TEA
Texas Education Agency

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

NOGA ID [   ]

Authorizing legislation	ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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

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

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

Application stamp-in date and time

Grant period from	**January 18, 2022 - September 30, 2023**
Pre-award costs permitted from	**Pre-award costs are not allowed.**

Required Attachments

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

Attachment 1: Leverage Leadership Readiness Assessment
Attachment 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence

Attachment 4: Instructional Leadership
Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

Organization	McDaded ISD	CDN	011905	Campus	001, 101	ESC	13	DUNS	021554167

Address	156 Marling Street	City	McDade	ZIP	78650	Vendor ID	1741931495

Primary Contact	Heather Stidham	Email	heather.stidham@mcdadeisd.net	Phone	5122732522
Secondary Contact	Whitney Stephens	Email	whitney.stephens@mcdadeisd.net	Phone	5122732522

Certification and Incorporation

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

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

☒ LOI application, guidelines, and instructions
☐ General and application-specific Provisions and Assurances

☐ Debarment and Suspension Certification
☐ Lobbying Certification

Authorized Official Name	Heather Stidham	Title	Interim Superintendent

Email	heather.stidham@mcdadeisd.net	Phone	5122732522

Signature		Date	10/04/2021

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.

☐ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements

☒ 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. LEA assures that the principal residency is full-time and at least one year in length.

☒ 8. LEA assures that residents do not have significant classroom responsibilities.

☒ 9. LEA assures that residents do not hold a principal certification in the state of Texas.

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

☒ 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.

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

☒ 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

☒ 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.

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

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

Summary of Program

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

Our overall goal at McDade ISD is to provide well prepared leadership that will bring a diverse background that compliments the instructional and social emotional needs of our staff and students. We intend to develop and sustain a rigorous program with current educational leaders that will aid in sustainable progressive growth from year to year.

This grant will allow an opportunity for strong leaders who have demonstrated high quality performance in our district to continue to build on their growth mindset and create a path forward for teachers and students alike. McDade is a very small school in Bastrop county. We are fast growing and competing with county schools, Bastrop, Elgin and Smithville, for educators and administrators. We have always had a strong core of teachers with limited growth opportunities and earning potential. This grant will allow a resource for us to take highly qualified teachers and mold them as we grow our own administrative staff. McDade ISD's approach to growth in our community is essential. We must continue to maintain the high level of excellence that our smaller classes in the past have allowed for. Establishing and implementing a high quality principal residency program is a way to ensure consistency, fidelity and continued growth for all our stakeholders.

In recent years data shows that we have intentional work to do with our English Language Learners. This calls for a more diverse approach to teaching and family engagement. Our teachers and students deserve to have strong leadership that supports their growth. A strong principal residency program built on the foundation of teachers who have proven their excellence in the classroom is a promising reach to maintain high quality educators in order to build and maintain high quality leadership.

Goals, Objectives, and Strategies

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

Goal 1 - Improve the instructional capacity of all classroom teachers.
In order to achieve this goal we continue to use T-TESS as and instructional roadmap to build capacity. Consistently monitoring implementation of TEKS and offering various pathways to build, remediate and enrich understanding requires data collection, analysis and action planning. In order to do this with fidelity our educational leadership on our campuses needs to be able to deliver, with clarity, best practice strategies on a consistent scheduled basis.

Goal 2 - Consistency in educational expectations, systems and outcomes.
Our leadership teams on both elementary and secondary campuses must understand the scaffolding of skills and be able to communicate this during PLC meetings and reinforce it. Leading classroom teachers through goal setting based on data builds a bridge and understanding of how this is directly transferable to daily systems, procedures and classroom management. In order for this framework to be effective McDade ISD will provide scheduled monitoring and budgeting to aid in the development of administrative skill set as it applies to student needs, district and campus improvement plans.

