



2021-2022 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 4
COMPETITIVE GRANT Application Due 11:59 p.m. CT, October 22, 2020

NOGA ID

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

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Grant period from **March 9, 2021 - September 30, 2022**

Pre-award costs are not permitted.

Required Attachments

Refer to the Program Guidelines for a description of all required attachments.

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Charlotte ISD needs to develop principals as instructional leaders who can improve/uphold the Charlotte ISD accountability rating; and address the needs of Charlotte ISD's diverse population (Hispanic 88.6%; White 11.4%)	Charlotte ISD plans to identify aspiring leaders by recruiting/selecting a pool of applicants that will be vetted by Charlotte ISD/SRSU using research-based protocols. Candidates will present evidence of measurable student achievement, strong evaluations, interpersonal leadership, evidence of strategic problem solving, growth mindset, and commitment to the district.
Charlotte ISD needs to improve coaching and supervision skills for mentoring principals and residents; and increase their understanding of the ESF model and improvement process.	Charlotte ISD will provide residents a systematic structure, functional data teams, that meet continuously throughout the residency to improve student achievement goals with practice coaching and supervising in an authentic leadership setting. Some district personnel may serve as EPP Field Supervisors.
Charlotte ISD needs to increase the number of quality applicants for principal positions and to create a pipeline of qualified instructional leaders to increase retention.	Charlotte ISD will provide a full-time, authentic principal residency experience aligned with the new Texas principal standards for 10 candidates thereby increasing retention of talented leaders by growing them from within the district; commitment to the district will be considered in the candidate vetting process.

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 the end of September 2022, Charlotte ISD/SRSU will help certify 2 aspiring principal candidates that mirror Charlotte ISD's student demographics. Each principal candidate will (1) fulfill all graduation requirements for a Masters Degree in Educational Leadership; (2) pass the TExES Principal (268) exam; (3) complete the Performance Assessment of School Leaders (PASL); and (4) successfully complete the SBEC Principal as Instructional Leader certification. The goal for Charlotte ISD/SRSU is to implement a well-defined leadership instruction framework that will build capacity by growing a strong principal pipeline and by retaining quality leadership grown within the district, ensuring continuous district growth.

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
- 1) Use district analytics (e.g. Euphoria, Leap4ward) to conduct a needs assessment and identify high priority items (TEK clusters) for targeted student achievement improvements (Action Research).
 - 2) Assemble a cross-functional Data Team to collaboratively complete, at item-level, a relevant root cause analysis of poor student achievement related to the identified high priority challenge.
 - 4) Review TExES Principal Domains & Competencies and complete a formative assessment.
 - 5) Complete the CertifyTeacher TExES Principal as Instructional Leader Practice Exam (as a pre-assessment).
 - 6) Complete a Career Advancement Survey.
 - 7) Complete Vision & Culture and Collaboration with Stakeholders Pillars using multiple data sources. Add to Portfolio.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) Collaborate with Data Team to formulate SMART Goal to address identified high-priority student achievement challenge
- 2) Collaborate with Data Team to create Targeted Improvement Plan and 3) Professional Development Plan on identified high-priority student achievement challenge that identifies solution (i.e. activities and instructional strategies) to meet student and teacher goals; implement PD Plan; conduct mid-year data team and PD effectiveness surveys.
- 4) Conduct Equity Audit that analyzes multiple sources of data to determine equity gaps in subpopulations and incorporate that data into Targeted Improvement Plan as relevant.
- 5) Complete CertifyTeacher formative assessment on all Domains and Competencies.
- 6) Complete T-TESS and ILD Training.
- 7) Add all completed Pillar Assignments and Data Team work to Portfolio for review.

Third-Quarter Benchmark

- 1) Collaborate with Data Team to create daily/weekly Implementation & Monitoring Plan; implement improvement plan in the relevant classrooms.
- 2) Meet weekly with Data Team to analyze student achievement data using benchmarks, student work, and observations
- 3) Conduct pre-conference, observation, and post conference cycles for Data Team classroom teachers.
- 4) Conduct at least 2 cycles (approximately 2 months) of implementation; revise improvement plan and retrain as needed between cycles; aligning teacher intervention to all data points.
- 5) Conduct Data Team effectiveness interviews; 6) Complete Pearson or other designated TExES 268 Practice Exam; 7) Complete all work for Portfolio; present summative assessment -Portfolio Defense & receive committee feedback; 8) Complete Mentor and EPP Satisfaction Survey; 9) Complete Career Advancement Survey.

