



**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  
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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
- 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.

2020-020696

**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
Too few students are on track for post-secondary success. Current ratings: Student Achievement-F, School Progress-D, Closing the Gaps-D. Need highly skilled leaders to support student academic achievement goals.	Superintendent engaged ESC 13 to build residency program that aligns leadership competencies with the systems and practices that improve student outcomes. District leadership commits to support fellows during program and will use criterion standards, data systems and alignment in Effective Schools Framework to provide actionable feedback and build a culture of accountability.
No instructional leaders currently hold Texas principal certifications.	The residency program will create a pipeline of instructional leaders that meet requirements of the Texas Principal Standards & TPESS & TX 268 ID Integrated Pillars and are prepared to use the Effective Schools Framework to identify and address campus specific needs.
Teacher turnover exceeds state averages (currently at 70%).	Reduce teacher turnover to under 40% in first year. Prepare leaders to focus on retention of most effective teachers; implement evaluation that includes student performance; establish career pathways so that teachers will plan for long-term future with our school, grow professionally, and advance in compensation.

**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.

Goal 1: By the end of August 2021 Bexar County Academy will increase the number of principals who have graduated from program that produces highly skilled leaders (with state sanctioned principal certifications) from 0 to 3. These leaders will demonstrate the capacity to support Effective Schools Framework (ESF) on this campus.

**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 first quarter benchmark will gather baseline data in relation to the need and SMART Goal above. Benchmarks will include: 1. The number of Principal Residents who are selected and admitted into the Principal Certification Network (PCN) at Education Service Center Region 13 (ESC 13) 2. 80% of staff agree that the superintendent is aligned with EPP, residents, and school leaders, in order to fully enable authentic learning that supports implementation of ESF and is working from an approved, established plan that was created in collaboration with their assigned region service center support, school leaders, residents and stakeholders. 3. 100% of principal residents are demonstrating skills required in the PCN to progress in residency program based on baseline assessments and formative assessments administered by the PCN staff, superintendent and mentors.

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

The second quarter benchmark will provide data on mid term progress measures in relation to the SMART Goal including:

1. Number of residents progressing in residency program : Three Principal Residents are fully participating and engaging in the residency - evidenced by the degree to which their authentic learning enables them to meet ESF targets of implementation established by the superintendent and region center support team and their individual performance feedback.
2. 80% of staff agree that superintendent is aligning the authentic learning of residents to district goals and ESF implementation as evidenced by feedback from the region support team, teachers, students and families and other stakeholders (surveys, meeting targets of plan).
3. Learning is shared across district from: superintendent to school leaders to resident to teachers and to students and stakeholders as evidenced by meeting pre-determined targets outlined in implementation plan and stakeholder feedback.

**Third-Quarter Benchmark**

The final benchmark will provide data on end of grant progress measures in relation to the needs and SMART goal including:

1. Graduation and completion rates of principal residents ability to obtain principal certification and assume leadership role on the school campus.
2. The degree to which the school has fully implemented the ESF based on implementation plan; data system creation to support actionable feedback to leaders, teacher and other staff; the development of a more robust teacher engagement strategy that includes career pathways, strategic compensation using student performance outcome measures and student feedback, opportunities for teacher collaboration, skill-building and reflection.
3. Evidence of an Increase of student academic achievement, growth and closing of achievement gaps based on testing data and school accountability rating.
4. reduced rates of teacher turnover and increased rates of engagement (Q12 survey).
5. Increase in skill of school leaders based on evaluation and results of goal- from 0 to 3 certified principals.

**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.

Formal and informal assessments will be conducted throughout the duration of this project and real-time adjustments will be made to ensure the effectiveness of the program. The project team has developed risk-management strategies (RMS), along with plans for modification if benchmark and other data indicate that the project is not on track to meet its goals.

