Trinity Basin Preparatory** CDN **057813** Vendor ID [REDACTED] ESC **10** DUNS **034006514**  
Address **2730 N. Hwy 360** City **Grand Prairie** ZIP **75050** Phone **214-946-9100**  
Primary Contact **Brandon Duck** Email **bduck@trinitybasin.com** Phone **214-946-9100**  
Secondary Contact **Jessika Torres** Email **jtorres@trinitybasin.com** Phone **214-946-9100**

**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 **Randy Shaffer** Title **CEO**

Email **rshaffer@trinitybasin.com** Phone **469-225-5876**

Signature  Date **11/11/2019**

Grant Writer Name **Brandon Duck** Signature  Date **11/11/2019**

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

2020-11-16 04 701-18-105-020

**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
Need: Additional Effective TBP Campus Leaders TBP employs 6 highly effective principals. TBP is currently building a new school (TEA High Quality Campus Designation) that will open in 2020 and is also considering opening two additional schools in 2021.	Partner with the Texas Tech Principal Fellows Program to implement an EPP that results in a Master of Education in Educational Leadership and Texas Principal Certification. This includes: Providing course content that emphasizes best practices in campus leadership with a focus on instructional leadership utilizing criterion standards and data systems to ensure high-quality learning experiences.
Need: Campus Leadership Diversity Over 93% of TBP's students are Hispanic and the remaining 7% is mostly African American. TBP currently only has one Hispanic principal (16.7%)	Implement an intentional recruitment and selection process to expand the ethnic diversity of candidate pools. The primary criteria will be to identify applications with a high probability of raising student achievement, but priority will be given to the qualified candidates who also help provide additional diversity.
Need: Staff Retention Campus leaders have a direct impact on teacher turnover. TBP needs to retain high quality staff to support high-quality instruction	TBP will develop and implement succession planning that accounts for the number of new schools build and principal/AP transitions. TBP will also recruit and train teacher leaders to support the current administrative staff as district student enrollment grows to help whenever a new campus is opened.

**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 the Texas Tech University Principal Fellows Program residency period, each TBP principal candidate will graduate with a Master of Education in Educational Leadership and a Texas standard Principal certification qualifying them to serve as a Principal at TBP. The secondary goal is to improve the diversity of TBP's Principals.

**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

- Successfully complete the following:
- 1) Selection of two Principal mentors
  - 2) Selection of two Principal candidates
  - 3) Principal candidates meet enrollment requirements and pay tuition/fees to take and successfully complete 6 credit hours towards Master of Education Leadership degree during the 2020 summer semester
  - 4) Candidates enroll in courses for the fall semester.

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

Successfully complete the following:

- 1) Candidates complete authentic job-embedded assignments with support from TBP Principal mentors and Texas Tech Faculty Coaches
- 2) Principal mentors meet with candidates and provide observation feedback at least once each week
- 3) TEA approved teacher surveys completed by November 30, 2020.
- 4) Candidates substantially complete required fall credit hours toward master of Education Leadership while maintaining at least a 3.0 GPA in all coursework
- 5) Candidates complete Principal Fellow Survey (perception of mentoring and coaching) by end of fall semester
- 6) Faculty Coaches complete 2 site visits and provide observation feedback with each candidate by the end of fall semester

**Third-Quarter Benchmark**

Successfully complete the same benchmarks in Second-Quarter plus the following:

- 1) Resident Evaluation and Program Evaluation Rubrics (exit performance of graduate on the Texas 268 Identified Integrated Pillars) completed by June 2021
- 2) Candidates successfully complete Master of Education Leadership degree
- 3) Candidates successfully complete the TExES Principal 268 Exam and Performance Assessment for School Leaders (PASL) to become certified to serve as a Principal in Texas.
- 4) Candidates meet or exceed expectations on T-TESS during the induction period
- 5) Candidates interviewed for leadership positions at TBP

**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.

TBP will leverage and build upon the solid foundation that Texas Tech has established with other Texas public schools. This foundation includes a commitment to collecting and analyzing project data and participant feedback to make modifications to the project. TBP's District Academic Leadership team will use Texas Tech's successful model to determine when and how to modify the 2020-2021 project.

