



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

NOGA ID

Authorizing legislation

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

Application stamp-in date and time
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Grant period from

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.

2020-020617 701-18-105-033

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 |
|--|---|
| Increase the diversity of school leaders to reflect racial/ethnic diversity of student population: principals are 45% Hispanic, 42% White, 12% AfrAm compared to students 55% Hispanic, 30% White, 7% AA | Strategic recruitment, selection, and placement processes will be utilized with demographic parameters being incorporated as part of a systematic process to recruit and select racially and ethnically diverse residents for the program. |
| Highly-qualified pool of candidates to fill current and future leadership needs: 17-18: 8 new principals, 18-19: 14 new principals 19-20: 20 new principals | Provide 10 highly-qualified and diverse applicants a deep and meaningful one-year residency experience based on AISD's Leadership Framework, coupled with job-embedded coaching to promote optimal leadership development this enhancing AISD's internal leadership pipeline. |
| Principal and district leader surveys indicate need for candidates to be systematically prepared to meet district standards and performance expectations, esp. At high-needs campuses (47%). | Program model includes rigorous selection, a program of study aligned to district standards and competencies, and coursework and applied learning occurring in authentic leadership settings. Target high needs schools for residency placement. |

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.

AISD will partner with an identified EPP to provide a selective and thorough principal preparation residency program for aspiring leaders currently serving in AISD as teachers, counselors, or instructional coaches. Identified candidates will earn a principal certification and a master's degree in Educational Leadership while engaging in a one-year supported, job-embedded residency experience in partnership with a Mentor Principal and a Leadership Coach. By June 2021, AISD aspiring leaders will have 1) been observed by their mentors and coaches, 2) collaborated with teachers and peers, 3) used data to direct inform choices, and 4) reflected on their own practice and intentionally addressed equity on their campuses, including how best to meet the needs of historically marginalized students.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1) Collaboratively develop and implement a recruitment plan and selection criteria with an emphasis on the identification of potential school leaders who reflect district and campus demographics and great leadership potential. 2) Recruit and attract a robust pool of highly qualified and diverse candidates. 3) Identify 10 highly qualified and diverse educators for the program, recording their demographic data. 4) Develop and organize a professional learning course sequence with the EPP, ensuring alignment with AISD's Leadership Framework and skill requirements of the Texas 268 Integrated Pillars. Progress toward meeting these goals will be determined by 1) the creation of a recruitment plan, 2) the choosing of selection criteria, 3) the recruitment efforts initiated, 4) the diversity of the selected educators for the program, and 5) the creation of the professional learning course sequence.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1)Summer and fall coursework with EPP, sequenced and aligned to the AISD Leadership Framework and Texas 268 Integrated Pillars. 2)Identify mentor principals/potential high needs schools. 3)Place residents at sites with expectations for on-site guidance, modeling, and leadership development tasks. 4)Residents attend the Principal Preparation Summer Institute(PPSI). 5)Deploy a 12-month program based on a clearly-articulated and well-aligned curriculum. 6) Residents attend Beyond Diversity professional development 7)Plan, finalize, and commence data gathering and implementation for Participatory Action Research (PAR) project under direction of EPP faculty and mentor. 8)Residents receive weekly coaching/contact cycle with EPP faculty supervisor, Mentor Principal, and/or Leadership Coach. Progress will be determined by a) the execution of coursework, b) the selection of mentor principals/campuses, c) attendance at PPSI, d) the completion of the PAR project to aid in educators use of data to inform decision making, and e) the number and diversity in content of meetings between residents and mentors

Third-Quarter Benchmark

1)Residents complete Phase I & II of 'Coaching for Results' 2)Continue coursework. Continue and complete PAR 3)Residents continue at sites with on-site guidance, modeling, and leadership development tasks 4)Continue weekly coaching/contact cycle for residents, with feedback and coaching. 5)Deploy and analyze formative and annual evaluations using surveys, including assessment of : a) level of residents' knowledge and skills throughout; b) program experiences, leadership learning, instructional leadership practices, career advancement, and school improvement work and outcomes; c) program supervisors' leadership practices and school improvement work and outcomes. Progress will be determined by 1) the completion of 'Coaching for Results,' 2) the completion of PAR , 3) the number and diversity in content of meetings between residents and mentors, 4) surveys to gauge the growth of residents' knowledge and skills, and 5) the performance of residents during the AISD assistant principal hiring processes.

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.

AISD's Department of Research and Evaluation and the EPP will collaborate with other principal preparation programs and existing task forces [i.e., University Council of Educational Administration (UCEA) Evaluation Taskforce] to ensure high-quality evaluation. This includes formative and summative surveys aligned to state and national leadership standards that will enable program participants to assess their level of knowledge and skills throughout their preparation experience. We will deploy surveys for supervisors of program participants to assess their leadership practices and school improvement work and outcomes. We will report individual and cohort growth on key performance indicators and make programmatic adjustments based on results. We will report on data related to resident performance in the AISD hiring process, inclusive of reporting scores on the HireVue interview and AISD assessment center. We will also use hiring process scores of non-residents to determine if there are significant differences in hiring process performance between residents and non-residents.

