



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 4, 2021**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. 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 LOI 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.
- 2. 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.
- 12. EA 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.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

In order to increase the pipeline for strong instructional leaders, Dallas ISD has established a relationship with Southern Methodist University. This university has developed a Masters of Educational Leadership program that includes a full year of residency in a leadership position on a campus. Throughout the residency year, participants are supported by experienced coaches and have job-embedded learning experiences. These residents also are paired with a high-performing, mentor principal that is able to guide and coach throughout their year of residency.

There is a huge need for highly-prepared instructional leaders in the district. The district has approximately 30 principal vacancies and over 100 assistant principal vacancies each year. The mission of the program is to increase the bench of leaders who are prepared to lead in schools. By implementing a robust residency program, it is expected that we will increasingly meet the leadership needs of campuses within the district. In partnership with SMU, Dallas ISD is recruiting leaders who are fully prepared for the challenges they will face in school leadership positions. This preparedness will impact the pipeline of leaders, and decrease the turnover rate each year.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The residency program is designed to improve recruitment, preparation, and retention of high quality principal candidates. This will decrease vacancies on an annual basis with a compounding effect over time due to increased retention. Currently the district experiences approximately 30 principal and over 100 assistant principal vacancies each year. A major objective of the program is to reduce the number of administrator vacancies from one year to the next. Successful recruitment, retention, and placement of candidates is essential for decreasing annual vacancies and will be supported by targeted matching of residents with principal mentors and surveys to measure the readiness of each resident to move into an administrator position. If data identifies that candidates are not ready, the project team will make modifications that may include adjusting the selection process and supports provided during the residency year. A major goal of the program is to also increase the diversity of school leadership, so that it is better aligned with student demographics. Recruitment and placement of residents will prioritize diversity matching to ensure a greater portion of school leadership staff reflect the demographic makeup of their students. Targeted recruitment strategies specific to bilingual educators will be employed to invite applications and attendance at information sessions. Presentations will be provided to local affinity groups and current leaders to solicit recommendations of priority individuals. The program also seeks to increase satisfaction rates of participants in principal preparation programs with specific indications that the program adequately prepared them for their work as a principal. The program will provide candidates with direct exposure to and experience with the work of leading campuses in Dallas ISD. Long-term success and sustainability will be evaluated periodically in order to identify needed programmatic adjustments.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The overarching purpose of the residency is to develop leaders who demonstrate evidence of improving student outcomes. All residents will work with an Action Learning Team of teachers to increase the effectiveness of classroom instruction in order to impact student achievement. Residents will lead the analysis of data with their Action Learning Teams to set specific student achievement goals. Goals and performance data will be measured using standardized data sources such as STAAR, MAP and district assessments. Student achievement goals will be one form of metrics used to measure the performance of residents as an instructional leader. Additionally, the effectiveness of the entire cohort of residents and their overall performance at impacting student outcomes will also be measured. Residents will also be measured on their ability to impact and improve the quality of instruction in the classroom. The district and EPP partner will work together to develop rubrics that measure a residents ability to conduct high-leverage instructional leadership practices such as observation and feedback and leading data meetings during PLC's. Furthermore the residents impact will be gauged by the impact they have made on the Teacher Effectiveness Initiative (TEI) ratings of their Action Learning Team of teachers. Furthermore, observations of instructional leadership will be used by the Mentor Principals and EPP coach to determine resident progress and performance. In order to ensure that residents are in a program that develops their instructional leadership, surveys will be used to measure the effectiveness and impact of the program.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The bulk of the proposed budget will be focused on the salary of the residents (Teacher Leader Intern). A Teacher Leader Intern is an administrative intern on the selected campus. They are considered an Assistant Principal in training and will be exposed to and developed in the comprehensive work of a principal. The goal of this role is to allow an intern to learn, practice and lead high-leverage instructional leadership practices during the intern year under the guidance of a mentor principal before becoming a Principal. This unique job position also enables district personnel to provide daily mentorship and experiential learning opportunities for these aspiring principals without detrimental impact to existing responsibilities of other positions. After the \$15,000 district match for each resident, the grant would fund the remainder of the salaries, approximately \$55,000 for 10 residents for a total of \$550,000.

We also have included professional development costs of \$100,000. This will allow the district to provide targeted professional development, including multiple cohort sessions focused upon key leadership competencies. Additionally, these funds will include regular, on-site individualized coaching sessions for each resident. Ensuring multiple learning cycles are completed for each principal resident. All professional development sessions and supports are aligned to leadership competencies and will prepare residents for success in instructional leadership.