**Project Evaluation Data** - Under the direction of TBP's Chief Academic Officer the district developed a blueprint for the 2020-2021 Principal Preparation Grant Program. The plan outlines SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. The blueprint includes all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the Principal Fellows Program. TBP agrees to collect data and comply with any evaluation requirements requested by the TEA.

**Adjustments to the Plan** - The Chief Academic Officer will guide the district in utilizing Site Based Decision Making (SBDM) processes to monitor the implementation of the project. Assigned staff will meet at the end of each quarter to collect and analyze project and student level data. Project level data will be monitored using fidelity of implementation rubrics, participant feedback, and the grant calendar to ensure activities are implemented each quarter. Student level data will be monitored for each Principal Fellow including: T-TESS performance, walk-through observations scores, teacher surveys, master course completion, TAIS performance, and campus STAAR results. The assigned staff will use the data and feedback to revise grant activities and associated benchmarks to meet performance outcomes at the end of each quarter and the summative SMART goal by the end of the grant period.

**Meetings** - The assigned staff will meet at least 4 times during the grant period. The staff will create and maintain documentation that outlines progress toward meeting quarterly benchmarks and the summative SMART goal, formative and summative evaluation reports will be created and reported to the Chief Academic Officer and Chief Executive Officer.

**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](mailto: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.

TBP's goal for selecting Principal candidates is to ensure a fair and rigorous selection process is utilized to identify and recruit best fit candidates.

**Ensuring Diversity:** As of the start of the 19/20 school year TBP had 235 teachers. Approximately 60 of the 235 teachers identify as being Hispanic. TBP campus leadership will be asked to nominate high performing teachers within their campus and to also nominate all qualified Hispanic teachers to be a Principal candidate. Recommendations from TBP's Instructional Coaches will also be sought to help ensure high performing teachers across the district are considered when they might otherwise be overlooked.

**Applicant Identification:** Teachers who wish to become Principal candidates for the program will be required to submit an application that summarizes educational background, certification areas, and teaching experience. Collected information will also include a professional resume, letters of recommendation from current supervisors, and current examples of student progress and academic success. Academic leadership will screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by TEA: 1) Evidence of Measurable Student Achievement - The team will consider data from various sources including, but not limited to: STAAR testing results, Texas English Language Proficiency Assessment System (TELPAS), Content Based Assessments (CBAs) at the end of each grading period, and TEA purchased benchmark assessments to determine the candidates record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups will be given the highest ratings. 2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics will be conducted to help determine each teacher's strengths and weaknesses. 3) Interpersonal leadership - Letters of recommendation from TBP leaders will be reviewed to determine excellence in working with students and peers. Teacher candidates that live up to TBP's Leader Profile will be given the highest ratings. TBP's Leader Profile includes: Be Innovative, Have Integrity, Practice Servant Leadership, Be Collaborative, and Have a Growth Mindset. 4) Effective response to Observations and Feedback - T-TESS and walk-through observation data will be reviewed to determine improvement in areas targeted for growth. 5) Growth Mindset - Personnel records and resumes are reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus.

**Predictor Assessment:** Applicants who have been identified and passed the initial screening will be required to complete an application that includes open-ended questions on education leadership. TBP's academic leadership will review the applications to evaluate candidates cognitive knowledge of school improvement, demonstration of adequate behavioral traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed Principal candidates are ranked based on points awarded for each component. TBP's academic leadership utilizes rubrics to rate each component of the application process. Three final candidates will interview with TBP's Chief Academic Officer and invited academic leadership.

**Selection:** The final phase of the selection process will consist of pre-determined questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. TBP's CAO will make the final determination as to who will participate in the 2020-2021 Principal Partnership Fellow Program.

