



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

NOGA ID

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from **February 1, 2020 - August 31, 2021**

Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

8020-020642

Shared Services Arrangements

X 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
LEADERSHIP STABILITY: DeSoto ISD currently has a 50% principal turnover rate across the district, meaning half of all campuses average a new principal each year.	In conjunction with Dallas Baptist University (DBU), DeSoto ISD will (1) identify candidates who demonstrate strong potential, (2) train them in data-driven best practices, (3) develop them into a collaborative team with strong professional bonds, and (4) match them with a strong principal mentor to develop their leadership skills over the course of the year.
STUDENT ACHIEVEMENT: Over 80% of our campuses require targeted support for campuses due to substandard academic achievement, despite DeSoto ISD's academic growth last year.	School leadership is a critical factor in student outcomes. Through a partnership with DBU, the candidates in the pipeline program will take part in a customized, research-based masters program and, by the start of the 2020-21 year, will have earned their Principal as Instructional Leader and T-TESS certifications.
LEADERSHIP DEVELOPMENT: Despite 50% principal turnover, no new principals were promoted from a district AP position. This highlights the current lack of development we provide to our current APs.	The Assistant Principalship should be a training ground for future excellent principals. This cohort will include a full-time, on-campus fellowship where the candidates work alongside an excellent district principal completing performance tasks aligned with every indicator of the principal competencies.

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.

- (1) DeSoto ISD will move from a TEA accountability rating of a 79 'C' to a 85 'B' and have no 'D' or 'F' schools by May 2021.
- (2) 100% of the cohort members will complete their Master's Degree in Educational Leadership AND receive their Principal as Instructional Leader Certification, making them eligible for campus administrator roles in DeSoto ISD by August 2021.
- (3) At least 50% of cohort members will be offered and accept a campus or district leadership role in DeSoto ISD for the 2021-22 school year.

Measurable Progress

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

First-Quarter Benchmark

- Benchmark 1: DeSoto ISD will receive at least 30 applications and select 10 finalists for the residency by March 1, 2020.
- Benchmark 2: 100% of finalists will attend a meeting with DeSoto ISD school leadership and DBU by March 31, 2020.
- Benchmark 3: 100% of finalists will complete their official application to Dallas Baptist University and 100% of accepted candidates (called "residents") will enroll by May 2020.
- Benchmark 4: 100% of residents will be placed on a DeSoto ISD campus with a qualified principal mentor by June 31, 2020.
- Benchmark 5: All residents will have completed 9 hours of credit (3.0 GPA) at DBU towards their degree by August 2020.
- Benchmark 6: 100% of the site-based mentors and the EPP representative will attend the TEA Principal Residency Summer Institute in June 2020.

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

Benchmark 1: 100% of residents have completed 11 performance tasks aligned to the principal competencies and received a satisfactory approval from their mentor principal and DBU professor by December 2020.

Benchmark 2: 100% of residents have completed 18 credit hours and earned a 3.0 GPA from DBU by December 2020.

Benchmark 3: Campuses where residents are located and, specifically, teachers to who they are assigned to coach will see at least a 10% increase in Common Assessment scores in subject areas/grade levels by November 31, 2020.

Benchmark 4: Each resident will receive official first semester feedback and scores from their mentor principal and will receive a 3.5+ average (scale of 5) on all principal competencies.

Benchmark 5: Each resident will receive official first semester feedback and scores from the EPP (DBU) and be determined on track for certification and completion.

Third-Quarter Benchmark

Benchmark 1: 100% of residents have completed a minimum of 22 performance tasks aligned to the principal rubric strands and received a satisfactory approval from their mentor principal and DBU professor by June 2021.

Benchmark 2: 100% of residents have completed 30 credit hours and earned a 3.0 GPA from DBU by December 2021.

Benchmark 3: All campuses that residents were placed at see a 10% gain on state STAAR score outcomes for the subjects/grade levels that residents worked directly with throughout the year.

Benchmark 4: Each resident will receive official, final feedback and scores from their mentor principal and will receive a 3.5+ average (scale of 5) on all principal strand development competencies.