The remainder of the budget would be utilized for supplies and materials supportive of professional development sessions and aligned to the core competencies of the preparation program. We anticipate a small portion of the budget, approximately \$39,000, would be used in this area. Such materials include publications by nationally-known educational and business leaders, providing exemplars for these new leaders.

In anticipation of any trainings related to the Principal Residency Grant that may occur outside of the district, but within the state, \$500 has been budgeted to cover anticipated travel cost.

Program Requirements

1. The LEA must 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.

Dallas ISD and SMU focus on recruiting and selecting diverse aspiring principals who are committed to serving in our schools. The project team will use a variety of strategies to attract diverse and highly skilled candidates, including targeted and mass communication. Principals will nominate candidates and district leadership will select mentor principals for residents in the program. In addition, alumni and current students of the program will be invited to nominate potential applicants, helping to identify mission-aligned applicants. Broader approaches will be used to encourage qualified applicants to apply, including an informational website hosted by SMU, mass communications to Dallas ISD principals requesting nominees, and information sessions for prospective candidates. Following targeted recruitment, applicants will be selected through a process that prioritizes diversity and factors critical to a school leader’s success. Initial screening will examine an applicant’s academic history, their understanding of the challenges and opportunities of school leadership, responsiveness to feedback, a growth mindset, impact on student achievement and problem-solving capabilities. Applicants will be required to submit their most recent performance appraisal, which is evaluated for its strength in providing evidence of measurable student achievement. Applicants who pass the screening are invited to an in-person assessment that includes a variety of role-plays and interviews. Using rubrics aligned with key leadership competencies, role plays will focus on evaluating each candidate’s capacity for strategic and instructional leadership, a growth mindset and responsiveness to feedback. Applicants will be asked to share formative assessment data during the assessment center and discuss with evidence the actions they implemented to improve student achievement. The final interview provides an opportunity for candidates to reflect on the assessment center activities and identify how they might have performed differently. The project team has a track record of recruiting and selecting diverse and highly skilled participants and is increasingly mirroring the Dallas ISD student population. For example, in the most recent cohort of the Aspiring Leaders Program, 91% of participants come from minority backgrounds compared to 95% of minority students served by Dallas ISD.

2. The LEA must provide a description of the year-long, full-time residency and include a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and d) 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 competency-based curriculum is based on the Texas 268 Identified Integrated Pillars and high-quality coaching support and feedback for each resident, dedicated to residents practicing the skills necessary to lead culturally responsive, instructional, and transformational work with the majority of time focused on authentic and instructional leadership opportunities. The resident will apply their learning in various real-world contexts as they will be in a substantive leadership role in a K-12 school and serve on the leadership team. Residents will manage at least one team, develop and drive comprehensive strategic initiatives forward. The resident will lead and engage in practice-based clinical learning, work on areas for development, see the consequences of his/her actions, and learn from and remedy mistakes. During the residency year, each resident will attend monthly content sessions, receive one-on-one coaching support and supervision from an EPP Leadership Development Coach, and will be placed with a highly effective mentor principal. Residents will have practice-based learning objectives aligned to the Texas 268 Identified Integrated Pillars. Content Sessions will address real-time problems of practice that residents are experiencing as new campus leaders, ensuring skills build upon each other from one session to the next. Residents will also receive support to prepare for the 268 certification exam. EPP Leadership Development Coaches will work in partnership with the mentor principal to align and collaborate on the resident’s growth to ensure access relevant high-quality leadership tasks, with guidance and modeling from the mentor principal. The resident will receive weekly feedback and clinical experiences related to all aspects of school leadership. Each resident will implement a year-long Capstone Impact Project with the purpose of identifying and resolving a specific problem of practice within the school to improve practice and outcomes for students.

Program Requirements (Cont.)

3. The LEA must 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.

Dallas ISD is committed to continuous improvement guided by data. Dallas ISD provides district-level assessments each semester and six-weeks that are aligned to STAAR as well as norm-referenced assessments, reading assessments and other content area specific assessments. Data from assessments is regularly analyzed as part of a continuous improvement model. Data is collected and then studied by campus, grade, content, teacher, student and TEKS/SE. Campuses with lower data create action plans and receive differentiated support from principal supervisors. Student performance on certain assessments is not only part of student grades, but also factored into the Teacher Excellence Initiative (TEI) teacher scorecard which is tied to compensation.