Project Evaluation and Modification

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

The Portfolio will be the key assessment. Residents will present to Instructors, Field Supervisors and Mentors (I,FS,M), each piece of their Action Research—Selection of Problem, Problem Statement, SMART Goals, Targeted Improvement, Professional Development, and Implementation/Monitoring Plans—each semester as added to the Portfolio. I, FS and M will evaluate portfolios for alignment and proficiency, providing written feedback. Any residents who are not meeting program expectations will be required to schedule mandatory meetings to discuss necessary corrective action and develop a revision plan. Following this initial portfolio evaluation and meeting, these residents will be asked to resubmit their portfolios for re-evaluation. This process will continue until the resident's work "Meets Expectation." Content Instructors will follow a similar intervention process in evaluating the 9 Pillar Assignments as they are added to the Portfolio each semester. Field Supervisors will conduct a minimum of two pre-observation, observation and post-observation meetings each semester for three semesters to evaluate: Data Team Selection, Team Meeting Effectiveness, Coaching and Supervision of the Data Team, and other administrative duties. Field Supervisors and Mentors will review resident observation data and provide feedback each semester. These are classified as Exceeds, Meets or Below Expectation. Struggling residents will be provided a study plan, monitored and observed frequently to determine improvement. Quantitative assessments/benchmarks are also part of the SRSU accountability system. Using CertifyTeacher, benchmarks will be given quarterly. Residents who fail to score 80% on any benchmark must complete individualized study plans which include mandatory meetings with the instructor and retesting. Residents will be provided review materials specific to the Domains and Competencies that are problematic. Charlotte ISD and SRSU will review resident performance, program curricula and instruction strategies and activities at quarterly meetings. Communication and collaboration with Charlotte ISD mentors, SRSU faculty, and residents are key structural elements of this program, and will begin with the initial Orientation Meeting and continue throughout the program. District employees may also serve as SRSU Field Supervisors. Workshops conducted by Charlotte ISD and Faculty will fill content gaps as resident performance data is reviewed and gaps are identified. This system of continuous monitoring, adjustment, and reflection on fidelity of implementation assures resident success and program improvement.

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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 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 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 2021.

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.

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.

LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunities page, with all documents pertaining to the RFA.

If preliminarily selected for award, LEA agrees that 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 listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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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.

The targeted recruitment and selection process will adhere to the provided Domain 1 Fidelity of Implementation Rubric (Attachment 2). Recruitment practices will include a referral process, district social media, district web page announcement, and targeted outreach at each campus. Working in partnership with the EPP (Sul Ross State University), candidates will be selected based on evidence of each candidate's leadership ability as demonstrated by: student achievement (STARR and EOC) and progress data (Common Formative Assessments/Benchmarks, iStation, TCM, TELPAS, Texas Teacher Evaluation), Support System (T-TESS) appraisal data, overall body of work, commitment to the district, and alignment to student demographics. Candidates will use their last 3 years of student achievement and progress data to plot the academic improvement of their students and their effectiveness closing achievement gaps, and provide that data as an application artifact. Additionally, the application requests education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on Campus Improvement Team). Application artifacts include a professional resume, letter of recommendation from current supervisor, and current artifacts of their students' progress. A Partnership Committee of Charlotte ISD leaders and SRSU Educational Leadership professors will review the applications and artifacts using rubrics that rate each of the application components. From the application pool, a pool of semi-finalists will be selected to progress to the interview and writing stage. Live interviews will be conducted by the Partnership Selection Committee using a rubric that includes leadership style and dispositions, teacher content knowledge, advocacy for at-risk students, teacher growth mindset, and instructional knowledge. Immediately prior to the oral interview, applicants will complete a timed writing sample containing open-ended questions concerning educational leadership that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, Mindset (KSMs) model derived from the Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. After completion of the oral interview and writing phase, the Partnership Selection Committee will combine the rubric subtotal scores for the application, oral interview, and writing rubrics and residents will be selected based on rank. SRSU is committed to enhancing educational leadership diversity in Texas schools. SRSU is a federal recognized Hispanic-Serving Institution with one of the state's fastest-growing Hispanic enrollment rates. The Educational Leadership Program at SRSU has a long history of providing highly proficient and culturally responsive instruction. The ethnicity of faculty for the SRSU Educational Leadership Program closely mirrors both its own student ethnicity percentages and that of its partner's student (Hispanic 88.6%; White 11.4%) and administrator ethnicity percentages which are largely Hispanic. Charlotte ISD's administrator ethnicity has a 48.6% gap between its Hispanic administrator and student populations. This gap will be addressed in the candidate vetting process by awarding additional points to qualified Hispanic candidates on the application rubric.

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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 Principal Residency Program, offered in partnership with SRSU and Charlotte ISD, will provide a highly selective and competency-based residency model in which principal candidates will obtain a master's degree in Educational Leadership, will successfully complete the new TExES 268 Principal as Instructional Leader Certificate and the new TExES 368 Performance Assessment of School Leaders (PASL). Residents will also obtain T-TESS and ILD certifications further enhancing their coaching and supervision skills. The residency is full-time and job-embedded. Residents attend courses, workshops and on-the-job training with principal and central office mentors, field supervisors and university professors. District employees may serve as Field Supervisors, further enhancing partnership communication and collaboration. This partnership will facilitate development of residents' instructional leadership skills, improving and transforming the district, and guiding the resident and district to better serve economically disadvantaged minority students, and creating a pipeline of leaders, and enhancing retention of highly-qualified personnel.

