TEA
Texas Education Agency

2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

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 | **January 1, 2019 – June 30, 2020**

[X] Pre-award costs are not permitted.

Application stamp-in date and time

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Attachment 1: *Leverage Leadership Readiness Assessment*

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

Applicant Information

Organization	Lubbock ISD	CDN 152901	Vendor ID 75-6001989	ESC 17	DUNS

Address | 1628 19th Street | City | Lubbock | ZIP | Texas | Phone | 806-219-1000

Primary Contact | Anna Jackson | Email | anna.jackson@lubbockisd.org | Phone | 806-219-0382

Secondary Contact | Doyle Vogler | Email | doyle.vogler@lubbockisd.org | Phone | 806-219-0081

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):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name | Kathy Rollo | Title | Superintendent

Email | kathy.rollo@lubbockisd.org | Phone | 806-219-0070

Signature | *[signature]* | Date | 11/12/18

Grant Writer Name | Anna Jackson | Signature | *[signature]* | Date | 11/9/18

(•) Grant writer **is** an employee of the applicant organization. ( ) Grant writer is **not** an employee of the applicant organization.

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
The diversity of administrators in Lubbock ISD does not reflect the diversity of the student population Hispanic: Students 59% Principals/APs 20% Black: Students 14% Principals/APs 11% White: Students 25% Principals/APs 65%	Seek principal nominations of candidates for the Principal Preparation Program Recruit minority candidates to apply Prioritize candidates based on both diversity and selection criteria Provide support throughout the program to foster successful certification
Overall district rating of "C" in the A-F Accountability System indicates additional instructional support is needed to address academic deficiencies on high need campuses.	Identify campuses in need of additional support as a result of state performance Place principal candidates strategically on campuses Partner with Texas Tech University (TTU) to provide job-embedded instruction and practice to support improved instruction on campuses
The percentage of economically disadvantaged students has increased from 55.83% to 72.41% over 5 years and this student group is under performing peers on accountability measures	Identify campuses in need of additional support as a result of higher numbers of economically disadvantaged students Equip leaders on these campuses to have a better understanding of the needs of these students by partnering with TTU and providing job-embedded learning

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.

By September 2020, Lubbock ISD will recruit a diverse pool of principal candidates that match student demographics of the district and partner with Texas Tech University to identify 3 principal candidates who will participate in job-embedded instructional leadership experiences in order to meet the needs of an ever increasing diverse student population and to develop administrators who meet the requirements for Instructional Leader Certification and a Master's Degree in Education.

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

100% of Principal Candidates will conduct an equity audit using current district data sources which include both campus and state data. Based upon the audit, Principal Candidates will identify a) two at-risk teachers in core content areas, b) one core content area PLC, c) one at-risk EL, and d) one at-risk SpEd case study to support throughout the duration of the program. Candidates will conduct a root-cause analysis on each of the case studies in order to create support plans for each of the identified cases.

Measurable Progress (Cont.)

Second-Quarter Benchmark

100% of Principal Candidates will conduct instructional coaching through the T-TESS Pop Cycle (pre-observation, observation and post-conference) and document interactions via video. They will participate in learning experiences that include:
1) Examining Personal Biases through school and community lenses
2) Self-evaluation of leadership competencies through the T-PESS instrument
3) Analyzing data on all five case studies using quantitative and qualitative data and developing SMART goals and interventions to support the educators
4) Progress monitor case studies

Third-Quarter Benchmark

100% of Principal Candidates will demonstrate progress by presenting in a Learning Showcase to district and university stakeholders. Showcases will include documentation of improved student outcomes using both quantitative and qualitative data as well as the best practices used to improve results. Presentations will highlight experiences that have led to improved leadership capacity, improved campus climate and improved instructional coaching.

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.

Data digs will be conducted quarterly in order review progress towards improvement of student achievement. Data will include both quantitative and qualitative data such as discipline data, climate data, and assessment data. Assessment data will be categorized using the language from TEA's accountability system of Unsatisfactory, Approaches, Meets, and Masters. Coaching by the district and university will be modified according to the progress demonstrated in case studies. Failing results will require the adjustment of goals, action steps and interventions.

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 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 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 Preparation Summer Institute in June 2019.

☒ 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 Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation 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 brenda.garcia@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 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 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. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The candidates in the Texas Tech Principal Fellows residency preparation program are highly vetted by school district and university personnel. Lubbock ISD will consider evidence for each candidate's leadership capacity by reviewing teacher student achievement (STAAR) and progress data (Common Formative Assessments/Benchmarks, TPRI, TEJAS Lee, TELPAS), TTESS appraisal data, overall body of work, and how well the candidate applicant pool reflects the student body of the district. Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making. Collected information for applicant selection also includes education background, certification areas, teaching experience, professional resume, letter of recommendation from current supervisors, and current artifacts as evidence of their students' progress.

The Texas Tech University faculty members utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty members conduct virtual live interviews of the candidates put forward by the partnering school district with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. During the interview process, faculty members examine multiple forms of rubric and application data, discuss the overall scores, district partners' selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year.

