



## 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:

Application stamp in date and time

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  Donna ISD      CDN  108-902      Vendor ID  74-60000691      ESC  01      DUNS  023448491

Address  116 North 10th Street      City  Donna      ZIP  78537      Phone  (956) 464-1600

Primary Contact  Anthony Sorola      Email  anthony.sorola@donnaisd.net      Phone  (956) 464-1606

Secondary Contact  Dr. Debra Aceves      Email  debra.aceves@donnaisd.net      Phone  (956) 464-1600

### 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):

<input checked="" type="checkbox"/> Grant application, guidelines, and instructions	<input checked="" type="checkbox"/> Debarment and Suspension Certification
<input checked="" type="checkbox"/> General Provisions and Assurances	<input checked="" type="checkbox"/> Lobbying Certification
<input checked="" type="checkbox"/> Application-specific Provisions and Assurances	<input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements

Authorized Official Name  Dr. Hafedh Azaiez      Title  Superintendent

Email  hafedh.azaiez@donnaisd.net      Phone  (956) 464-1600

Signature  Date  11/06/2019

Grant Writer Name  Maggie Rodriguez      Signature  Date  11/06/2019

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

RFA # 701-18-105 SAS # 276-20

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**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
NEED: Close the diversity gap that exists at the district. Donna ISD has a student population that consists of 51.4% males and 48.6% females. The principals consist of 34% males and 66% females, which does not mirror the student population.	Donna ISD will implement a recruitment and selection process that will target the underrepresented male population.
NEED: Offer strong leadership to struggling campuses. 24% of the campuses receive an overall rating of "D" or below, revealing more instructional support is vital to address academic weaknesses on high-need campuses	Identify campuses in need of additional support as a result of state performance and place principal candidates strategically in campuses.
NEED: Prepare successful DISD leaders. Donna ISD employs 24 principals. 29% of the principals have been with the district for less than 5 years.	DISD will implement a rigorous program that will include on-going support in order to ensure that participants are prepared to be successful in their role as a principal.

**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.

Donna ISD will partner with the University of Texas—San Antonio (EPP) to provide a selective and thorough principal preparation residency program for aspiring leaders that are currently serving at the district. Identified candidates will earn a principal certification while engaging in a 1 year supported, job-embedded residency experience in partnership with a mentor principal. The participants will develop into confident leaders that will have the knowledge and experience needed to utilize data to increasing students' achievement. Participants completing the program will commit to serving at DID for 3 years following graduation. The goal is to have 100% of the 10 participants complete relevant coursework and obtain their Principal Certification by August 2021.

**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**

FEBRUARY-MAY 2020: The following benchmarks have been established for the first quarter:

- The district will have developed and implemented a recruitment plan that will be utilized to inform staff of the Residency Program in order to attract a broad range of candidates;
- The selection process will be implemented that will ensure that the best candidates are selected;
- Ten (10) highly qualified and diverse candidates will be selected to participate in the program; and
- Professional learning courses will be developed and organized with the partnering EPP.

## Measurable Progress (Cont.)

### Second-Quarter Benchmark

JUNE – OCTOBER 2020: The second benchmark has multiple activities to it as well. These activities are described below:

- Provide a principal residency program that is at least one-year in length;
- Identify mentor principals that will provide the residents with guidance and support;
- Place residents at sites with expectations for a rich clinical experience with on-site guidance, modeling, and relevant leadership development tasks;
- Ensure that the principals and residents attend the TEA Principal Residency Summer Institute in June 2020; and
- Have the partnering IHE provide the district with a description of the authentic leadership opportunities that are being provided to the participating staff.

### Third-Quarter Benchmark

NOVEMBER 2020 – MARCH 2020: The third benchmark will be utilized to measure the progress of the program. The benchmark will be split into five (5) activities, which include:

- Ensure that the 10 residents have completed the first phase of the EPP Program;
- Have residents continue with their studies;
- Have principal mentors assess the residents and identify areas of weakness;
- Meet with the EPP Provider that the residents are progressing in their studies;
- Assess the level of knowledge and skill of all the residents; and
- Maintain post-residency placement information for all residents.

## 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.

### IF YOUR BENCHMARKS OR SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY.

Throughout the term of the grant stakeholders and the selected EPP will meet at least quarterly to review project evaluation data. The stakeholders will be provided a quarterly progress report, which will be prepared by the mentor principals/school leaders. The reports will help the district to determine the status of the following:

- If the benchmarks for each quarter are showing progress;
- If the summative SMART goals are showing progress;
- What the strengths and weaknesses of the program are; and
- The level of grant compliance the district is in.

