



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

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
- 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.



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Email Phone

Signature Date

Grant Writer Name Signature Date

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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
NEISD seeks a structured pathway through which experienced educators with master's degrees can obtain valuable clinical experience to train and serve as principals/assistant principals at high needs campuses.	Funds from the NEISD Principal Residency Grant will help craft a training structure through which qualifying and experienced candidates with master's degrees will train with veteran mentor principals at high needs campuses.
1,866 district educators have master's degrees and more than five years teaching or education experience, but are not recorded as having a principal certification.	The recruitment and selection process will recruit educators with master's degrees, who seek a principal certification, mirror the student population and are eager to lead and elevate a high-needs campus as a principal or assistant principal.
Of the 305 current district principals/assistant principals, only 92 are minority.	A pipeline to train and certify campus leaders will add to the ranks of campus leaders that would more closely mirror the student population.

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 yearlong, full-time NEISD Principal Residency Program (NEPR) seeks experienced educators who hold master's degrees to prepare for the principal certification and train to lead high-needs campuses. The residents will focus on leadership experiences under the mentorship of successful principals while attending an Education Preparation Program (EPP). NEPR seeks to 1) provide a one-year mentorship with a veteran principal and training by a field supervisor provided by the EPP; 2) ensure that the residents complete 15 credit hours of a rigorous principal preparation program, and 3) pass the principal certification exam.

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

The following milestones to measure progress will be reached between February 2020 - June 2020: 1) interview qualified and diverse candidates for the yearlong, full-time NEPR; 2) record the number of applicants and demographic information; 3) select highly qualified residents and record demographic information of residents; 4) administer a pre-survey to residents to capture expectations of the program and mentor principals; 5) assign residents to campuses and mentor principals; 6) schedule meetings with the EPP to confirm courses, expectations and target desired outcomes; 7) identify and schedule training for field supervisors; 8) create and implement training for principal mentors; 9) ensure residents, principal mentors and field supervisors attend the required TEA Principal Residency Summer Institute.

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

The following milestones to measure progress will be reached between July 2020-November 2020: 1) finalize coursework with UTSA; 2) define and articulate specific learning and career development goals/objectives for each resident; 3) continue training for principal mentors; 4) residents register at the EPP; 5) schedule orientation for residents and distribute necessary course documents at the EPP campus; 6) launch the yearlong, full-time NEPR in Fall 2020; 7) field supervisors conduct the first on-site visits at the resident's assigned campus.

Third-Quarter Benchmark

The following third quarter milestones to measure progress will be reached between December 2020-April 2021: 1) evaluate a resident's progress on assigned campus projects; 2) evaluate residents using applicable T-PESS leadership indicators; 3) residents continue EPP/NEPR coursework; 4) monitor residents' progress; 5) ensure residents register for the appropriate certification exams.

This addresses benchmarks for the fourth quarter listed in the FAQ, which runs from May 2021- August 2021: 1) field supervisors finalize the coaching visits in May; 2) administer post-survey to residents to monitor effectiveness of program and mentor principals; 3) monitor residents' completion rate; 4) ensure residents take certification exam; 5) monitor residents' exam test scores; 6) invite recent graduates to apply for principal/assistant positions at high-needs campuses in NEISD.

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.

Attainment of a strong, highly qualified pool of principal candidates will be evident by adhering to the NEPR measures: five years or more teaching experience, a master's degree, successful completion of EPP program and the award of the state's principal certification. By completing these achievable and measureable tasks, NEPR will effectively recruit and train five candidates for campus leadership positions at high-needs campuses. Additionally, this program will require residents to achieve performance of "Developing" or higher on selected leadership elements from the Texas Teacher Evaluation and Support System (T-TESS). This is an effective measure that integrates the residents' knowledge and experiential growth resulting from five or more years of classroom experience, on-campus mentorship, local committees/needs assessments and focus on student outcomes - all within the context and benefit of the students and the administrative demands of a high-needs campus.

Another measure of success is to approach parity between the race/ethnic composition of the NEISD student body and the district's campus leadership composition. This project seeks to add administrative leadership skills to advance degreed and experienced educators but prioritize the inclusion of candidates that more closely mirror the student population. Striving for inclusion would enhance social equity and provide role models to students. There are 1,866 educators at NEISD schools with five years or more teaching experience and hold a master's degree.

Of this number, 689 are from underrepresented race/ethnic origins or ancestry. With only five spaces for ideal candidates, we expect to have strong applicants and a high likelihood of completion. Considering these factors, the goal of increasing the pool of highly qualified candidates for campus leadership positions for high-needs campuses by the end of 2021 is achievable and realistic.