The current SRSU Educational Leadership Program is a 16-month Cohort, 30-hour sequential online program approved by TEA (4 out of 4 evaluation) that heavily emphasizes 9 Pillar Assignments and the Action Research that residents conduct in three sequential Practicums. Fifteen semester hours of relevant content courses are paired with the three Practicums which are taken in three consecutive semesters. During the program, grant recipients will be assigned no substantial teaching duties. As residents proceed through the Program, key action research assignments and Pillar assignments are included in a comprehensive Portfolio assessment. Residents present segments of the Action Research throughout the Program and receive feedback from instructors. Instructors, Field Supervisors and Mentors review the Action Research progress each semester and residents revise their work each semester until it attains at least the standard of 'meets expectation.' As part of the Action Research, residents conduct an in-depth data analysis to select a high priority challenge to improve student achievement and teacher instruction. Residents drill down to the item analysis level using district software (e.g. Leap4ward, Eduphoria) to identify high-leverage items for improvement. Then, residents formulate a selection process and create a relevant Data Team to work collaboratively to address the high priority challenge. In Practicum I, residents work with the Data Team to write SMART goals for student improvement and instruction strategies, conduct a root cause analysis and research potential solutions. In Practicum II, the Data Team creates a Targeted Improvement Plan to address the student learning SMART Goal; and creates and implements a Professional Development to improve teacher instruction to achieve the SMART goal. In Practicum III, residents work with the Data Team on an Implementation and Monitoring Plan and facilitate that implementation in the classrooms of teacher Data Team members. Residents continuously monitor progress with pre- and post-observation meetings, observations, and weekly Data Team meetings to analyze student benchmarks, student work, and observations, and to re-plan and retrain as needed. Residents also survey Data Team members on effectiveness of the team meetings periodically and interview members at the end of Practicum III. Residents will receive content courses emphasizing coaching and supervision and will complete T-TESS and ILD training and certification to enhance their coaching and supervision skills prior to Data Team implementation of the Targeted Improvement Plan in their classrooms. Highly qualified Field Supervisors, some of whom are also district leaders, will provide hybrid coaching support sessions with residents which focus on instructional coaching and supervision. Principal Mentors, who have a history of improving struggling campuses and who are familiar with the ESF model of improvement, will work with weekly residents, ensuring that systems are in place to facilitate the resident's Action Research and enhance their instructional leadership skills. In addition to reviewing Action Research each semester, Mentors, Field Supervisors, and university Instructors will review resident progress on benchmarks quarterly. After implementation, Action Research is presented first to content instructors and Field Supervisors. Residents then revise and present their Portfolio Defense which includes their culminated, 16-month Action Research and Pillar Assignments to Instructors, Mentors, and Field Supervisors.

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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.

Each campus currently engages in Professional Learning Communities and "data digs" after each unit and major assessment. Grade levels and vertical teams analyze the data during PLCs and use an Intervention Team Checklist and Plan that was implemented during the 2019-2020 school year at the elementary. During weekly PLCs areas of weakness are discussed and targeted corrective plans are completed to implement within the classroom. Administration uses the Intervention Team Checklist and Plan to follow through with teachers lesson plans. Teachers and principals utilize Eduphoria software to analyze student data, as well as compose tests. All teachers were trained on Eduphoria prior to the start of school so that assessments created would be visible to teachers, as well as administration. A more structured process of utilizing Eduphoria was put into place to allow for ease of access to data from previous years and to ensure data from Eduphoria is correct and up to date.

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.

Principals currently conduct walk-throughs with the use of several rubrics that have been uploaded within Eduphoria. The walk through assessments are also used for TTESS documentation. Feedback is given to teachers though one on one conferences with administrators. Due to scheduling the feedback is not always immediate. Also, at the elementary level a reading coach/specialist visits classrooms and provides feedback to teachers and administration on a weekly basis. The feedback consists of planning with teachers and modeling lessons.

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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)	

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Request for Grant Funds

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

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program

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

PAYROLL COSTS (6100)

BUDGET

Salaries/fringe benefits for principal residents and substitutes (2* \$69,057)	<input type="text" value="138,114"/>
Stipends for 1 Principal Mentors	<input type="text" value="1,500"/>
1 District Data Analysis and Accountability Specialist Mentor	<input type="text" value="1,500"/>
Stipend for 1 Grant Director	<input type="text" value="3,000"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

Textbooks and materials (2 * \$870); testing (2 * \$575)	<input type="text" value="2,890"/>
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OTHER OPERATING COSTS (6400)

Sul Ross State University-Alpine tuition and fees (2 * \$9,498; AEL & T-TESS workshops 2 * \$1000)	<input type="text" value="20,996"/>
Travel for 1 Principal Mentor and Grant Director to TEA June Institute (2 * \$1,000)	<input type="text" value="2,000"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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Appendix I: Negotiation and Amendments (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 of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for describing changes]

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:

How would you describe your team's...

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

0 - Attempting
 1 - Foundational
 2 - Proficient
 3 - Exemplary

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback

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

	0 - Lacking	1 - Attempting	2 - Foundational	3 - Proficient	4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?				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?				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?				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?				2	
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.)?				3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?				3	
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?				3	
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"?				3	