In addition to the summative assessments described above, Dallas ISD leverages a variety of formative assessments. The most common formative assessment practice is a daily exit ticket designed to ascertain each student's mastery of the day's lessons. Schools use a weekly data meeting protocol that requires review of SE-aligned data, analysis of the actual student work product, the identification of the learning gap after comparisons with an exemplar, then the planning for the reteach lesson and rehearsing for feedback. This protocol occurs weekly and is led by assistant principals and instructional coaches within weekly professional learning community meetings (PLCs). The protocol ends with calendaring the reteach lesson by both teacher and leader for observation, feedback and coaching.

Through use of these practices, based upon our ACE model, schools have seen dramatic improvements. Professional development and coaching of these practices is aligned to Paul Bambrick's strategies. The goal is to make data visible and actionable. In addition to spreadsheets and weekly data meetings, campuses also have data rooms school-wide, data walls in classrooms, and student profiles to assist with strategic, focused learning. Together, these practices help ensure data-driven instruction is consistently and effectively practiced across each campus.

4. The LEA must 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.

Dallas ISD leads the way in observation and feedback through its Teacher Excellence Initiative (TEI) - a multi-observation, coaching-focused relationship evaluation system tied to compensation. Teachers are evaluated and receive feedback based on how they prepare lessons, deliver instruction, develop classroom culture and grow as professionals. The number of classroom observations that are conducted for teachers and those in which they receive feedback depends on the teacher's effectiveness level. Dallas ISD's observation-feedback cycle includes: campus administrators observing classroom instruction, a face-to-face feedback session with the teacher within 48 hours, and a follow-up observation in order to ensure instruction improves. Within the face-to-face sessions, teachers are provided a praise of a successful teaching action linked to previous action steps, a probing question to prompt teacher reflection, and a polish action that is actionable and bite-sized. All steps are tracked within an online platform. This data includes the number of observations conducted, the on-track status of regular observations for each teacher, and specific performance indicator data. Additionally, users are able to track specific action steps issued and trends across teachers in order to inform professional development.

TEI observation and feedback is also paired with tools from Get Better, Faster; Teach Like a Champion and other resources created after PD sessions to follow-up on strong implementation. The observation cycle is accelerated through the use of "coaching-in-the-moment techniques", including hand signals, cue cards, dry erase boards, and modeling. Observations often occur several times daily and follow a specific scope and sequence of high leverage moves for mastery. Observation data and trends are recorded in an excel spreadsheet and tracked for growth. They are shared weekly during the administrative leadership team meeting to guide the creation of professional development and weekly calendars. Residents will benefit from intensive, targeted mentoring from a high-performing principal with a track record of success, and will gain experience with leading the district's proven data-driven instruction and teacher observation and feedback practices, developing necessary skills to lead urban schools with significant challenges.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

In 2018, our district launched a department within School Leadership to focus upon spearheading the district’s efforts in development of a principal pipeline. As such, key levers in this department include attracting talented and diverse principal candidates and preparing leaders at all levels of leadership. With an investment of a dedicated staff and corresponding budget, the District has demonstrated a long-term commitment to the development of aspiring principals. As an awardee of this grant, the funds would allow our district to continue to provide a dedicated position as part of a residency program. Plans have been put in place to continue with a principal residency program without the benefit of the grant, should that become necessary. However, adjustments to the program would be needed. For example, existing leadership positions such as instructional coach and assistant principal positions would be utilized for the principal residents. Individuals would still receive job-embedded development and mentorship within a traditional position, albeit a reduction in the amount of dedicated time.

6. The LEA must provide a clear description of a proposed communication system between the EPP team and key district players.

The district and EPP team will collaborate on all aspects of the residency, including resident coaching, monthly developmental sessions for residents and support for mentor principals. In order to ensure effective collaboration, the district and EPP will formally establish a calendar of specific meetings to plan for the residency year, and a cadence of meetings during the residency.

Pre-Residency District and EPP Collaboratives:
Year-1 Cohort Progress Updates: fall and early spring
Residency Preparation Meetings spring and summer to assess resident strengths and growth areas
Mentor Principal Orientation Planning Meetings: as required during spring and summer

Residency District and EPP Meetings:
Monthly Resident progress meetings
Monthly planning meetings to align on residency developmental experiences
Monthly mentor principal monitoring meetings
Continual as-needed meetings and check-ins to support residents and mentor principals
End of residency collaborative to review and evaluate success of the program and plan for needed adjustments

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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- 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 program?

- 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 program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program'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"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment