



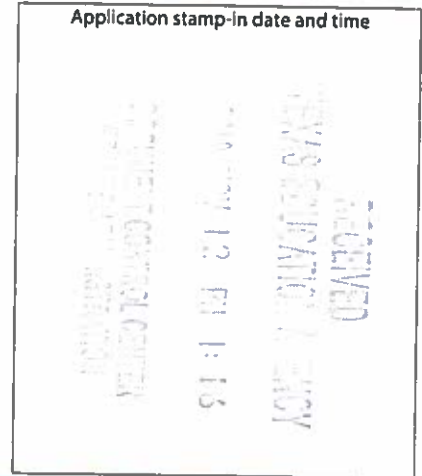
2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019

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 **Abilene ISD** CDN **221901** Vendor ID **75-6000004** ESC **14** DUNS **073142846**
 Address **241 Pine Street** City **Abilene** ZIP **79601** Phone **325-677-1444**
 Primary Contact **Dr. Karen Munoz** Email **karen.munoz@abileneisd.org** Phone **325-677-1444**
 Secondary Contact **Dr. Dan Dukes** Email **daniel.dukes@abileneisd.org** Phone **32-677-1444**

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 **Dr. David Young** Title **Superintendent**

Email **david.young@abileneisd.org** Phone **325-677-1444**

Signature Date **11/8/19**

Grant Writer Name **Dr. Karen Munoz** Signature Date **11/9/19**

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

2020-020605

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The diversity of administrators in Abilene ISD does not reflect the population of students. Hispanic-44%; Anglo-37%, Afr. American-13%; Two or More Races-4%, Asian/Pac. Islr-2%. Currently there are 2 African-American and 3 Hispanic administrators.	AISD plans to identify minority leadership by recruiting and selecting a pool of highly selected applicants that mirror AISD demographics. Candidates will be vetted by the district and Texas Tech University using research based practices. During the process, candidate will present evidence of improving student achievement as well as overall knowledge of curriculum and instruction.
Abilene ISD underperformed within Domain II A with a scale score of 73 which is a "C" rating. Fourteen elementary campuses, four of them receiving an "F" rating and one receiving a "D" rating in the A-F system.	AISD plans to implement a framework for monitoring results using the MAP Growth assessment in order to analyze results and begin making instructional adjustments and building intervention plans for students. A mindset change to understanding growth as the goal has been set for the district.
Abilene ISD underperformed in Domain II in Closing the Gap with a scale score of 77 which is a "C" rating. Overall underperforming special populations are African American and Hispanic.	Abilene ISD will develop an instructional leadership framework to support special populations by addressing instructional practices that lead to the underperformance of student achievement.

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 2019-2020 school year, Abilene ISD will recruit and certify four aspiring principal candidates that mirror the demographics of Abilene ISD. Each principal candidate will: 1) fulfill all graduation requirements for a master's degree in education; 2) master the Performance Assessment of School Leaders (PASL); and 3) master the State Board of Education 268 Principal as Instructional Leader licensure/certification. The goal of Abilene ISD is to build strong instructional leadership through a principal pipeline in Abilene ISD.

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

Selected Abilene ISD Principal Candidates will:

- 1) Conduct an equity audit using current campus and state data.
- 2) Select six case studies to: a) coach two at-risk core-content area teachers, b) lead the learning in one core content area PLC, c) advocate for one at-risk EL student; d) one at-risk SPED student; and e) one 504 student.
- 3) Lead a needs assessment and progress monitoring on all case studies using both state and local data
- 4) Collaborate with all stakeholders to conduct a root-cause analysis on all case studies

Measurable Progress (Cont.)

Second-Quarter Benchmark

- Selected Abilene ISD Principal Candidate will:
- 1) Conduct and video instructional coaching through the (POP) Pre-conference, Observation, and Post-Conference cycles
 - 2) Examine personal biases through school and community lenses
 - 3) Conduct classroom TTESS benchmarks through the POP cycle
 - 4) Self-evaluation of their leadership competencies through the TPESS instrument
 - 5) Analyze data systematically on all case studies using both quantitative and qualitative data
 - 6) Create SMART annual and quarterly goals on all case studies
 - 7) Create teacher interventions that align to various data points on all case studies
 - 8) Engage in quarterly progress monitoring of all case studies

Third-Quarter Benchmark

- Selected Abilene ISD Principal Candidates will:
- 1) Conduct a Competency-Based Learning Showcase Presentation to all stakeholders (superintendent, mentor principals, human resources, Texas Tech University Faculty and Abilene ISD staff) to highlight progress monitoring on all case studies.
 - 2) Demonstrate end of the year improvement of student outcomes in all case studies using both quantitative and qualitative data
 - 3) Highlight best practices utilized during each quarter to improve instructional practices, build leadership capacity, improve campus climate, and coach teachers
 - 4) Demonstrate transformational leadership competencies aligned with Effective Schools Framework

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.