The Texas Tech University Principal Fellows Residence Program has been collaborating with Lubbock ISD as well as other districts in Texas and Louisiana for five years on the selection, coaching, placement, and skill development of future school leaders. Lubbock ISD served as a pilot district and was instrumental in the development of the application and program development. The Residence program has also served as a platform to diversify the school leadership pipeline. With current Fellows in Residence and Program Alumni, the Principal Fellows Program is 49 Fellows strong, and has been successful in recruiting a diverse applicant pool into the program including 12 African American, 10 Latina/o, 1 Asian, and 25 White Fellows who are currently serving in school leadership roles. With a 50% diverse core of Principal Fellow graduates and Fellows in residence, a district partner like Lubbock ISD has five years of collaboration and work with Texas Tech University to strategically recruit a diverse pool of educators in the grow your own efforts for aspiring principals in residence to reflect the representation of the student body and the community. In 2016-2017 Lubbock ISD served 28, 329 students which included 13.5% African American, 59.2% Hispanic, 23.2% White, and 66.8% Economically Disadvantaged. Currently the district has 2,598 teachers with 3% Africa American, 19.8% Hispanic, and 74.2% White. The school leadership in Lubbock ISD includes 119 campus administrators. To ensure Texas Tech Principal Fellows Program and Lubbock ISD partnership place a strategic diversity plan for future school leadership, the goal is for educators and school leaders to increasingly reflect the student body and the community.

The application window for the TEA Principal Preparation grant opportunity in early spring 2019 will move beyond the normal central office, principal, and assistant principal recommendation pipeline. The face-to-face and virtual information sessions hosted by Texas Tech and Lubbock ISD, will include targeted recruitment, and invitation of a diverse pool of applicants to submit an application to Principal Fellows program. The potential candidate pool will include qualified Hispanic, Asian, and African American teachers in Lubbock ISD nominated by various levels of educational leaders. To ensure diversity potential is attained and a diverse pool of educators (gender, ethnicity, and age/service) are reached, recommendations from counselors, lead teachers/department chairs, instructional coaches and specialist will also be consulted. These current levels of school leaders will also serve as a diverse pool to target for recruitment. As educators working closely with school leaders, they will also provide further insights into the recruitment of high performing teachers and aspiring administrators that match student demographics, who might otherwise be overlooked for program participation.

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 Educational Leadership Principal Fellows Residency program at Texas Tech University is framed by principal preparation program best practices across the country that focus on the preparation of future instructional leaders to meet the needs of students and improve teacher effectiveness to advance student outcomes. The Principal Fellows Residency Program and Lubbock ISD partnership has a five-year rich history with 14 Principal Fellows who now serve as Assistant Principals and Principals in the district. The program continues to implement a highly selective and competency-based residency model that provides teachers evidence-based professional enhancement activities which lead to a Master's degree in Educational Leadership, the completion of 268 Principal Certification, and builds competencies in TTESS implementation. The Texas Tech Principal Fellows Residency program uses the full time clinical experience to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU Faculty Coaches lead high quality clinical supervision experiences with individual coaching sessions examining the Principal Fellows growth and performance through formative/summative assessment during the 15-month program, use Principal Mentor and multiples sources of feedback about the overall leadership in PLCs, work with struggling teachers, student advocacy work and overall aspiring school leader performance. Competencies and skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, and supporting the progress monitoring of instructional goals. The Principal Fellows Residence program uses a just-in-time curriculum to embed coursework that provides Principal Fellows to apply equity audit data literacy skills in real time in schools and apply new learning in root cause analysis, progress monitoring of instructional goals, and lead learning in PLCs in authentic school settings.

Texas Tech University Principal Fellows Residency Program
 The purpose of the Principal Fellows Residence Program is to produce highly effective instructional leaders to confidently lead instruction in an administrator leadership position the first day on the job. The current 15-month Principal Fellow Residency Program is a collaborative partnership with public school districts to prepare aspiring principals in a job-embedded full time practicum residency experience. The residence program is framed by coaching and mentoring from current exemplary campus mentor principals, a selection conversation based on data with the mentor principal leads to the selection of two struggling teachers the Principal Fellows coach and grow over the academic year. Principal Fellows also lead a selected PLCs over the year, leading and modeling best practice with various forms of data and student evidence, and advocate and lead the learning with support of cooperating teachers of an English Learner, Special Education student, and Deaf Education student through quarterly progress monitoring of instructional goals as part of the Principal Fellows just in time curriculum. Dedicated Educational Leadership Faculty coaches from Texas Tech University provide virtual group learning support and face to face coaching support sessions with Principal Fellow on their campus focusing on instructional coaching, the growth and support of the two selected teachers, and provide focused feedback on the social-emotional wellness of the intern and feedback on the development of instructional and leadership competencies during the residency experience.