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.

NEISD principals and central office administrators (COA) will recommend educators with teaching experience who meet the eligibility requirements. The grant Project Director will use social media and e-mail to announce the opportunity. An event-based outreach will be scheduled to further attract and educate candidates to this opportunity. The names of qualifying candidates will be forwarded to the Project Director based on evaluations, achievement data, on-campus leadership, peer feedback and a growth mindset. The progression of achievement over the years for each candidate will be researched and generated by the district's Planning and Research Department. A candidate's evaluations and appraisals will be reviewed for demonstrated strengths and improvements. The goal is to channel five candidates through the NEPR and coach them through the attainment of the state's principal certification.

The candidate's principal/COA will provide information to the Project Director that reveals whether the candidate is responsive to feedback and whether the candidate has a growth mindset. The candidates will then be interviewed by the Project Director and a committee comprised of five veteran district administrators and two successful principals. Representatives of the EPP will participate in formal interviews during the final selection process. Applicants will be asked for 1) reason for pursuing a principal certification; 2) a biographical sketch of experiences and leadership roles held while teaching; 3) the applicant's career plans, and 4) views on one current or future educational reform effort. An applicant's leadership capabilities and other attributes will be evident through one letter of recommendation from the teacher's current principal/COA. Based on data provided by the district's Planning and Research Department, efforts will be made to select candidates that mirror the district's student population demographic. The candidate recruitment process and selection criteria will ensure that candidates who earn principal certification will have the opportunity to apply to serve as principals or assistant principals at campuses that are underrepresented and/or have high needs populations.

The screening process will include the review of a resident's measurable student achievement, interpersonal leadership, effective problem solving, positive response to feedback and a growth mindset. This will be accomplished by reviewing grade reports, results of standardized tests and T-TESS results. An interview process, in-basket activities, simulations and scenario-based role-playing will be used to measure interpersonal leadership. Additionally, the selection committee will seek input from a candidate's principal/COA to determine whether a candidate responds effectively and positively to observations and feedback. An ideal candidate will exhibit a desire to continue learning and is open to recommendations for improvement.

The screening committee will seek an applicant's motivation to lead a high-needs campus as well as determine whether an applicant is likely to complete the program. All five selected residents will be viewed as potential hires for available leadership positions as principals/assistant principals.

This grant offers a unique opportunity to produce principal candidates for high needs campuses in a diverse school district located in San Antonio. NEISD's 68 campuses range from a low of seven percent economically disadvantaged student population to a high of 92 percent economically disadvantaged. Additionally, more than 60 percent of the district's 66,101 students are minority.

As a result of the diversity, NEISD has campuses with leadership that does not that mirror the population of high-needs campuses.

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 EPP will be The University of Texas at San Antonio, recently recognized as one of only nine leadership preparation programs in Texas approved to collaborate with school districts in principal residency programs. NEISD has an on-going relationship with UTSA's Department of Educational Leadership & Policy Studies (ELPS). The district and ELPS have co-developed this preparation program, which is anchored to proven EPP coursework and lays out clear and specific learning and career development goals and objectives.

Apart from the 120 minutes a day in a classroom, the candidate will spend the one-year residency mentored directly by an effective, reflective and successful campus principal familiar with mentoring and a fully-approved and trained field supervisor from UTSA. The clinical components of the NEPR will include:

- 1) Conducting a campus needs assessment in collaboration with the principal - this will uncover problems and challenges that need to be addressed to improve instructional practice, student achievement, and/or the school culture;
- 2) Analyzing student performance data - this process will teach the resident to conduct a root cause analysis to help identify trends and needed resources;
- 3) Developing solutions for an identified problem of practice - this action will provide substantial leadership experience in resolving a significant problem/challenge that influences practice and student learning outcomes;
- 4) Leading a campus committee - this activity will enable the resident to facilitate stakeholders' efforts to collaborate on and address a campus need;
- 5) Leading a faculty meeting - this experience will allow the residents to practice the delivery of professional development to fellow teachers; and
- 6) Planning, completing and executing a School Improvement project under the supervision of NEISD and UTSA's ELPS.

The residents will collaborate with the principal and receive coaching in an authentic school setting. Residents will attend sessions with community organizations that have experience working with high needs students and tour neighborhoods that feed into their campuses. The resident will receive expert guidance from two sources: the mentor principal and UTSA's field supervisor. The field supervisor will teach the practicum course.