**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Principal Fellow Program is a collaborative partnership between Texas Tech University and school districts to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. TBP's Chief Academic Officer (CAO) will oversee the planning, implementation, and evaluation of the project. Each Principal Fellow will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of the Principal Mentor and a University Coach. Fellows will be required to give up regular teaching responsibilities and relocate to the Principal Mentor's campus for the residency. During the internship, students will earn a Master's degree in Educational Leadership and a Texas Principal certification.

**Clinical Learning** - The Masters of Education in Educational Leadership is a 36 hour online program with 30 hours of core content and 6 hours of Principal Internship. The Educational Leadership faculty at Texas Tech University designed course curriculum, job-embedded leadership opportunities, resources and materials, and assessment measures to meet skill requirements of the 268 identified Integrated Pillars. During the summer of 2020, Fellows will attend an intensive Summer Institute and complete 6 hours of graduate courses. Beginning in August, Fellows will work 40-60 hour weeks as an intern at a TBP campus as they complete 30 hours of graduate coursework. Course content will be provided by Texas Tech faculty through live virtual group learning. A Faculty Coach will be assigned to each Fellow. The coach will work with the Fellow weekly and visit the intern at least six times annually. During the residency, Fellows will complete sustained and rigorous clinical learning assignments in the following topics: Instructional Leadership, Decision Making and Mindset Skills, Equity Audits and Data Literacy, Leading Professional Learning Communities, Unpacking the T-TESS and Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing SMART Goals and Progress Monitoring, and Using Quarterly Planning to Improve Teaching and Learning. The Principal Mentor will provide continuous feedback to ensure the intern successfully completes job-embedded assignments. Seventy percent of the Fellow's evaluation will be tied to performance in school and community leadership (T-TESS performance), instructional leadership (observation data, teacher survey results, course completion rates), and administrative leadership (Texas Accountability Intervention System performance). Thirty percent of the Fellow's evaluation will be tied to student scores on two sections of STAAR - student achievement and closing the gaps.

**Authentic Leadership Learning** - During the residency program, Fellows will shadow the Principal Mentor in the T-TESS evaluation of campus educators. Additionally, each Fellow will be assigned to support the instructional growth of two struggling teachers through a full T-TESS Pre-Observation-Post (POP) coaching cycle. A video capture of the POP Cycle will provide data, artifacts, and evidence to aid the Fellow in providing appropriate coaching for individual teachers and training for PLC teams. STAAR data will be used to assess the Fellow's ability to use the T-TESS evaluation process to address campus challenges, improve student achievement, and achieve school success. Fellows will also work with Principal Mentors to use the TAIS common framework to identify five areas of need. This includes working with campus staff during PLC's to develop SMART school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. The Faculty Coach will provide continuous coaching to ensure the Fellow is supported in implementing each phase of the school improvement assignment. TAIS indicators will be used to evaluate the administrative leadership performance of the intern in effectively implementing school improvement. Mentors will help guide Fellows in leading PLCs to model the use of data to make instructional decisions that improve student performance in a targeted area of need. Fellows will also work with teachers to advance advocacy practices and instructional programs for special needs children with an emphasis on English Language Learners.



**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.

Teachers in each subject areas across all grade levels utilize and administer a District Assessment Plan. The plan includes the following data driven measures:

Universal Screeners - (PK to 8th grade)  
 Quick Checks/Performance Assessments - TEKS R/S Performance Assessment is used in the grading period. The frequency, planning, and validity of the Quick Checks are determined and monitored by campus administration.  
 Content Based Assessments - (1st to 8th grade) At the end of each grading period exams are taken, monitored, and evaluated by the district. CBAs will be combined with items from the TEKS R/S curriculum system.  
 Benchmarks - (3rd to 8th grade) These are administered twice during the school year and are purchased from the TEA.

