



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
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 1701 N. Congress Avenue
 Austin, TX 78701-1494

Application stamp-in date and time
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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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature  Date

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

Done - 11/11/19

701-18-105-032

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 District has identified a need to increase the pool of qualified principal candidates that are able to lead a campus, raise standards of teaching, and increase student learning and achievement.	Partner with a rigorous job embedded Principal Certification Program and recruit nine existing employees. Researchers found that highly effective principals raise the achievement of a typical student in their schools by two to seven months of learning in a single school year; ineffective principals lower achievement by the same amount. —Branch et al. , 2013
The District has identified a need to cultivate future school principals by recruiting existing employees through internships and training programs.	Nine existing employees will be recruited to successfully complete an authentic rigorous job embedded Principal Certification Program in one year. The nine candidates will be certified Principals in August 2021.
The District has a need to identify promising principal candidates within the District to help create a smooth transition when an existing principal decides to leave.	The selected Principal Certification Program will provide the candidate with job embedded experiences in a variety of educational settings with diverse student populations.

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 grant period, August 2021,
 •100% of the Principal Residency graduates will be prepared to be an instructional leader, raise standards of teaching, and increase student learning and achievement
 •100% of Principal Residency graduates will pass the Texas 268 certification exam on the first attempt
 •100% Principal Residency Candidates are certified and licensed by the state upon program completion in August 2021
 •100% of Principal Residency graduates are placed in leadership positions within DVISD during the 2021-2022 academic year

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

Performance Assessment for School Leaders (PASL) launch in which candidates will be introduced to the PASL tasks and requirements • participate in a data dig and root cause analysis process •begin planning a personal work schedule to complete three task submissions (Problem Solving in the Field, Supporting Continuous Professional Development, & Creating a Collaborative Culture) by the end of the PCN program year •candidates will attend 100% of all required sessions •May 13, 2020-Required Face-to-Face Evening Program Orientation •June 11-12, 2020-Program Kick-Off Overnight Leaders • June 11-July 30, 2020-Summer Training •Complete and pass the following Online Modules: •Leading Through School Culture 7/18/20-8/29/20 •Curriculum Leadership 8/29/20-10/24/20 • Evening Zoom Meeting 9/23/20 and start •Instructional Leadership 10/24/20-1/23/21 •participate in conference board postings and responses to the postings of other candidates throughout the online modules •Continuous monitoring by assigned campus principal mentor •Two field observation visits

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

- Principal Residency Candidates will attend 100% of all required sessions; complete and pass the following Online modules:
- complete Instructional Leadership 10/24/20-1/23/21 •Evening Zoom Meeting 12/9/20 •Human Capital Leadership 1/23/21-3/6/21 •Leading Groups, Change, and Decision-Making 3/6/21-4/23/21
- participate in conference board postings and responses to the postings of other candidates throughout the online modules
- March 27, 2021 - TExES 268 practice test session (all candidates pass practice exam)
- Continuous monitoring by assigned campus principal mentor
- Two field observation visits by an ESC Region 13 field supervisor
- Review of candidate's internship log and portfolio

Third-Quarter Benchmark

- candidates will attend 100% of all required sessions •complete and pass the following Online modules: •Budget and Resource Management 4/24/21-5/22/21 •Ethics, Equity, and Diversity 5/22/21-6/19/21 •Communication 6/19/21-7/24/21
- participate in conference board postings and responses to the postings of other candidates throughout the online modules •Obtain an evaluation of satisfactory or above from the employing school district and mentor principal •Obtain an unconditional recommendation from the Principal Certification Network program •Successful completion of all required certification exams (principal certification assessment (268) coupled with the Performance Assessment for School Leaders (PASL) •Continuous monitoring by assigned campus principal mentor •Two field observation visits by an ESC Region 13 field supervisor •Review of candidate's internship log and portfolio •Graduation: August 21, 2021

Project Evaluation and Modification

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

Evaluation data will include the following: •End of online module tests •observations by facilitators •participation during face-to-face sessions •written assignments that are submitted for evaluation by online course facilitators and/or program coordinator •oral presentations in class via online submission and face-to-face class •nine major performance assessments based on TEA's Pillars •conference board postings and responses to the postings of other candidates throughout the online modules •reports from site and field supervisors of on-the-job performance •review of candidate's internship log and portfolio •program coordinator will conduct quarterly phone check-in's with each principal mentor to gather data on intern's current success level and adjust supports accordingly

If a candidate is experiencing difficulty in a specific area, including participation in instruction sessions, attendance, completing work in a timely manner, completing work by course end date, organizational management, or performance during the practicum/internship, the program coordinator will meet with the candidate to determine areas for additional support. Adjustments will be made in collaboration with campus principal mentor if a growth plan is recommended. Any growth plan requirements must be followed in accordance with the given deadlines designated by PCN program staff. Once all growth plan requirements are completed, the candidate may be removed from the growth plan and returned to satisfactory status. The Program Coordinator will communicate regularly with the candidate to evaluate progress.