A data-informed approach will be used in the recruitment, selection, and retention processes for both program participants and mentor/residency principals. For example, we will use mentor/resident quarterly reflective meetings to serve as a forum for dialogue regarding how to improve the mentoring and internship processes. The EPP and/or AISD will provide mentors with specific expectations and an evaluation instrument that will clearly communicate the mentor's responsibilities and expected deliverables.

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 goal to recruit, select, and prepare candidates who mirror the student population and provide a principal pipeline for AISD is accomplished through the following objectives:

- 1) Develop a RECRUITMENT PLAN, using research-based best practices and the AISD Leadership Framework/profile to identify potential school leaders for nomination. Nomination processes will include in-person and other outreach to district and campus leaders, social media and digital communication with leaders and potential candidates (teachers, counselors, instructional coaches), and outreach to key organizations that support teacher and leadership development such as AABSE (Austin Association of Black School Educators), AAPSA (Austin Area Principals and Supervisors Association), and Austin's chapter of TABE (Texas Association of Bilingual Education).
- 2) Collaboratively define SELECTION CRITERIA with EPP partner to ensure current teacher leaders who have the potential to become effective principals are rigorously selected. Preliminary criteria include individuals who: demonstrate leadership experience in school and/or district; improve classroom/school academic achievement; demonstrate ethical behavior; advocate for marginalized students; collaborate with faculty and staff using strong interpersonal and problem-solving skills; communicate effectively with families and community members; demonstrate evidence of professional growth; demonstrate evidence of successful classroom observation data and teacher evaluations; are recommended by their principal. A rigorous nomination process from current campus, district, and community leaders will identify a highly-diverse and effective pool of candidates with great potential for campus leadership.
- 3) Implement an APPLICATION PROCESS for candidates to apply to the selected EPP Program, in which they will submit a resume, statement of purpose, and three letters of recommendation. AISD leadership team and EPP will use an application rubric to select candidates who will be invited to a Leadership Assessment Center.
- 4) Use an ASSESSMENT CENTER to select candidates. AISD and EPP faculty/staff will identify assessors and collaboratively review and recommend for the program. Trained assessors will use multi-rater assessment techniques and demonstrate inter-rater reliability when evaluating the following tasks: (1) data analysis simulation and presentation, (2) classroom observation and feedback role-play, and (3) behavioral/leadership interview. Assessors will reach consensus and submit recommendations to the EPP's Admissions department.

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 AISD aspiring leaders cohort will earn a principal certification and master's degree from an EPP program, which consists of a standards-based curriculum (aligned to Texas Standards for Principals and national Professional Standards for Educational Leaders) that provides multiple opportunities to apply these standards in practice in AISD schools. The residency design will be co-developed by AISD, EPP, and mentor principals and based on AISD's Leadership Framework to address associated skill requirements of the Texas 268 Identified Integrated Pillars; we will use lesson learned from our current residency cohort to refine and adjust the program. Each resident will benefit from supports provided by the following roles and experiences:

COURSEWORK: Coursework will be designed to develop participants' competencies in Texas 268 Identified Integrated Pillars; and will explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. Coursework will be organized and logically-sequenced to ensure that concepts, knowledge, and skills build upon each other in a structured progression of learning. Coursework will be designed specifically for participants to develop leadership capacity to lead high-achieving, equitable, and socially-just PK-12 schools. The EPP will co-develop rigorous learning modules/curricula with AISD partners to ensure candidates learn content that is relevant for AISD schools. Residents will attend Beyond Diversity, a powerful, personally transforming two-day seminar designed to help leaders, educators, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. Residents will submit reflections and receive coaching support from the EPP Advisor and/or the Principal Mentor.

INQUIRY PROJECTS: Throughout the preparation program, participants will conduct inquiry projects, including collaborative case studies, equity audits, and a yearlong, individual action research project, through which they will gain practical experience in collecting, analyzing, and making equity-centered decisions about data to improve student outcomes as well as leading teams to positively impact specific educational outcomes. These projects will also improve participants' capacity to apply principal standards and skill-sets to lead the campus leadership team in analyzing data, identifying inequities, and implementing research-based practices to address the issue. Finally, participants will be asked to continuously reflect on how these project experiences affect their development as leaders by maintaining a weekly journal in which they document incidents, challenges, insights and connections to the coursework.

IN-ROLE SUPPORT: Ongoing support from the Mentor Principal, onsite Coach, and EPP Advisor ensures that each resident is exposed to substantial and sustained leadership opportunities, including: identifying and addressing a significant challenge that influences instructional practice to improve student learning; developing and facilitating continuous professional development with assigned teaching staff; and building a collaborative school team to improve instructional practice and school culture. Each of these advisors will help the resident participant to synthesize this new learning from multiple sources and through cycles of ongoing feedback. Residents will be paired allowing them to experience two campuses with vastly different demographics. In a city that is very economically segregated, the diversity of experience will be invaluable. Additionally, the pairing of not only the residents, but also the mentor principals and coaches will help to create peer learning opportunities for all stakeholders.