Based on this data, the stakeholders will be able to determine when and how to modify the program. If the district is not meeting their goals based on this evaluation data, Donna ISD will take into consideration the recommendations of stakeholders and training providers to determine the best way to modify the program. Any changes that are needed will be presented to the district administration for approval. If needed, the district will submit an amendment to TEA to get the changes approved. As seen above, the evaluation processes should be able to determine if the benchmarks or summative SMART goals are not showing progress. This method will ensure sustainability, as well as, long-term support towards the program.

**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

The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency

Grant Program, Cycle 3 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

The applicant assures that residents do not have significant classroom responsibilities.

The applicant assures that residents do not hold a principal certification in the state of Texas.

The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2020.

The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [Heather.Salaz@tea.texas.gov](mailto:Heather.Salaz@tea.texas.gov) for approval.

The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 Program Guidelines.

## Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

Donna ISD will develop a systematic and informed targeted recruitment and selection process to ensure the most qualified and deserving staff members are selected to participate in principal residencies. The goal to recruit, select, and prepare candidates who mirror the student population and provide a pipeline for DISD will be accomplished as described below.

Develop a RECRUITMENT PLAN, using research-based best practices and DISD Leadership Framework to identify potential school leaders for nomination. Nomination processes will include in-person and other outreach to district and campus leaders, social media, and digital communication with leaders and potential candidates (i.e. teachers, counselors, instructional coaches).

Collaboratively define SELECTION CRITERIA with EPP partner to ensure current teacher leaders who have the potential to become effective principals are rigorously selected. Preliminary criteria include individuals who:

- Demonstrate leadership experience in school and/or district;
- Improve classroom/school academic achievement;
- Demonstrate ethical behavior;
- Collaborate with faculty and staff using strong interpersonal and problem-solving skills;
- Communicate effectively with families and community members;
- Demonstrate evidence of professional growth;
- Demonstrate evidence of successful classroom observation data and teacher evaluations;
- Does NOT currently hold a principal certification in the state of Texas; and
- Are recommended by their principal.

A rigorous nomination process from current campus, district, and community leaders will identify a highly diverse and effective pool of candidates with great potential for campus leadership.

Implement an APPLICATION PROCESS for candidates to apply to the selected EPP Program, in which they will submit a resume, statement of purpose, and three letters of recommendation. DISD leadership team and EPP will use an application rubric to select candidates for further evaluation. DISD and EPP will use multi-rater assessment techniques and when evaluating the following tasks:

- 1) data analysis simulation and presentation;
- 2) classroom observation and feedback role-play; and
- 3) behavioral/leadership interview.

DISD leadership team and EPP will reach consensus and submit recommendations to the EPP's Admissions department.

This recruitment process will ensure high-quality individuals are selected, as well as, ensure the diversity and quality in the future principal pool. Candidates that agree to be part of the program will be required to sign an MOU which will commit them to continue their employment for a minimum of 3-years.

## 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.

DISD's Principal Residency Program will provide residents with campus-based, authentic leadership experiences through a partnership with a EPP principal preparation program. The residents will be chosen from a strong instructional pool of classroom teachers, skills specialists, department chairs, and other teacher leadership roles. During the grant initiative, the principal resident will participate collaboratively in continuous professional development to improve instructional leadership practice, school culture, effective planning, and data-driven instruction.

### COURSE INSTRUCTORS

In collaboration with DISD, the EPP partner will provide research-based coursework aligned to the Texas Principal Standards and the new TExES Principal (268) certification test. Assignments and projects will connect the research and Texas standards to the evolving role of the principal as instructional leader.

### MENTOR PRINCIPAL:

Each principal resident is provided on-campus coaching, feedback and mentoring by an experienced, certified principal mentor. The principal mentor will work collaboratively with the EPP to ensure residents gain knowledge and experiences aligned to the Texas Principal Standards. The mentor principal will attend the grant's Summer Institute to gain an understanding of the expectations for the internship, develop a plan to provide authentic leadership experiences to the resident, and align the university coursework to these new learning experiences.

Along with learning the state level standards, residents will obtain district specific expectations for local policies, procedures, and practices from the mentor principal. Residents will shadow principal mentors, participate in school and district level meetings and PLC's, and reflect on their own practices that impact school culture and improve student outcomes. The principal residents will actively engage with the principal mentor through varied experiences that will allow them to be responsible for supporting campus initiatives or resolving significant challenges. Residents, alongside the principal mentors, will also observe teacher practice in a non-evaluative role and lead planning meetings focused on student level data in specific grade levels and content areas.