If a candidate does not complete all of the above requirements by the designated deadline, one (1) extension may be granted. Decisions about extensions are made by the PCN program staff. A candidate may be extended for the following reasons: • If a candidate has not passed the state board exam •If a candidate has been granted a second course cycle to make-up missed curriculum •if a candidate has not passed his/her 3 PASL task submissions •If a candidate does not receive an unconditional recommendation from the PCN program

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.

1. Del Valle ISD will send out a district wide Broadcast to all employees detailing the grant program and applicant requirements giving all qualified employees the opportunity to apply to the program.
2. Confirm applicant transcripts reflecting a master's degree in education or an education related field from a regionally accredited university
3. Confirm Texas teaching certificate
4. Confirm Service Record (5 years or more of K-12 teaching)
5. Confirm 3 years of leadership experience
6. Candidate written essay: Describe your leadership style and provide evidence of measurable student achievement (750 word maximum)
7. Provide three (3) references from DVISD Leadership Position (Vice-Principal, Principal, District Coordinator or District Director)
8. Provide most recent DVISD job evaluation
9. Provide resume including leadership experience
10. Provide written recommendation from current campus principal
11. Review applicant paperwork with highest rubric scores
12. Personal interview of candidate applicants by a panel of current administrators using the following questions:
Please tell us about a time when you had to lead people through a controversial change. How did you handle this situation, and what would you do differently if you could do it over again?

A decision is made at a district administrative meeting regarding an instructional issue. You don't completely agree with the decision, in part because you expect there to be significant resistance at your school regarding implementation. How would you proceed?

You are walking through a very effective reading/language arts class. Please describe what is occurring and why you believe that these practices are valuable.
13. Del Valle ISD will focus on recruiting candidates that reflect the diversity of the student and community population

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.

June 11, 2020 - August 23, 2021 Program Timeline

During the program, cohorts participate in face-to-face and online training, including a leadership kick-off, Advancing Educational Leadership (AEL), Texas Teacher Evaluation & Support System (T-TESS), and other leadership training, nine online leadership modules, nine major performance assessments as well as independent work on PASL (Performance Assessment for School Leaders) and several Self-Study activities. The program also requires a school-based practicum/internship component which lasts from August 2020-July 2021 spanning a full academic year. Each four to ten week module requires one weekend on-site session; the remaining coursework is completed online, including a variety of assignments requiring online interaction with other cohorts and the course facilitators as well as campus-based experiences. The PCN curriculum is written and facilitated by individuals with campus administrator and/or district-level experience based on best practices, and is fully aligned to the state standards and objectives, and new TExES (268) Principal as Instructional Leader and PASL state assessments. The Performance Assessment for School Leaders (PASL) is an evidence-based performance assessment designed to assess instructional leadership during a candidate's clinical experience prior to receiving a license. This assessment evaluates school leadership candidates on their ability to impact instruction and student learning. The school leadership candidate's internship will provide a variety of artifacts, including plans, student work, and feedback, that will be submitted as part of the tasks. Task 1: Problem Solving in the Field - In this task, the candidate will demonstrate the ability to address and resolve a significant problem/challenge in a school that influences instructional practice and student learning. The task asks to provide evidence in regard to colleagues, the school and/or the community and to identify a problem/challenge that has implications for instructional practice and student learning. Task 2: Supporting Continuous Professional Development - In this task, the candidate will demonstrate skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning. Task 3: Creating a Collaborative Culture - In this task, the candidate will demonstrate the ability to facilitate stakeholder's efforts to build a collaborative team within the school to improve instruction, student achievement and the school culture. The on-site Principal mentor will be responsible for the following: -completing site-supervisor training -working with the candidate to support his/her PASL work -communicating regularly with the candidate to provide information, guidance and feedback -communicating with the Principal Certification Network Staff during site visits -notifying the Principal Certification Network Staff immediately of concerns related to the performance of the candidate when efforts to re-mediate problems on campus have not been successful -providing input and feedback regarding recommendation for principal certification near the end of the school year.

In addition, the principal candidates will be working with their principal mentors on the nine pillar performance assessments consisting of: -communication with stakeholders by responding to a campus concern by developing appropriate communications to key stakeholders -curriculum alignment by determining the effectiveness of current curriculum and demonstrate how it will effect change through professional development that supports moving your goals for curriculum and instruction toward higher levels of thinking -data-driven instruction by facilitating a PLC data meeting -observation and feedback by conducting a classroom observation and facilitate a coaching session with the teacher -diversity and equity by identifying a challenge found in school or community related to bias, equity, and/or diversity and lead a discussion around the identified challenge -hiring, selection, and retention by facilitating the process to recruit and support a high quality teacher aligned with a vision and culture of high expectations through creation of a teacher profile and interview rubric and engaging in the interview and candidate selection process -facilitate a professional development on campus -facilitate a collaborative process to establish a shared vision and culture of high expectations on campus -conduct a comprehensive needs assessment, develop an action plan that supports the findings, develop a budget for plan implementation, determine the impact of the plan on school operations and safety, as well as develop procedures to ensure a smooth transition -principal candidates will attend supplemental Student Learning Objectives training during the program 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.