Goal 3 - Intentional instructional planning.
Scope and sequence of developing leadership is essential in building a collaborative relationship within the district, campuses and community. When all stakeholders are communicating the same message with the same language the more optimal the conditions are for development. This enables us to make Instructional planning purposeful for the needs of our

Performance and Evaluation Measures

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

McDade ISD will use several data points both computer based and in person based to collect, monitor and track student performance. In elementary students will use mclass for BOY, MOY and EOY assessments. Mclass will help in identifying specific skills sets that need to be targeted for mastery. Education Galaxy will be used to aid in the identification of TEKS mastery. Secondary campuses will use unit assessments in line with the scope and sequence of TEKS resources as well as BOY, MOY and EOY benchmarks to track student scores. Our educators and administrators will use this data coupled with small group and direct instruction to identify and prioritize skills development needs, staff development needs and will chart a course moving forward that allows for mastery checks and opportunities for students to receive additional support throughout the school year. Administrators will lead campus instruction by providing guidance via Lead4ward development. They will help educators understand the difference between readiness and supporting standards. These regular sessions will be a guide to understanding how to scaffold instruction in whole and small groups. Principal interns will learn from their mentors, campus principals, how to teach and inspect what is expected of them as it applies to best practices for all.

Budget Narrative

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

Currently having ESSER III and ESSER II funds is allowing us to apply for this grant. We are using seventy five percent of our funds to close student gaps. This is freeing up funds in our general budget to be able to apply for three principal residents. Otherwise, our funding would be to tight to be able to offer this to our educators. Since we are in a fast growing area we are in desperate need of strong leadership across the district. This funding is going to allow us to pay for the certification of three highly qualified teachers to climb the ladder to leadership. The funding will also allow for us the opportunity to offer Principal mentors as well as principal candidates a stipend for the additional time and efforts genuine authentic experiences. We have residents who are ready to move forward and without a pathway forward we risk losing these highly qualified educators. This will be the first time McDade ISD has participated in the Principal Residency program. We are needing to promote a current principal to an instructional specialist position which leaves us with a position to fill in the immediate future. Currently our administrators at the elementary and secondary levels are paid according to their level of teaching experience plus daily rate for 220 days. Small school administrators are notorious for wearing many hats. Being able to offer payment for certification and a stipend offers some balance to the rise in the cost of living in our fast growing area as well as helps us retain highly qualified teachers from not moving on to larger schools in the immediate future. Once certifications are earned we will be able to maintain a normal principal salary for each of these individuals. It is a win, win if we are able secure funding to aid us in the process. In the future we will be able to transition one educator in the elementary into an elementary administrative position and two high school teachers into administrative positions. This also allows us to promote our current secondary principal into an instructional leadership role for the district. Our residents will transition immediately upon securing their principal certification. Being able to do this allows us to begin a pipeline for others within the district.

Staffing:
These funds will allow for three McDade ISD employees to pursue their goals to attain administrative leadership positions. It will also allow for a stipend for Principals who will actively engage in authentic real world training.

Supplies and Materials:
The funding will pay for each candidate's certification program, technology needed to perform online learning and access to mentors and professional development to support their unique needs along the way.

Contracts
The funding will allow for additional days for the teacher and the mentor. The additional time will increase their annual earnings.

Travel expenses
We will be participating in the University of Texas - Tyler program. This program is online not needing travel expenses. However, there may be other professional development opportunities along the way which we will pay travel expenses for.

Program Requirements

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

Recruitment and selection process
McDade ISD will send out a survey to all staff inquiring about those who wish to participate in an aspiring administrative cohort. Everyone meeting the following criteria to participate will be considered:
Must have a minimum of five years teaching experience in grade levels in which you want to administer.
Must have shown through T-TESS to be proficient and accompl/or accomplished over the last five years of ratings.
Must have participated on your campus leadership team and coached campus teachers during two of the past five years.
Must have sponsored a student group or organization for two of the last five years.
Must provide and present documentation of tracking student progress and speak to the systems and procedures put into place based on data collected.
Must have or be willing to attain ESL certification.
Must provide and present a brief overview of McDade ISD's current academic concerns and a plan of action to address academic achievement in this area.
Must have a bachelor's degree from a regionally - accredited institution and submit official transcripts.
Must hold a Texas Teacher Certification that is current.
Submit a complete teaching service record.
Submit GRE scores or have a GPA of 3.25 or better on your last 60 hours of coursework.