Campus calendars are published each year to clearly delineate each nine week, STAAR, and staff development. At the beginning of each school year and at the end of the first semester, each Principal leads campus staff in using the system and protocol to analyze STAAR exam and benchmark data, identify school-wide trends, and create 90 day action plans delineating campus achievement goals. TBP employs several district instructional coaches that help to ensure action plans are clearly understood and implemented with fidelity. Instructional coaches also use CBA data to identify where they need to investigate further by reviewing previously mentioned Quick Checks, student work samples, and classroom observations to identify student strengths and weaknesses. Based on the data, instructional coaches help guide teachers in planning classroom and homework activities that ensure all learners master essential knowledge and skills, extend lessons to develop higher order thinking skills, and re-teach content when students are struggling. Teachers with grade level and content expertise are also designated to provide daily support for campus educators. As a team, these campus experts and instructional coaches will work with and support the Principal Fellow in using the data driven instruction system currently used at the campus to improve student performance and achievement.

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.

TBP provides professional development for the content areas of ELA/Reading, Math, Science, and Social Studies, during designed teaching and learning in-service sessions, ESC workshops, and educational conferences. The instructional coaches and designated expert teachers meet with all educators each week at PLC meetings. During the meetings, the leaders present content specific training based on the district scope and sequence framework and work with teachers to examine student data implemented in small increments to provide measurable and observable performance outcomes. The instructional coaches uses data and feedback from PLCs to target topic that need to be reinforced through staff training such as modeling instructional strategies, scheduling professional development, or conducting coaching sessions. TBP teachers also attend in-service to become familiar with T-TESS domains and performance standards. Expert teachers use PLC meetings to review performance standards and related criteria. Instructional coaches and campus administration schedule and conduct peer observations to encourage teacher transfer of learning into instruction at least once each semester. The observation cycle includes pre, post, and end-of-year feedback. Instructional coaches provide input and guidance to upcoming lessons with a focus on the interrelationships between 4 domains: planning, instruction, the learning environment, and student outcomes. During observations, instructional coaches have the ability to provide real-time feedback using nonverbal signals to support teaching and learning and give the teachers a sense of support and information. Evaluators use the T-TESS Observation Evidence Sheet to capture detailed, strategically-scripted information. The form provides a common system for tracking feedback in each domain allowing educators to track the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. The form also enables leaders to graph trends across evaluations to use in identifying topics of future staff development. Evaluators and teachers are encouraged to keep a T-TESS binder for each year of service. This allows educators to identify high leverage trends across multiple observations and to identify topics for future self-study or staff development.

**Equitable Access and Participation**

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

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

- Yes
- No

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

Are any private nonprofit schools participating in the grant?

- Yes
- No

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

**5A: Assurances**

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

**5B: Equitable Services Calculation**

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



**Request for Grant Funds**

Matched amount (number of principal residents participating in program x \$15,000) 30,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 2

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**

Salary and Fringe for 2 Principal Fellows (\$40,000 salary and \$4,600 fringe)

89,200

Stipends for 2 Mentor Principals (\$1,500 each)

3,000

Tuition related costs (\$15,000 each)

30,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Texas Tech professional development for Fellows/Principal Mentors

3,000

**SUPPLIES AND MATERIALS (6300)**

Textbooks/Supplies

500

**OTHER OPERATING COSTS (6400)**

Certification exam costs for 2 Principal Fellows

1,500

Travel for Fellows/Mentors to attend Institute in Austin

2,000


Travel for Faculty Coach site visits (6 @ \$1,800/visit)

10,800

Total Direct Costs 140,000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 140,000

<p><b>Leading Data Driven Culture:</b> How would you describe your team's...</p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	3
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	2
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	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
<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>	4
<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**

	4	3	2	1
<p><b>Leading Observation Feedback</b>  <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>	4			
<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>	4			
<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>	4			
<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>	3			
<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>	3			
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	3			
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	3			
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	4			
<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>	3			
<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>	3			