Plan 1: Build residency program that develops leadership competencies to improve student outcomes. RMS: The recruitment, retention and placement of residents will be supported by working with superintendent to align authentic learning at the district level so that superintendent has common understanding of best practices and is better able to support residents throughout their learning while also working with them and region support staff to implement ESF. If data reveals that the alignment is not in place and targets are not being met, the project team will enable supports to get back on track; supports include service center support, Region 13 EPP and mentor support. Additionally, if residents are not progressing and mentoring and coaching is not enabling progress the project team will determine root causes and address issues identified. Additional strategies may include developing a wait list of residents and modifying the selection process.

Plan 2: The residency will create a pipeline of certified leaders to use the ESF to achieve school goals. RMS: The PCN is based on skill requirements of the Texas Principal Standards & TPESS & TX 268 ID Integrated Pillars with additional alignment to campus specific needs; a TEA approved EPP is aligned with ESF. The project team will ensure the development of a ESF roadmap to implementation that includes goals, measureable objectives and tangible tasks. The PCN enables authentic learning that aligns with ESF implementation and if the school gets off-track and is not able to implement identified tangible tasks the superintendent will work with school leaders and residents to determine root causes and appropriate action.

Plan 3. Reduce teacher turnover to under 40% in first year. Prepare leaders to focus on retaining effective teachers; evaluation includes student performance; career pathways plan. RMS: PCN enables authentic learning; the curriculum enables residents to explore identified problems and create strategies to make needed changes. Residents will be supported by the superintendent, who will monitor progress and intervene. If the project is not progressing based on plan the project team will determine root causes and adjust.

**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](mailto: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.

Bexar County Academy is committed to recruiting and selecting talented and diverse aspiring school leaders who are passionately engaged and ready to support the needs of the 100% economically disadvantaged students who attend grades PK-8 at the school. Eighty-five percent of the staff mirror the diversity of the student population. The school is small, and the district will be able to ensure all instructional staff and school leaders learn about the opportunity to apply to become a principal resident by sharing the information during all staff meetings, email communications and sharing the information using a link on the school website. Staff members identified by district and school leaders who currently demonstrate mastery as evidenced by their student performance data, T-TESS evaluations, campus leadership will be strongly encouraged to apply. The prerequisites screening process include verification and submission of the following:

- Service Record showing a minimum of two (2) years teaching experience
- Official Master's Degree transcript (GPA Min.3.0) sealed official sent from school
- Documentation of GRE scores (if taken)
- A copy of your current Texas Teaching Certificate
- A copy of your most recent teaching evaluation
- Three (3) Professional Recommendations forms (including one from current supervisor)
- Submit a resume including leadership experience

Applicants who pass initial screening are invited to participate in an assessment interview with the project leadership team (superintendent, regional director, PCN staff). To recruit strong residents, PCN partners with school to identify potential residents who meet the criteria for participation in the PCN and are working toward becoming successful instructional leaders. Prospective PCN residents who are invited to participate in the PCN application process currently demonstrate the ability to address and resolve a significant problem/challenge in their school that influences practice and is student learning. They also demonstrate a growth mindset and the ability to build collaborative teams by successfully leading campus/district committees, active participation in administrative conversations, and having a positive input in campus planning. Prospective PCN residents also display skills needed to establish and support effective and continuous professional development, teacher mentoring/coaching, and teacher support systems.

The interview will consist of a variety of opportunities to demonstrate competencies using cognitive, behavioral, simulation, role-play activities and questions as well as a review of completed multi-rater assessments. Some examples of activities and questions will include: Applicant will be asked about what they perceive as the critical gaps in student performance data outlined in the CIP and TIP and how they would approach addressing (strategic problem solving) gaps found; their ability to demonstrate instructional competency based on their sharing their student performance data such as, student testing data, growth/progress (student achievement); an analysis of their commitment to work in the district, examples of demonstrated perseverance by answering questions to show persistence and problem-solving abilities to attain personal goals (interpersonal leadership); sharing of their most recent summative evaluation that includes (inter-rater feedback) their ability to analyze and reflect then "plan, study and do" in terms of how they approach ongoing learning and personal development in their current role (strong evaluations/appraisals & growth mindset). Additionally, applicants will have an opportunity to assess instruction (either live or watching a video), document their findings and model a feedback conversation with the teacher they observed. After modeling this conversation, they will receive feedback and have an opportunity to have the conversation again after receiving feedback (effective response to observations and feedback, interpersonal leadership and growth mindset). All applicants who go through this process will be evaluated using a rubric that is aligned with competencies to assess leadership competencies shown here.