Benchmark 5: Each resident will receive official first semester feedback and scores from the EPP (DBU) and be determined on track for certification and completion.

Project Evaluation and Modification

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

The DeSoto Leadership Pipeline plan has multiple check points, feedback loops, and opportunities for course correction and modification to ensure residents' and district success throughout the program. The first-quarter benchmarks focus on the identification, recruitment and selection process to ensure great candidates that meet the criteria described above. If for any reason one of the 10 candidates selected chooses to withdraw or cannot be admitted to the university, the next highest rated alternate will be selected from the application pool.

During the school-year, four major areas will be continuously monitored for progress and success and where feedback and adjustments will be provided: 1) student performance 2) practical application and experience with the principal competencies 3) preparation for the 268 exam and PASL tasks and 4) academic coursework. Since residents will be assigned specific teachers to coach, student performance in those classes will be monitored. If student progress is not satisfactory, residents will work closely with that teacher to develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will also receive feedback on the quality and growth in their instructional and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations and evaluations with feedback and coaching conferences. Residents and their supervisors will complete an evaluation of the candidates' knowledge, skill and experiences with the TExES Principal competencies at least 3 times (beginning, middle and end) during the program.

Residents will also take the Pearson 268 online practice certification exam at least three times during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. If a candidate struggles in any area of their preparation (academic coursework, authentic school experience, or certification preparation), both university and district personnel will provide coaching, assistance, resources and direction to ensure residents' success. During the school year (quarters 2-4), residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses.

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.

DeSoto ISD has developed a rigorous application process to identify 10 high-potential leaders in our system to accept into this Principal Pipeline Residency Cohort. We will be targeting highly effective teachers and coaches who do not yet have their Master's Degree in School Leadership and/or their Texas Administrator Certifications who wish to move into campus leadership.

RECRUITMENT: Each current school leader will be able to nominate up to 3 teachers and/or coaches who have exhibited exceptional leadership skills, a deep sense of self-reflection, effective communication & collaboration skills, demonstrated ability to build meaningful relationships, and a strong track record of results as it relates to student outcomes. DeSoto ISD will invite each of these nominees to apply with both an email and personal phone call from a district cabinet member. While these nominees will be personally invited to apply, applications will be open to all employees who meet the criteria. This opportunity will be shared with all personnel through the employee newsletter and the website.

QUALIFICATIONS: Qualified applicants will have: (1) Earned a Bachelor's Degree while maintaining at least a 3.0 GPA, (2) A demonstrated track record of strong student outcomes as a teacher and/or coach (must be supported by data and include at least three years of teaching experience), (3) Receives a positive recommendation from a supervisor.

SELECTION PROCESS: Applications will be submitted, along with all supporting documentation, by February 7, 2020. Between February 8 - February 25, all applications will be reviewed by two independent reviews. Reviews will consist of senior level district staff who have administration certification and experience. Scoring of all candidate applications will conclude by February 25. Applications will include written components, academic transcripts, documentation of proven student outcomes, an interview by senior staff, and a prioritization and problem-solving activity. Scoring will be guided by an in-depth rubric that includes: (1) demonstrated student achievement results, (2) effective communication, (3) effective collaboration, (4) demonstrated leadership skills, (5) evidence of self-reflectiveness and willingness to adapt based on feedback, (6) previous evaluations/appraisals, and (7) problem-solving ability. Between February 25 - 29, a committee comprised of the Chief of Schools, the Chief of Research, Evaluation, & Design, and at least two other senior level staff will review all scoring and select the 10 finalists to be extended offers to the program. Offers will be extended to finalists on March 2, 2020.

PLAN TO REFLECT DIVERSITY: DeSoto ISD is comprised of roughly 75% African-American students, 21% Hispanic students, and the remaining 4% Other. Our goal in building this principal pipeline is to ensure that our school leaders are reflective of our student population. We plan to use our recruitment efforts to target excellent teachers and coaches and will aim for an application pool at least 3x larger than the spaces we have to award. By using principal nominations and specific, targeted recruitment, our goal is to receive an applicant pool that is reflective of our student population. In addition, we believe that there is benefit to having qualified leaders who are from the community and know our student situations and background. Therefore, there will be a small bonus point structure for candidates who are from our community and attended DeSoto schools. Throughout the application process, we plan to monitor the applicant pool on a weekly basis and adjust recruitment efforts accordingly to achieve the desired outcome of a representative pool of candidates.