2. The LEA must provide a description of the year-long, full-time residency and include a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

All candidates will be required to meet the admission standards for The University of Texas at Tyler's Master of Education in Educational Leadership with principal certification course in the spring of 2022 to be completed by the spring of 2023. The following courses will be taken in four blocks:

EDLR 5310 Educational leadership theory and practice
EDLR 5311 Instructional Leadership and Supervision
EDLR 5313 Strategic School Improvement
EDLR 5320 School Law
EDLR 5330 The Principalship
EDLR 5333 Administration of Special Programs in School
EDLR 5337 School Buildings Operations
EDLR 5349 Curriculum and Instruction for School Improvement
EDLR 5370 Practicum in the Principalship I
EDLR 5371 Practicum in the Principalship II

In addition to University of Tyler classes the Principal Resident will also be in charge of monitoring student intervention as it applies to HB4545 as well as students identified by assessments in need of additional support. Principal Residents will create a monitoring schedule for academic and behavioral MTSS. In addition to the monitoring schedule Principal interns will work cooperatively with core area teachers to create tutoring schedules for students. Principal residents will use

Program Requirements (Cont.)

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

McDade ISD is currently developing their MTSS process as it applies to student growth and intervention. This year the McDade ISD is using the following measures when meeting with intervention teachers to plan interventions and their effectiveness:

WIN time software and Excel to create digital data tracking for core programs:

Elementary
STAAR scores, mClass reading and Math K - 6, circle, unit assessment K-6, benchmarks, intervention groups in person, Education Galaxy to measure STAAR language and TEKS, TELLPAS, Book Nook and Pathblazers to measure skills.

Secondary
STAAR scores, TEKS Resources Unit Assessments, Edgenuity TEKS tutorials, EOC assessments, benchmarks, small group in person tutoring, Lexia Power Up for 7tha and 8th grade, Book Nook and TSIA.

It is the responsibility of the administration and the classroom teacher to adhere to intervention protocols to insure the fidelity of programs.

Input from 504, ELL and SPED for accommodations.
Progress Reports and 9 weeks grades.
Parent information.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Observations and Feedback

The campus Principals will use T-PESS to provide walk through observations and feedback. The superintendent will provide Principal Residents training and formal observations for T-PESS. The Principal Residents assigned mentor will be a resource for the Principal Residents to help them self evaluate and set goals for their assignment. Timeline for formal observations and goal check-ins:

January Initial training for T-PESS
February Self Evaluation and Goal Setting Due
March Check in on progress towards goals
April Check in on progress towards goals
May Formal Observation / Review of Observation
June Review Goals and Adjust
August Refresher training for T-PESS
September Self Evaluation and Goal Setting Due
October Check in on progress towards goals
November Check in on progress towards goals
December Review TAPR report from TEA Check in on progress towards goals
January Formal Observation
February Data Tracking Review / Campus Walk Throughs
March Data Tracking Review / Campus Walk Throughs
April Data Tracking Review / Campus Walk Throughs
May Data Tracking Review / Campus Walk Throughs

Program Requirements (Cont.)

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

The rate of our continuation plan will be directly tied to our growth. McDade ISD will continue to mentor educators interested in pursuing administration certification. For candidates that meet above mentioned criteria they will have the opportunity to also pursue further education with support from McDade ISD in the cost of attaining their Principal certification. McDade will continue to apply for grants to assist in this effort but will also provide the opportunity for one educator annually to and an online principal certification program. Following this initial year of the program we will have a tremendous need to fill all three positions. We are intending to promote a current principal to Curriculum and Instruction for the 2022 - 2023 school year. We will have an opening for an assistant principal at the elementary level and a Principal and assistant principal at the secondary level. Below is McDade ' s 5 year plan for administration certification.

2022 - 2023 If awarded a grant we will pursue paying for three educators currently employed,
         that meet the above criteria
2023 - 2024 This would be the first full year for those hired in 2022 - 2023 - no new applicants
         But in house classes for those seeking leadership positions will continue.
2024 - 2025 McDade ISD will choose a candidate from the leadership team that meets all the
         Above requirements and will pay for their principal certification online.
2025 - 2026 Continue Leadership Group through this year
2026 - 2027 McDade ISD will choose a candidate from the leadership team that meets all the
         Above requirements and will pay for their principal certification online.