**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.

Residency Core Components: The Principal Certification Network (PCN) at Education Service Center Region 13 (ESCI 3) engages residents in the work of principals through an authentic learning experience that consists of a leadership practicum or internship and also provides a cohort of peers for networking. Residents participate in full-time, year long program beginning in summer, conducting in person learning when school is not in session; that includes a combination of face-to-face and online training. The program year begins with a two month pre-practicum foundational training series with a leadership kick-off retreat, Advancing Educational Leadership (AEL), Texas Teacher Evaluation & Support System (T-TESS), Texas Principal Evaluation & Support System (T-PESS), Impact Coaching, EL and SpEd for Administrators, and other leadership trainings. The elements of the Effective School Framework levers are woven throughout the foundational training. Additionally, nine online leadership modules, nine major performance assessments, independent work on the Performance Assessment for School Leaders (PASL), and several independent study activities are included. Each four to ten week module requires one weekend on-site/face-to-face session; the remaining coursework is completed on line and includes a variety of assignments requiring online interaction with other cohorts and course facilitators as well as campus-based experiences. The program also requires a school-based practicum/internship component that spans a full academic year. Throughout the program residents receive ongoing cycles of: COACHING- field-based in person coaching as well as email and phone communications; SUPERVISION- Support from the PCN Coordinator and Field Supervisor is provided in collaboration with the PCN resident's on campus site-mentor, their campus principal. PERFORMANCE BENCHMARKING AND PASL INTEGRATION-residents work through nine major performance assessments throughout the program year. Each of the nine performance assessments is aligned to a pillar that includes specified knowledge, skills, and mindsets created by TEA, and each course includes at least one of these major performance assessments. All nine performance assessments are authentic leadership opportunities to be performed at the PCN resident's home campus with ongoing feedback from both the site supervisor (principal mentor) and PCN Program Coordinator. Specific LEA priority activities/experiences include, but are not limited to, the following nine pillar-based performance assessments:

Pillar: Leading School Culture. Performance Assessment: Effectively facilitate a collaborative process to establish a shared vision and culture of high expectations on campus.

Pillar: Curriculum & Alignment. Performance Assessment: Determine the effectiveness of current curriculum & demonstrate how the PCN resident will affect change through professional development that supports alignment of curriculum and instruction with standards at the required level of rigor

Pillar: Data Driven Instructional Leadership. Performance Assessment: Facilitate a data meeting

Pillar: Observation & Feedback. Performance Assessment: Conduct a classroom observation and facilitate a coaching session with the teacher

Pillar: Hiring Selection & Retention. Performance Assessment: Create a teacher profile and interview rubric that assesses the teacher candidate's alignment with a vision and culture of high expectations. Use these tools while engaging in the interview and candidate selection process to recruit and support high quality teachers.

Pillar: Professional Development. Performance Assessment: Effectively facilitate professional development on campus

Pillar: Strategic Problem Solving. Performance Assessment: Conduct a comprehensive needs assessment, develop action plan that supports the findings, develop a budget for plan implementation, determine the impact of the plan on school operations and safety, develop procedures to ensure a smooth transition.

Pillar: Diversity & Equity. Performance Assessment: Identify a challenge found in their school or community related to bias, equity and/or diversity and lead a discussion around the identified challenge.

Pillar: Communications w/ Stakeholders. Performance Assessment: Research and respond to a campus concern by developing appropriate communication with key stakeholders.