The Assistant Superintendent for Leadership will also provide feedback during the mid-point of the year-long residency on the residents. This will include a review of action items, progress towards goal, and possible opportunities for greater impact. In addition, during the grant funding period Assistant Superintendent for Leadership will provide participating staff members with on-going support by ensuring the participants are exposed to substantial leadership opportunities.

Moreover, to ensure all the participating residents, the mentor principals/school leaders, and an EPP representative are all on the same page and properly trained, they will attend a conference held by TEA. The TEA Principal Residency Summer Institute will be held in June 2020.

**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.

**DATA-DRIVEN INSTRUCTION SYSTEMS CURRENTLY IMPLEMENTED AT CAMPUS LEVEL AND COMPLETE THE RUBRIC:**

DISD currently implements a variety of data-driven systems, utilized at the campus level throughout the school year, and aligned to end-goal assessments such as state tests and college entrance exams. The goal is to determine if interventions provided to students were effective and the root cause behind a lack of student progress. Based on assessment results, campus staff design and implement best instructional practices and supports to meet all students' needs. Campus leadership teams meet regularly to analyze school-wide data and teacher data so that effective action plans are created to support teachers and students.

High-quality assessments are designed and reviewed at the district level ensuring a tight alignment to state standards. Data meetings are conducted with school leadership teams to ensure calibration in the analysis of data and that schools in need are receiving specialized and differentiated supports. DJSD's school and district leaders have engaged in professional development focused on building a data-driven culture at every campus. This is an on-going process that focuses on effective data analysis and the selection of protocols that will drive instruction and student success.

Prior to submitting the Principal Preparation Grant, Donna ISD discussions some of the items that participants will be provided. These include but are not limited to: In-person and on-site coaching and evaluation with a minimum of three visits per year; Evidence-based coursework; Opportunities to practice and be evaluated in a school setting; and Once complete, a principal certification.

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.

Campus leaders provide feedback through systems and plans that best fit the needs of the campus. DISD's appraisal system allows for campus leaders to evaluate teachers on a regular basis by providing clear, timely, and useful feedback that identifies growth areas and guides professional development. The evaluation system fosters open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and development of individual and school-wide practices that effectively improve student learning. Campus leaders and leadership teams provide knowledge of best teaching practices, and model lessons for struggling and/or new teachers.

For the residency cohort, each program participant, mentor principal, and EPP Advisor will collaboratively plan for opportunities to lead and document required hours of authentic leadership through actions, practices, experiences, and instructional protocols in an internship/residency log. This log will be another opportunity for participants to receive coaching and reflect on the internship experience as they document hours aligned to one or more Principal Certificate TAC Standards each semester. The EPP advisor or on-site coach will provide more extensive observations/ coaching on a monthly basis throughout the residency period, as well as, provide written feedback. Informal observations and coaching will be provided by the mentor principal and/or the on-site coach as appropriate. Program participants will also conduct three classroom observations as if they were the principal and debrief to further reflect on how best to coach, support, and appraise teachers. Participants will meet at least twice yearly for a one-on-one check-in with their EPP Advisor regarding their professional growth, which is another opportunity to model and coach the resident. During the initial meeting, the participant develops an Individual Learning Plan. The second meeting is a check-in regarding their Individual Learning Plan to determine the type of coaching support that is needed for the remainder of the school year to apply coursework to authentic problems of practice.

The Protocol that will be used to conduct feedback sessions are elaborated on document "Appendix A".

## Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

## PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

## 5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

## 5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b> <input type="text"/>	

**Request for Grant Funds**Matched amount (number of principal residents participating in program x \$15,000) Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Principal mentor stipend (10)	<input type="text" value="32,500"/>
Salary and benefits for residents (10)	<input type="text" value="520,000"/>
	<input type="text"/>
	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)****BUDGET**

Certification exam cost	<input type="text" value="2,500"/>
Professional development	<input type="text" value="70,000"/>
Teacher Certification Course	<input type="text" value="50,000"/>
	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)****BUDGET**

Curriculum and textbooks	<input type="text" value="15,000"/>
	<input type="text"/>

**OTHER OPERATING COSTS (6400)****BUDGET**

Travel for 20 to attend the TEA Principal Residency Summit Institute in June 2020	<input type="text" value="10,000"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Total Direct Costs Indirect Costs TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

 <b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i>	
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?	4
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	3
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?	4
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?	2
g. Ability to lead interim assessment 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)?	2
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?	3
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?	2

## Leading Observation Feedback

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

Leading Observation Feedback	
<b>How would you describe your team's...*</b>	
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?	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?	2
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?	2
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?	2
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.)?	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