RESIDENCY COACHING: The residency cohort will receive coaching cycle training on 'Coaching for Results' as well as on-site targeted coaching training. This ongoing, standards-based coaching protocol and training (aligned with AISD's coaching model and co-developed with the EPP) will help the residency cohort develop coaching skills to support teachers and other staff members with actionable feedback and to supervise instruction. It will provide participants an opportunity to learn, implement, and practice leadership strategies, and receive feedback to support their professional growth during the internship. The EPP Advisor, AISD Advisor and the onsite Coach will support residents through dialogue, job shadowing, modeling, and mentoring, and also triangulate data from various sources, including participants' Internship Log, Leadership Observation and site visits, Individual Learning Plan, and performance rubrics to identify areas for individual coaching and support.

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.

AISD currently implements a variety of data-driven systems, utilized at the campus level throughout the school year, and aligned to end-goal assessments such as state tests and college entrance exams. AISD uses a calendar to implement these assessments which guide core instructional and intervention practices. Based on assessment results, campus staff design and implement best instructional practices and supports to meet all students' needs. Campus leadership teams meet regularly to analyze school-wide data and teacher data so that effective action plans are created to support teachers and students.

Weekly campus-level professional learning community (PLC) data meetings are conducted and monitored by the campus leadership teams. These PLCs focus on interim assessments, daily instruction feedback, and student work analysis. During PLC meetings, teachers and administrators review district and state curriculum, which could include AISD's monitoring of curriculum implementation and making adjustments based on data to meet students' learning needs. Action plans created include ways to meet and exceed rigor of standards and end-goal assessments. AISD provides district-level support in the collection and analysis of student data, and in the creation of effective plans and implementation of supports. Campus leadership teams collaborate with district-level teams to provide campus-level professional development directly connected to identified needs. New instructional practices learned through professional development are observed and monitored by leadership teams to provide timely and actionable feedback to teachers and students. Campus-based professional development is provided in a variety of ways, such as but not limited to, whole group learning, small groups or teams, and job-embedded experiences with coaching support.

As indicated in Attachment 1, we believe these systems make our team proficient in leading a data-driven culture.

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.

Campus leaders provide feedback through systems and plans that best fit the needs of the campus. AISD's Professional Pathways for Teachers (PPFT) appraisal system allows for campus leaders to evaluate teachers on a regular basis by providing clear, timely, and useful feedback that identifies growth areas and guides professional development. PPFT fosters open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and development of individual and school-wide practices that effectively improve student learning. Campus leaders and leadership teams provide knowledge of best teaching practices and standards, and model lessons for struggling and/or new teachers.

For the 2020-2021 residency cohort, each program participant, Mentor Principal, and EPP Advisor will collaboratively plan for opportunities to lead and document required hours of authentic leadership through actions, practices, experiences, and instructional protocols in an internship/residency log. This log will be another opportunity for participants to receive coaching and reflect on the internship experience as they document hours aligned to one or more Principal Certificate TAC Standards each semester.

The EPP advisor or onsite coach will engage in at least one touchpoint per week with program participants, provide more extensive observations/coaching monthly throughout the residency period, and provide written feedback through an interactive conference. Informal observations and coaching will be provided by the Mentor Principal and/or the onsite coach as appropriate. Program participants will also conduct three classroom observations as if they were the principal (one with the EPP Advisor, Mentor Principal and onsite Coach), and debrief to further reflect on how best to coach, support, and appraise teachers.

Participants will meet at least twice yearly for a one-on-one check-in with their EPP Advisor regarding their professional growth, which is another opportunity to model and coach the resident. During the initial meeting, the participant develops an Individual Learning Plan. The second meeting is a check-in regarding their Individual Learning Plan to determine the type of coaching support that is needed for the remainder of the school year to apply coursework to authentic problems of practice.

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

| | |
|--|----------------------|
| Average Salary with Benefits for 10 residents (minus \$150,000 matched amount) | 596,530 |
| Stipends for Mentor Principals | 10,000 |
| Salary for Mentor Coaches | 14,000 |
| <input type="text"/> | <input type="text"/> |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|----------------------|
| Professional Development (coaching and equity focused) | 44,500 |
| Misc. Contracted Services | 550 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

SUPPLIES AND MATERIALS (6300)

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


OTHER OPERATING COSTS (6400)


| | |
|--|----------------------|
| Certification Exam Costs for Residents | 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)

| <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> | 4 |
| <p>b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?</p> | 4 |
| <p>c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?</p> | 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 |
| <p>e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?</p> | 3 |
| <p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p> | 3 |
| <p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p> | 3 |
| <p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p> | 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 |
| <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 |

| <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>4</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>3</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>3</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>3</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>3</p> |
| <p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p> | <p>3</p> |
| <p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p> | <p>3</p> |