Del Valle ISD uses several different data driven systems at the campus and district levels to continually analyze student progress and growth and adjust instruction based on data results. Del Valle ISD employs a Director of Data and Accountability, that exhibits leadership and coordination to provide an aligned and articulated instructional assessment, accountability, and data analysis program for the district, in addition to providing, evaluative findings (including student achievement data) for the review of curriculum and instruction program effectiveness. In the 2018-2019 academic year, each campus received individualized training on the new accountability system by lead4ward. The trainings allowed campus and district leadership teams to ask specific questions based on student data at each campus. As data from additional assessments becomes available, campus teams will be able to interpret the data and how to maximize student achievement measures under the new accountability system. In 2019-2020, each campuses Professional Learning Community meets regularly and works collaboratively to improve teaching skills and analyze academic performance of students. Each campus has a student data wall that provides an "at a glance" look at the school's data as a whole, for specific classrooms, individual students, and complies with FERPA Law. The district currently uses an online data system, OnPoint by OnDataSuite. OnPoint allows LEA's to identify trends, making the planning process more meaningful. Data sources include PEIMS, STAAR 3-8, STAAR EOC, ACT Plan, ACT Explore, TAKS, TELPAS, GASB Audit Data Feed, and the TEA Cohort Student List. District, Campus, Student, Staff and Teacher dashboards allow users to view their data on a whole. Student dashboards list every demographic data, attendance, discipline, test scores, academic performance ratings and grades. The district uses Eduphoria to monitor end of unit campus assessments and district benchmarks. Renaissance is used as a universal screener for Reading and Math, progress monitoring, and goal-setting. Throughout the Principal Certification Program (ESC 13 PCN) the candidates will be learning a PLC/teacher level data-process that is more formative and can be done on a weekly basis using teacher created exemplars, breaking down TEKS etc. to ensure smart planning and addressing all students needs early and often.

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.

August Staff Development Week includes Principal-led review of T-TESS policy, procedures, calendar & Student Learning Objective (SLO) process. Walk-Throughs are conducted throughout the year. May begin immediately after orientation and continue until the last day of instruction; a minimum of four (4) shall be conducted on all teachers and may focus on areas of refinement and reinforcement, as well as identified goals, will be used to monitor and support teacher goals with feedback meetings provided by the appraiser as needed; walk-through data impacting a teacher's summative appraisal report, will be shared with the teacher within ten (10) working days after the walk-through. EOY Conferences - Teacher performance and evidence toward goal attainment is reviewed; Evidence related to overall student growth & performance is examined (SLO Skill Profile, Student Growth Tracker, SLO Rating Rubric); Potential goals and professional learning for the next school year are discussed. Each school year, an orientation for Principals and Assistant Principals on TPESS is provided. Principals and Assistant Principals complete a Self-assessment using the T-PESS Rubric which provides the opportunity for Campus Administrators to reflect on their ability to fulfill the responsibilities of leadership according to the Texas Principal Administrator Standards. A Pre-Evaluation Conference provides the opportunity for the appraiser and the Campus Administrator to discuss several critical topics including the Campus Administrator's completed self-assessment and 1-3 goals aligned to the Campus Improvement Plans and to district priorities. Mid -Year Progress Meeting - Campus Administrators will meet individually with the appraiser to discuss the Campus Administrator's progress toward achieving his or her performance goal(s) that were set at the Pre -Evaluation Conference. The Campus Administrator will provide all artifacts and evidence related to performance improvement goals to the appraiser to be discussed at the end of the year performance discussion. At the final evaluation and goal setting meeting, the appraiser and the Campus Administrator will review and discuss any additional information that may be relevant to fairly and accurately assign final performance ratings, draft performance goals, and discuss recommendations and support for performance improvement for the subsequent year based on the current year results. In addition, District Administrators (Instructional Coaches, Asst. Supt., Supt., etc) visit campuses regularly for informal observations and provide feedback to both teachers and campus administrators.

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 Candidates salary and fringe	<input type="text" value="553,545"/>
Principal Mentor Stipends	<input type="text" value="25,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Principal Preparation Program Fees	<input type="text" value="86,500"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Principal Candidate Textbooks	<input type="text" value="4,000"/>
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OTHER OPERATING COSTS (6400)

Principal Candidate Reimbursements (TExES exam, certification fees, PASL fees, Registration fees)	<input type="text" value="7,750"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs


TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Leading Data Driven Culture:

How would you describe your team's...



<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	3
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	3
<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>	3
<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>	3
<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

Leading Observation Feedback <i>How would you describe your team's...*</i>		
<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	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>	3	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>	3	3
<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	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	3
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	3	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	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>	3	3
<p>i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?</p>	3	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	3