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

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

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

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

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

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

Statutory/Program Requirements (Cont.)

3. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Data-Driven Instruction provided in Attachment 1.

Prior to 2019, there had been minimal central data systems to get academic, discipline, or behavior data into educator hands. With the guiding principle that data should inform every aspect of decision-making, the Research, Evaluation & Design department was created out of reallocated resources to solve this issue. The first charge of this department is to design and build robust data systems and ensure that educators at every level have access to relevant, timely, and easy-to-read student data that impacts their actions in the classroom. The second charge of this department is to build the continuous improvement systems that everyone from the teachers to departments will use to evaluate the effectiveness of their instruction, programs, materials, and pilots.

Had we filled out the readiness assessment at this time last year, DeSoto ISD would've averaged a 0 for Data-Driven Instruction systems, but this year we have jumped substantially to a foundational average level of 2. As you would expect, as we put in data driven systems beginning at the end of last year, student achievement jumped drastically. We moved from a 67 'D' in 2017-18 on the state accountability system to a 79 'C' in 2018-19 and expect to be a strong 'B' by the end of this year. Below are some of the most critical data-driven instructional systems currently implemented:

Common Assessment/Benchmark Cycle - We have implemented a six-weeks CA cycle that informs all weekly PLC meetings.

District Data Packets - We have a system where campus leaders receive a personalized data report each Monday that includes attendance, discipline, instructional feedback, observation scoring, failure rates, grade reports for their campus. This weekly data informs all campus decisions and actions, as well as central office support for campuses.

Design Workshops - On a recurring basis, every single teacher in core subjects at each grade level gets together with central leadership to look back at student data, deconstruct TEKs, and create district-wide, data-driven instructional plans.

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.

DeSoto ISD believes that the principal-teacher relationship around observation, feedback, and coaching is one of the most critical components of ensuring every student has access to excellent instruction. DeSoto ISD has rolled out robust observation and feedback systems across the board. While there are a few rubric strands that we scored ourselves lower, the average for our Observation & Feedback systems was between 2 and 3 (foundational to proficient). Below are some systems that are currently taking place at campuses and throughout our district:

LEVERAGE LEADERSHIP - All school leaders have been steeped in the practices defined in Leverage Leadership. Leverage Leadership is one of our district's foundational texts and all school leaders have read this text and are implementing systems from it on their campuses. Monthly principal meetings always contain a segment dedicated to the discussion of the text and its practices.

WEEKLY, SCHEDULED OBSERVATION & FEEDBACK SESSIONS: All administrators complete a calendar that shows their scheduled observations and feedback sessions with teacher. This is shared with the Chief of Schools who follows up with each principal about observations and feedback happening on the campus. Teachers receive feedback on a regular and consistent basis.

DISTRICT GROWTH WALKS: The Chief of Schools leads 'District Growth Walks' where multiple administrators and instructional coaches do an 'Instructional Rounds' at a pre-selected campus. The purpose of these walks is to identify classroom trends, calibrate on effective instruction, and provide thought-leadership around how to address problems of practice on each campus.

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

Salaries and benefits for 10 Principal Residents @ \$45,000 each	450,000
Stipend for 10 Supervising Principals @ \$900 each	9,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

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

Travel costs for TEA Principal Residency Summer Institute \$960 x 11 in June 2020	9,680
Travel cost for residents to attend the TEPSA or TASSP conference in June 2021	11,800
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

DeSoto ISD - Leverage Leadership Assessment

Leading Data Driven Culture:

*How would you describe your team's...
Completed in conjunction with Chief of Schools, Chief Academic Officer, and the Chief of Research, Evaluation, and Design.*



<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>	2
<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>	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>	2
<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>	1
<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>	1
<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>	1
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	1

Leading Observation Feedback

*How would you describe your team's...**

	0 - Exceeding 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?	1
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?	2
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?	2
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3
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?	1
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"?	0