Additional learning requirements will enable residents to develop site-based projects to address identified campus needs - they will use an Action Research model to initiate and implement a series of real change initiatives throughout the year-long residency program.

**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.

Bexar County Academy uses benchmark assessments that are aligned to end-goal assessments every 6 weeks, using a calendar that includes assessment development, implementation, analysis, planning meeting and re-teaching. Teachers conduct weekly data analysis meetings to review individual student academic data using a data wall. Students who are not meeting grade level or are struggling with specific standards receive additional learning time based on their individualized academic plan; teachers go into the regular classrooms during instruction; students are also pulled out for additional re-teaching of concepts during the last period of the day for 45 minutes; and students receive additional tutoring for up to 2 hours after school hours.

Additional professional development, practice and monitoring is needed for teachers in order to support a more robust cycle of data use that includes: modeling, action-planning and adapting to student learning needs; identifying school-wide patterns; analyzing student exemplar work together; and holding teachers accountable in creating more robust action plans for student learning. Support and learning is also needed to analyze and determine school-wide patterns so leaders are able to isolate specific strategies to use in classroom instruction as well as use to support the professional development and skill building of teachers.

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.

The district uses T-TESS to evaluate teachers. The school leadership team conducts weekly observations of teacher instruction using a tool aligned with T-TESS competencies and the "5 E's" (Engage, Explore, Explain, Elaborate, and Evaluate). Teachers meet face-to-face with their supervisor after observations to review findings, reflect on their practice and develop a next-step plan to use during instruction. Teachers and leaders track progress during each face-to-face meeting.

The school is operating at a foundational level when it comes to having content knowledge expertise in core subject areas in order to inform best teaching practices. They are also at an early stage of development when it comes to modeling lessons, and knowing standards-key predicates to strong instruction. Additionally, school leaders are not currently identifying high-leverage trends across observations so that they are able to inform topics for grade level/whole school professional development. Leaders do not have capacity to provide real-time feedback to teachers during instruction. Currently, no resources are available to build this practice among instructional coaches.

Currently, teachers participate in Professional Learning Community Sessions 2 times per month using the Paul Bambrick-Santoya book, Get Better Faster. During these sessions, teachers analyze their current practice, participate in skill-building activities and discuss "whole school" practices while getting face-to-face feedback and direction about how to implement practices in their classroom during instruction.

**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Partial Salary for each principal resident- 50k per resident	150,000
Principal Mentors-2k per mentor	6,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
Region 13 Residency Provider costs (10K per resident- tuition, books, materials and exam fees)	30,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<b>SUPPLIES AND MATERIALS (6300)</b>	
<input type="text"/>	<input type="text"/>
<b>OTHER OPERATING COSTS (6400)</b>	
Travel for in person training components of residency program (2,500 per resident)	7,500
Travel for superintendent, school leaders, residents and teacher leaders visit to exemplar site	5,700
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<b>Total Direct Costs</b>	<b>199,200</b>
<b>Indirect Costs</b>	<b>10,732.07</b>
<b>TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)</b>	<b>209,942.86</b>

## Attachment 1: Leverage Leadership Readiness Assessment

	
<p><b>Leading Data Driven Culture:</b> <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>	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>	2
<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>	<del>3</del>
<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>	2
<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>	<del>3</del>
<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>	3
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

## Attachment 1: Leverage Leadership Readiness Assessment

	<div style="display: flex; justify-content: space-between; font-size: 8px; font-weight: bold;"> <span>0 - Lacking</span> <span>1 - Attempting</span> <span>2 - Foundational</span> <span>3 - Proficient</span> <span>4 - Exemplary</span> </div>
<p><b>Leading Observation Feedback</b> <i>How would you describe your team's...*</i></p>	
<p>a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?</p>	2
<p>b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?</p>	2
<p>c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?</p>	4
<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>	4
<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>	4
<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>	2
<p>i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?</p>	2
<p>j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?</p>	2