Abilene ISD principal candidates will present evaluation data on teachers and students supported quarterly to their mentor principals and Texas Tech University faculty members. The evaluation data presented will be quantitative and qualitative data formats and will cover all case studies conducted and progress monitored throughout the program. Each candidate will monitor the progress of each of the case studies during the year and share student and teacher data tracked and interventions implemented with the mentor principal and Texas Tech Faculty. Assessment data for the two teachers coached in the core content areas will be categorized using TEA's accountability system of Unsatisfactory, Approaches, Meets, and Masters. Coaching and feedback by district and university partnership will be adjusted and modified according to the progress demonstrated in the case studies. Failing results will require the adjustment of goals, action plans and steps and planned interventions. The collaboration with Abilene ISD mentor principals will provide learning reciprocity and create a system of support to grow the skillset of the candidate to implement successful instructional coaching every quarter to support teacher and student growth.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency Grant Program, Cycle 3 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- The applicant assures that residents do not have significant classroom responsibilities.
- The applicant assures that residents do not hold a principal certification in the state of Texas.
- The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2020.
- The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to Heather.Salaz@tea.texas.gov for approval.
- The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

The candidates in the Texas Tech University Principal Fellows Residency preparation program are highly vetted by school district partner (Abilene ISD) and TTU Educational leadership faculty. The selection process of potential teacher candidates, will examine evidence for each candidate's leadership capacity by reviewing teacher student achievement (STAAR) and progress data (Common Formative Assessments/Benchmarks, TPRI, TELPAS), Texas Teacher Evaluation and Support system (T-TESS) appraisal data, overall body of teaching work, and how well the candidate applicant pool reflects the student body of the school district. TTU Educational Leadership Coaches 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 virtual interviews, surveys, self-evaluations focused on the Principal as Instructional Leaders are utilized to identify quality candidates for the residency program. One example of an effective protocol for gauging a prospective principal candidates' ability to improve student achievement involves having each candidate demonstrate how they track their most recent classroom data. Using the new state accountability system, each principal candidate plots the result of their own students' outcomes within the state accountability evaluation of student achievement as Approaches, Meets, and Masters grade level expectations in addition to factoring student growth. These intentional protocols allow TTU to help PISD 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 are 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 conduct virtual live interviews of the candidates put forward by the partnering school, TTU, 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 examine multiple forms of rubric and application data, discuss the overall scores, school partners' 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 the past six years on the selection, coaching, placement, and skill development of future school leaders. The residence program serves as a platform to diversify the school leadership pipeline through intentional principal, district, and peer recruitment of Latina/o and African American teachers. With current Fellows in Residence and Program Alumni across Texas, the TTU Principal Fellows Program is 63 Fellows strong, and has been successful in recruiting a diverse applicant pool including 17 African American, 15 Latina/o, 2 Asian, and 29 White Principal Fellows who are currently serving in school leadership roles. Abilene ISD serves over 16,760 students which includes 13% African American, 44% Hispanic, 36.5% White, and 74.4% Economically Disadvantaged. Currently, the district has 1109 teachers with a demographic representation of 3.3% African American, 13.9% Hispanic, 80.4% White and 32.7% of the teaching force with less than 5 years of experience. The school leadership in Abilene ISD includes 56 campus administrators with less years on average of other principals and assistant principals across the state. To ensure Texas Tech Principal Fellows Program and Abilene ISD partnership place a strategic diversity focus for four future school leadership program residency candidates, the human capital goal is for educators and school leaders recruited to participate in this program to increasingly reflect the student body and the community.

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 at Texas Tech University and Abilene ISD partnership seek to implement a highly selective and competency-based residency model that provides teachers evidence-based professional enhancement activities which lead to a master's degree in Educational Leadership, the completion of 268 Principal Certification, and builds competencies in T-TESS implementation. The program uses a just-in-time clinical job-embedded curriculum and authentic experiences to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU and Abilene ISD partnership will glean leadership expertise from TEA-Effective Schools Framework, district and university research lenses to lead effective instruction in Texas schools serving at-risk and minority children. The current 15-month master's degree program is a 36-hour online residency program approved by TEA and is a collaborative effort with school district, principal mentors and central administration to improve instructional coaching. An instructional data-driven conversation based on current data with the Mentor Principal leads to the selection of two struggling content area teachers the Principal Fellows coaches and grows over the academic year. Principal Fellows also lead the learning of a selected content PLC using various forms of teacher and student data evidence uncovered during instructional coaching sessions. The Principal Candidate in the program advocates and leads the learning with support of cooperating teachers and stakeholders of an English Learner, Special Education and 504 student. 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 the growth of teachers and students through instructional coaching. The growth and support of the two selected struggling teachers aligns with 268 Principal as Instructional Leader and coursework competencies. The program and coursework focus heavily in three areas of instructional leaderships: (1) leading the learning in targeted content area of need in a PLC, (2) supporting the coaching and instructional growth of two struggling content area teachers through rubric based Pre-Observation-Post (POP) T-TESS coaching cycle process, and (3) advocate for special populations, with an emphasis on English Learners (ELs), special education (SPED) and identified 504 student. The research design of the 15-month job-embedded residency program is conceptually framed through transformational and instructional leadership in a coaching the coach model. The model 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 6 SMART goals, and leading accommodations and interventions in real time with teachers and students is part of the job-embedded curriculum. Progress monitoring allows for knowledge, skill, and mindset (KSM) development in a real time academic setting. To develop teacher rapport, leadership efficacy, and drive data decision-making processes, each Principal Fellow is assigned and placed into a different campus in the district than where they served as a teacher prior to program selection. The instructional leadership competencies (1) allows 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) produces aspiring leaders to lead learning in authentic campus and school settings that lead to improved school outcomes that specifically impact student achievement. Data collected and shared with district and TTU faculty quarterly demonstrates progress for teachers and students and the impact of coaching, instructional leadership, and overall school leadership the Principal Fellow in Residence is making. A culminating presentation of outcomes and impact organized by the Principal Fellow is presented to District and TTU stakeholders in late spring. The presentations include specific quantitative and qualitative data collection on the growth of assigned teachers, impact of leading the PLC, supporting and advocating for EL, SPED, and 504 students, and highlighting at least one impactful contribution each of the Principal Fellows have made on their campus. In the audience are Mentor Principals, central administration, human resource officers, TTU and Abilene ISD Faculty Coaches and Principal Fellow peers. The End of the Year Principal Fellow Learning Showcase is a signature competency-based portfolio presentation of instructional leadership skills developed, data collected, and 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.

Abilene ISD reviews data on a campus and district level. Currently principals and assistant principals have access to AWARE which allows individuals to review all state-level data and locally campus-based assessment data. Abilene ISD also uses MAP Growth assessments to track student growth. These assessments are given three times a year (September, December, March). MAP growth data allows staff to analyze results and begin making instructional adjustments and building intervention plans for targeted students groups. Campuses also use Forethought and the TEKS Resource System in the lesson planning process, as well as to show instructional adjustments based on student data throughout the year. Also, in order to utilize this data effectively and support instruction, Abilene ISD is in the beginning stages of implementing a formal PLC framework to support teachers in unpacking the standards, designing lessons, and analyzing assessments. The framework will be supported by our campus administrators and will be conducted each six weeks. This support allows teachers to develop lesson plans that address what is seen through the data disaggregation. Finally, the district has a cohort of elementary teachers being coached by Apple, and a group of secondary teachers being coached by Discovery Learning, on blended learning instructional strategies. The district also partners with Engage 2 Learn on a district-wide initiative to implement and sustain a culture of instructional coaching across the district.

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.

Abilene ISD administrators use the T-TESS system to evaluate the quality delivery of lessons and student participating in instruction. This model includes pre-conference, observation, and post-conference cycles (POP). Feedback is provided to the teacher utilizing the T-TESS rubric. In addition to this, campus administrators conduct a minimum of five walkthroughs per week on teachers. This practice allows for teachers to several walkthroughs by the end of the school year. To assist principals and assistant principals in their walkthroughs, Abilene ISD has created a consistent walkthrough form that highlight look-fors to guide administrators in their task. This tool allows administrators to knowledgeable and provide real time feedback to teachers on their instruction. The district also partners with Engage 2 Learn on a district-wide initiative to implement and sustain a culture of instructional coaching across the district. All district instructional coordinators and specialists will be trained in a formal instructional coaching process that will provide sustainable support to our campuses in future years.

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
Principal Resident Salaries	155,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Professional Development	30,992
Tuition and Fees	68,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
SUPPLIES AND MATERIALS (6300)	
Books	1,000
OTHER OPERATING COSTS (6400)	
Leadership Travel	4,019
Certification Reimbursement	4,000
Summer Institute Travel	3,000
<input type="text"/>	<input type="text"/>
Total Direct Costs	266,011
Indirect Costs	13,989
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	280,000

<p>Leading Data Driven Culture: <i>How would you describe your team's...</i></p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>3</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>3</p>
<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>	<p>3</p>
<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>	<p>1</p>
<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>	<p>1</p>
<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>	<p>3</p>
<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>	<p>2</p>
<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>	<p>2</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>1</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>2</p>

	
<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>	3
<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>	2
<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>	2
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	2
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	2
<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>	2
<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>	1