While the resident performs the duties listed above, the resident will complete the coursework and fieldwork required by UTSA. The successful completion of the 15-credit hour program enables eligibility to take the examination(s) for the Texas Principal Certification. The curriculum will be aligned with the Texas Principal Standards core content courses. Customized and rigorous learning plans will be developed for practicum experiences. Assessments will be performance-based to demonstrate proficiency on standards. The residents must attend class one night a week with an additional one night per month for the UTSA practicum class, which will span the Fall 2020 and Spring 2021 semesters. The residents must take two courses per semester and each of the two courses in a semester is eight weeks long. During the course of the year-long residency, each resident will receive a minimum of three visits from the UTSA field supervisor at the campus to which they have been assigned. Coaching protocols were adapted from the International Coach Federation Core Competencies and the TEA Field Supervisor Guide. Ultimately, the resident must pass the TExES Principals as Instructional Leader (268) and the Performance Assessment for School Leaders (368) examinations. An online practice test is available to candidates who seek a principal certification. In addition to the standards-aligned coursework, UTSA will provide 268 and 368 practice and review sessions for each exam.

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.

NEISD encourages campus leaders to follow a collaborative Professional Learning Communities (PLC) process focused on results. Campus leaders and teachers are given the tools and the training to monitor the progress of students. The monitoring includes tracking and using assessment data aligned to the state’s accountability system. Additionally, educators adjust instructional strategies and create individualized intervention plans using the Response to Intervention and Accelerated Instruction Plan. Some campuses provide targeted pullouts to analyze benchmark data, and student writing through NEISD-developed data protocols. These protocols allow campuses to develop and focus on grade level, student and teacher trends. Campus educators use plans to develop next steps for use in the classrooms, as well as provide professional learning on incorporating differentiated instruction based on assessment results. Learning Targets, Success Criteria and formative assessments are used at all levels to construct teacher clarity, extension, and intervention to meet the needs of our diverse student population. Campus instructional leaders and teachers review disaggregated data after each major assessment to track and monitor progress of all students or specific student groups. Teachers use this data to plan corrective instruction and extensions either individually or through their PLCs. This allows educators to identify trends in student misconceptions, discuss colleague success, track student progress and create a plan for re-teaching if necessary. Although each campus principal can implement systems and structures to address the unique and dynamic needs of their student population, the following highlight some of the ways NEISD uses data to drive instruction:

- Review the identified Power Standards, Understandings and Essential Questions educators want the students to master;
- Apply a campus’ PLCs to develop common assessments prior to the learning and use district made unit assessments to assess student learning, and monitor progress through formative assessments;
- Develop a learning progression by unpacking TEKS, and creating Learning Targets and Success Criteria;
- Develop common assessments prior to the learning.

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.

NEISD follows a system designed to support teachers in their professional growth. The Texas Teacher Evaluation and Support System (T-TESS) allows for a dynamic and continuous feedback between teachers and students. T-TESS focuses on teachers and students rather than separating them into separate domains. This system allows educators to gauge the effectiveness of teachers and requires a constant focus on how students respond to their teacher’s instructional practices. The Observation and Feedback systems track goal setting/achievement and professional development, student growth measure, and the evaluation cycle which includes pre-conference, observation and post-conference.

Campus principals are guided by the Texas Principal Evaluation and Support System (T-PESS), which allows the tracking of their professional and developmental growth. T-PESS offers clear appraisal guidelines that nurture ongoing improvement, identify performance strengths and support gaps and provides constructive feedback.

The use of observation and feedback systems reveals the effectiveness of a school leader who is focused on leading change and developing purposeful community within the school and beyond. Our systems reveals when a strong campus leader must reinforce existing expectations such as instruction, order, and discipline. The systems also reveal when a campus leader must challenge staff and students to consider new ways of thinking.

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

5 Mentor Principals - Total Stipend	5,000
5 Residents - Total Salary	259,750
Fringe Benefits For 5 Mentor Principals	628
Fringe Benefits For 5 Residents	54,928

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Program Coursework For 5 Residents	10,039
Certification Exam Costs	3,270

SUPPLIES AND MATERIALS (6300)

	0
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OTHER OPERATING COSTS (6400)

Travel To Required TEA Principal Residency Summer Institute For 8	5,971

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>	2
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	3
<p>d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including “do nows”, in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?</p>	3
<p>e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?</p>	3
<p>f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?</p>	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>	2
<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>	2
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	2
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

Leading Observation Feedback <i>How would you describe your team's... *</i>		0 - Lacking 1 - Attempting 2 - Foundational 3 - Proficient 4 - Exemplary
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?	3	
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?	3	
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?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3	
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	