     15 Month Job-Embedded Residency: The TTU Principal Fellows Residence Program is a 15-month job-embedded residency model that engages leadership learning and instructional leadership competencies through a university and school district partnership which 1) allows the Principal Fellows Residence program to have a meaningful partnerships with school districts to invest in their best, develop human capital, and continue to grow their own pipeline of leaders, and (2) produce aspiring leaders to lead learning in authentic campus and district setting that lead to improved school outcomes and specifically impact student achievement. The program model focuses heavily on instructional leadership in three areas: leading a targeted area of need in a professional learning community (PLC), support the coaching and instructional growth of two struggling teachers through a full rubric and competency based Pre-Observation-Post coaching cycle process, and lead the learning and advocate for special populations, with an emphasis on English Learners (ELs), special education (SPED) and deaf education (DE) students to continue advancing learning and rigor in leadership.
Texas Tech University Principal Fellows Summer Institute: The selection of candidates for the Principal Fellows Residence Pr

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

Pending the results of an appeal, Lubbock ISD may redesign Dunbar College Preparatory Academy by changing the student group served on that campus as a result of five consecutive years of IR status. At this time it is undecided how this will impact school leadership and instructional staff. Community meetings are currently being conducted to gather input of stakeholders. Final plans will be presented for approval in January 2020.

Statutory/Program Requirements (Cont.)

4. 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.

LISD district assessments have demonstrated a high correlation to state achievement tests. Student performance on these assessments serves as an indicator of how students will perform on state assessments. LISD also uses additional assessments such as MAP and istation to track student growth. In order to utilize this data effectively and support instruction, LISD has developed a PLC framework to support teachers in unpacking the standards, designing lessons, and analyzing assessment. This framework is supported through Content Focus Sessions that are conducted each six weeks. The purpose of these sessions is to support teachers in developing lesson plans that address the trends that are identified in district and campus data. Campus administrators participate in these sessions as well in an effort to develop their expertise in the content areas. In addition, campus level PLCs conduct data meetings to analyze student achievement and modify instruction accordingly.

LISD has developed a comprehensive RTI model to support students' diverse learning needs. This model includes screening, progress monitoring, multi-tiered prevention systems, and data-based decision making to ensure that high-quality core instruction is being provided for all students.

Campus leadership teams receive ongoing training and support in data analysis to ensure the quality of these practices. Professional learning around Leverage Leadership and Driven by Data has taken place over the past five years. Future plans include the study of the book Get Better Faster to support the provision of effective feedback with clear action steps and practice. This book is currently being studied by instructional coaches.

5. 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.

LISD utilizes T-TESS as the framework for Observation and Feedback systems. This model includes pre-conference, observation, and post-conference cycles (POP). Feedback is provided to the teacher utilizing the T-TESS rubric to provide feedback on planning, instruction and learning environments. In addition to the POP, campus administrators conduct a minimum of two walkthroughs on every teacher over the course of the school year.

Campuses conduct observation through instructional rounds and focus and learning walks to identify trends on the campus and develop action plans to improve instruction. There are a variety of formats for these walks.

In order to provide quality content support to teachers, principals have been trained in a process known as Principal as a Process Champion. While it may be challenging for a campus administrator to feel confident in all contents, it is very feasible to become an expert on the process standards within a content. Based on this knowledge, principals are able to conduct walkthroughs and provide feedback using the process standards as a guide. To further support the content knowledge of administrators, LISD identifies key look-fors at every level and in every content area and shares this with principals via google documents. Principals are able to identify key strategies and learning in each content and level that should be observable over the course of a six weeks. This allows administrators to be knowledgeable and provide just-in-time feedback to teachers on their instruction.

AVID campuses utilize WICOR walks to identify the level of AVID implementation on campuses. Through these walks campus teams are looking for evidence (or lack thereof) of Writing, Inquiry, Collaboration, Organization, and Reading. Finally, campus administrators and coaches have participated in training on identifying key action steps and six steps to effective feedback from Leverage Leadership. This learning helps ensure that administrators are well-equipped to conduct observations and provide quality feedback.

As we take further steps to improve observation and develop leaders as coaches all administrators will participate in Get Better Faster training. This will add additional tools to the administrators observation and feedback skill set and will reinforce the need to attach practice to feedback given.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

CDN 152901   Vendor ID 75-6001989   Amendment #

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program **3**

Matched amount (number of principal residents participating in program x $15,000) **45,000**

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
Principal Resident Salaries	120,000
Principal Mentor Stipends	9,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	12,500
Tuition Fees	50,000

SUPPLIES AND MATERIALS (6300)

Swivel Cloud, IPad, Books	4,000

OTHER OPERATING COSTS (6400)

Leadership Travel	2,500
Certification Reimbursement	2,220

Total Direct Costs	200,220
Indirect Costs	9,870
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	210,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:
How would you describe your team's...

Question	2 - Foundational
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2
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?	3
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?	3
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?	3
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)?	3
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?	2
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	2
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback
How would you describe your team's... *

Scoring legend:
- 0 - Lacking
- 1 - Attempting
- 2 - Foundational
- 3 - Proficient
- 4 - Exemplary

Item	Score
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2