



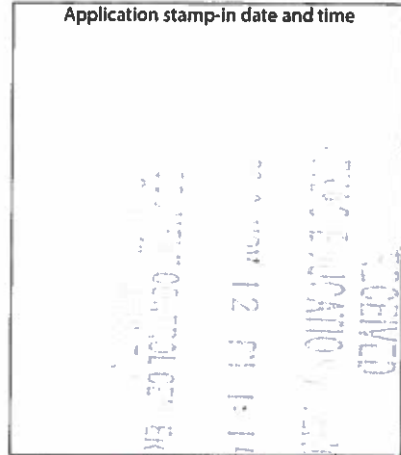
**2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019**

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.

2020-020606

701-18-105-022

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
Demographics at the 10 campuses targeted for this grant (6 elementary/4middle) are 46% Hispanic, 18% African American, and 29% White. The principal demographic is 1 Hispanic, 2 African American, 1 White. Need: Hispanic leadership.	Denton ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally targets underrepresented population in principal role.
43% of Denton ISD is economically disadvantaged. The 10 campuses targeted have an eco dis of 38% Hispanic, 13% African American, and 12% White. Need: Targeted instructional leadership development.	Partner with Dallas Baptist University to create Principal Preparation Program which will prepare candidates to work in diverse settings. This will include learning and performing extensive practice in the area of instructional leadership.
Reduce the 0-5 year teacher turnover at the 10 targeted campuses are at or below the state average of 16.6% for all teachers. Denton ISD Elementary turnover average 32% and Secondary turnover average 31%.	Reduce 0-5 year teacher turnover rates by creating leadership opportunities for advancement through grant funds. Creating a pool for future leaders from our teaching staff will give our new and current staff an incentive to stay with Denton ISD.

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.

The goal of this partnership is to have 100% of the 10 principal residents to complete relevant coursework and obtain principal certification by June 30, 2021. Denton ISD and Dallas Baptist University will work to identify, select, and prepare ten (10) principal residents from 10 specifically targeted campuses through a competitive selection process to earn both a principal and T-TESS certification and Master's degree. Principal residents completing this program commit to serving Denton ISD for 3 years following graduation.

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

- Denton ISD and Dallas Baptist University complete program design including selection of principal mentors, creation of a blueprint, and calendar of grant activities and events February 2020.
- Application process completed by prospective residents by April 2020 and 10 residents selected by May 2020.
- Match 10 residents with principal mentors by May 2020.
- Mentor principals and EPP attend the TEA Principal Residency Summer Institute.
- 10 residents meet Dallas Baptist University enrollment requirements and pay tuition/fees to take three foundational classes during the summer of 2020.
- Hold orientation of the Texas Principal Evaluation and Support System by August 3, 2020.
- 10 residents successfully complete 9 hours of graduate work.

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

- 10 principal residents enroll in Fall session courses and complete self-assessment goal setting in August 2020.
- 10 principal residents complete beginning of the year conference by September 2020.
- 10 principal residents have weekly meetings with mentor principals (August 2020 to December 2020).
- Prepare residents for TExES principal certification exams.
- Executive Director of Human Resources visits 10 residents to ensures consistency and fidelity to the program by November 2020.
- Review/Refine 10 residents' progress toward mastery of state principal standards and T-PESS domains (Sept-Oct 2020).
- Complete mid-year conferences to evaluate progress on residency plan and T-PESS (December 2020).
- Residents complete 11 residency choice projects and 9 more graduate hours.

Third-Quarter Benchmark

- 10 residents enroll in Spring session courses.
- 100% pass T-TESS certification exam.
- Principal mentors continue weekly coaching meetings with the 10 principal residents.
- Review/Refine 10 residents' progress toward mastery of state principal standards and T-PESS domains (Jan-Mar 2020).
- Evaluate 10 residents' progress in the completion of all internship requirements, internship logs, and other requirements for program completion (11 more residency choice projects).
- Executive Director of Human Resources visits 10 residents to ensures consistency and fidelity to the program by April 2020.
- Complete end-of-year conferences to evaluate progress on residency plan and T-PESS (May 2020).
- Complete 12 more graduate hours (total of 30 hours) and successfully defend digital portfolio.

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.

The Denton ISD Leadership Pipeline plan has multiple check points, feedback loops and opportunities for course correction and modification to ensure residents' and district success throughout the program. The first-quarter benchmarks focus on the identification, recruitment and selection process to ensure great candidates that meet the criteria described above. If for any reason one of the 10 candidates selected chooses to withdraw or cannot be admitted to the university, the next highest rated alternate will be selected from the application pool. During the school-year part of the residency, four major areas will be continuously monitored for progress and success and where feedback and adjustments will be provided for the residents: 1) student performance 2) practical application and experience with the principal competencies 3) preparation for the 268 exam and PASL tasks and 4) academic coursework. Since residents will be assigned specific teachers to coach, student performance in those classes will be monitored. If student progress is not satisfactory, residents will work closely with that teacher to develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will also receive feedback on the quality and growth in their instructional and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations and evaluations with feedback and coaching conferences. Residents and their site supervisors will complete an evaluation of the candidates' knowledge, skill and experiences with the TExES Principal competencies at least 3 times (beginning, middle and end) during the program. Residents will also take the Pearson 268 online practice certification exam at least three times during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. DBU also provides a free seminar for students to help them prepare for the exams. If a candidate struggles in any area of their preparation (academic coursework, authentic school experience, or certification preparation), both university and district personnel will provide coaching, assistance, resources and direction to ensure residents' success. During the school year (quarters 2-4), residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses. Professors will communicate any concerns to the university program director who will conference with students and provide assistance as needed.

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.

In the spring of 2020, Denton ISD Human Resources Division will hold an informational presentation that will showcase the residency program. Denton ISD educators that are nominated by the ten (10) targeted campuses to attend the program will be limited to teacher leaders who do not currently hold a principal or mid-management certification, have not yet held the role as principal, and have been an employee of the district for at least three (3) years. These nominees should be a diverse group of employees who have exemplary knowledge in content and best instructional practices. They should also exhibit leadership traits in improving academic, social and emotional learning for economically disadvantaged students.

Teachers who desire to become Denton ISD Principal Residents will 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 in academics and social/emotional learning and success. The selection team will then screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA. (1) Evidence of Measurable Student Achievement: The search team will utilize Eduphoria student data (STAAR, District benchmarks, District Universal Screener and Discipline information) to determine the candidate's 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 over a three year period will be conducted to determine each teacher's strengths and weaknesses. Highest ratings will be given to candidates with distinguished achievement in T-TESS Planning and Instruction domains; (3) Interpersonal Leadership: Letters of recommendation from Denton ISD leaders and T-TESS scores in Learning Environment and Professional Practices domains will be reviewed to determine excellence in working with students and peers; (4) Effective Response to Observations and Feedback: T-TESS and walk-through observation scores will be reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes will be reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus.

Following the initial screening process and selection of candidates at the district level, potential candidates will be required to fill-out a Denton ISD Principal Residency Application and complete an integrated digital interview (Recorded Interview Video System) that will contain 4 questions for the principal residency.

The Selection Committee will utilize the following screening process:

- The selection committee will meet with the Executive Director of Human Resources to sign a confidentiality agreement, establish criteria and requirements for the prospective candidates which will contain non-negotiable and negotiable characteristics.
- The selection committee will specify ground rules and instruct committee members regarding expectations, the procedural process, and protocol for conducting the interviews.
- Review and evaluate all applications.
- Assemble and review interview questions.
- Set up a sample scenario in which the interviewee might be asked to observe, analyze, interpret data and/or other recommended method of evaluation set by the committee.
- Select specific dates for interviews.

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.

Denton ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally interweaves the district DNA (mindsets, skillsets and toolsets) with the state principal as instructional leader competencies. Selected residents will start their residency year in the summer of 2020 taking three foundational classes. All classes will be taught in Denton and customized for Denton ISD. These first classes will help set the theoretical and practical foundations for clinical experiences. Residents will apply the new skills during the summer through projects and live application in their schools. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the TASA's School Transformation Framework. The residency will use a gradual release model where candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. During the residency, candidates will be involved in solving real, challenging and substantive issues faced by school leaders.

The program is designed with a two-semester residency course to give students powerful experiences that align with and integrate other coursework, Denton ISD's vision and values, and the principal competencies and the 268 pillars. Structure and flexibility are designed into the program where students are required to select projects (or propose their own - with the permission of their university and site mentors) in each of the 11 principal competencies. Candidates will be encouraged and shown how to extend these projects into building blocks toward their required PASL tasks. Candidates will be part of the campus continuous improvement team where they will collaborate with peers to analyze school data, perform a comprehensive needs analysis, decide on priority needs, develop action plans and budgets, implement the plans, monitor the fidelity of implementation, collect data and report on findings. Residents will participate in interviewing, on-boarding and induction of new staff. They will provide mentoring and just-in-time professional development for new teachers. As a part of their coursework, residents will conduct an action research project around a campus initiative being implemented. This research will provide data on the effectiveness of the initiative and the resident will present the findings to the campus administration and staff.

Site mentors and university supervisors will work weekly with the residents to discuss priorities, develop plans and provide reflective coaching feedback. Residents will write short reflective reports on each of the competency-based projects.

Residents will learn and perform extensive practice in the area of instructional leadership. They will work with grade level or content area teachers to lead professional learning communities (PLC) as they analyze student needs and develop better instructional practices to meet those needs. Residents will be deeply involved in the implementation and analysis of district curriculum assessments and benchmarks. They will learn how to "interrogate the TEKS" and lead teachers through that process to ensure lesson alignment with the TEKS. They will perform instructional walk-throughs and provide coaching, feedback and modeling of effective instructional and classroom management practices. Residents will also learn and practice the T-TESS framework of coaching and will earn their T-TESS certification during the program. They will utilize the developmental leadership model and practice having sometimes difficult conversations using the Crucial Conversations framework.

While the extensive residency experiences are a tremendous help in preparing students for the TExES 268 exam, DBU provides a free seminar for residents to help them prepare for the exam.

Denton ISD and DBU have designed a wide range of experiences throughout the full cycle of the school year to give the full-time residents the vital experiences and continuous feedback from both site and university supervisors. The program is customized to fully prepare residents with the knowledge and skills required by the Texas Principal as Instructional Leader Competencies and to pass the certification exams while uniquely preparing these residents with the culture and mindsets of Denton ISD.

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.

Denton ISD uses a problem solving model approach to using data to drive instruction using teacher teams during PLC time.

We Define the problem: Directly Measuring Behavior

- The definition of the problem must focus on teachable skills that can be measured and changed through the instructional process;
- The problem can be characterized as the difference between what is observed/measured and an established expectation for the student.

We Analyze the Problem: Identify the variables that contribute to the problem, and then develop a plan.

- Obtain all relevant information (i.e. assessments, work samples, observations, etc..) and develop hypotheses about the probable cause.
- Ask key questions:
 - Have students received quality instruction in the target skill?
 - Does the school environment support the acquisition and application of the target skill?
 - Does the curriculum support the development of the target skill?

We Implement a Plan: Implement the plan as intended. Monitor Progress, Modify as Necessary

- Develop a Plan so that students have the most likelihood of success. A well-designed Plan contains:
 - o explicitly defined skills to be taught
 - o focus on measurable benchmarks/target goals
 - o define who will complete various tasks
 - o describe a plan for measuring and monitoring effectiveness of instructional efforts

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.

Denton ISD uses a problem solving model approach to using data to drive instruction using teacher teams with support from the leadership team. This occurs during the scheduled Professional Learning Community time.

A school's Leadership or Executive Leadership Team is generally composed of the Principal, Assistant or Associate Principals, Counselors and designated administrators/specialists. Leadership Team members share in a multiplicity of leadership roles which allow them to implement, facilitate, and support campus implementation of Professional Learning Communities (PLCs). Principal residents will help guide this work.

Teacher Teams are composed of grade-level content area teachers with an assigned Lead Teacher and/or Department Chairperson. Teachers have a scheduled time each week to meet as small teams, Professional Learning Communities (PLCs). Using the "problem-solving" model, teachers work collaboratively to analyze data, address gaps in learning, plan for instruction, identify learners needs and design interventions for universal and strategic support to increase success.

Evaluate: Students' Response to the Plans

- Evaluate the student data to determine his/her response to the plan through collaborative feedback and observation data formal and informal.
- Consider whether the plan needs to be adjusted by:
 - Reteaching
 - Increasing the amount of time/frequency
 - Narrowing the focus of the instruction
 - Modifying the instructional strategy

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Request for Grant Funds

Matched amount (number of principal residents participating in program x \$15,000) 150,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 10

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Salaries and benefits for 10 Principal Residents @ \$45,000 each	450,000
Stipend for 10 Supervising Principals @ \$900 each	9,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP tuition (Master's degree with certification) 10 @ \$20,770	207,700
TEExES 269 & PASL exam fees 10 @ \$200+\$375=\$575	5,750
Gallup Strengths Coaching 10 @ \$600	6,000

SUPPLIES AND MATERIALS (6300)

Books and supplies for Strengths coaching	70
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OTHER OPERATING COSTS (6400)


Travel costs for TEA Principal Residency Summer Institute \$960 x 11 in June 2020	9,680
Travel cost for residents to attend the TEPsA or TASSP conference in June 2021	11,800

Total Direct Costs 700,000


Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 700,000

Attachment 1: Leverage Leadership Readiness Assessment

	
<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>	3
<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>	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>	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>	2

Attachment 1: Leverage Leadership Readiness Assessment

		
Leading Observation Feedback <i>How would you describe your team's...*</i>		
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?	2
b.	Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3
c.	Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2
d.	Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3
e.	Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2
f.	Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	2
g.	Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2
h.	Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2
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?	2
j.	Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2