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

McDade ISD is looking forward to partnering with the University of Texas at Tyler to work cooperatively in the design and implementation of the principal program. I will reach out to UT Tyler to discuss our needs and plan of attack. It is my hope that UT TYler and McDade can cooperatively design assignments that meet the needs of each program in such a way that it is not additional work for the educator but authentic work serving simultaneously. Our ultimate goal is to create leaders passionate about their job with appropriate supporters who welcome the challenges and adventures administration brings to the table of education.

Equitable Access and Participation

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

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

◉ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group | Principal Residents | Barrier | Currently those interested do not represent our largest student demog
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 program?

○ Yes ○ No

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

5A: Assurances

☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

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 program allocation

5. LEA reservation for direct administrative costs, not to exceed the program'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)

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

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

You may duplicate this page

Amended Section   **Reason for Amendment**

RELAY/GSE   Attachment 1: Leverage Leadership Readiness Assessment

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

	Rating (0 – Lacking, 1 – Attempting, 2 – Foundational, 3 – Proficient, 4 – Exemplary)
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?	2
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?	2
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?	2
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 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)?	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?	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?	2

RELAY/GSE

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?	2
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

Attachment 2: Supplemental Narrative Question Responses

Directions: Please answer the following questions to further describe your district and partner EPP's intended approach to the principal residency grant implementation. Following the Short Answer Questions are the descriptions of the three additional attachments to submit with the grant. As a reminder, you must label attachments 3, 4, and 5 as described in the guidance. Each question/supplemental attachment is worth 5 points or 40 points total.

1. **Short Answer:** Provide a description of your district's **Profile of a Leader,** or the key characteristics and competencies that are critical to serve in an instructional leadership role in the district. You may also include those skills that you propose that your residents will strength throughout the course of the residency. (300 words max)

Being a small school district requires our leaders to be versatile in several areas. Although they are the instructional leaders for the school district, they are also required to be flexible with their daily schedules. It is essential that our leaders know curriculum and are able to provided you guidance and set expectations for closing gaps on each campus. They must be organized and able to create master schedules for their programs as well as developing monitoring schedules for walk throughs, RTI and special program implementation for their campus. Leaders in our district are expected to lead with the district and campus improvement plans as a compass.

2. **Short Answer:** As part of the Principal Residency Program, there is an expectation that each resident has a variety of authentic instructional leadership opportunities. Describe **one example** of a proposed resident **instructional leadership opportunity** (i.e. candidate engages in data driven instruction practices, such as a weekly data meeting, etc.) (300 words max)

We are in need now more than ever, a resident that we can dedicate to the monitoring and implementation of academic and behavioral interventions. This person would see to:
1. The scheduling of intervention times during the school day.
2. Staff development for teaching assessment and monitoring procedures to staff.
3. Scheduling regular ongoing data checks for current grades and effectiveness of interventions.
4. Working cooperatively with teachers, parents and our Special Education department to ensure fidelity of programs and accountability for campus systems and procedures.
5. Will report to and work cooperatively with the campus principal to ensure continued improvement with our intervention programs and assessments.

3. Provide a description of your current or intended **cooperating/mentor principal profile.** (300 words max)

Our campus principals would function as the daily mentor. Our resident would work along side the principal to monitor the intervention times in the master schedule and provided walk through insight and data reports to the principal on a regular basis. The campus principal would also have the autonomy to assign other leadership duties to the resident as need or as appropriate to the strengths of the resident. The campus principal and resident will establish one campus goal and one personal goal to achieve. These goals will be monitored by both and progress toward the goals will be reported to the superintendent monthly. As goals are met, campus principals and residents will work cooperatively to set new goals that meet the immediate needs of their campus at that time. Both administrators and residents will be provided with the supports they need to be successful. We understand that this will be different for each resident and campus and as a district are committed to investing in their needs in order to benefit the educational outcomes of students.

The superintendent will meet with principals and residents monthly to discuss progress towards goals and input of additional supports the resident may need to be successful in their pursuit.

4. Describe how the district will directly **support and train mentor principals** in collaboration with the EPP partner. (300 words max)

1. We will meet monthly with the superintendent to check on supports needed which are determined by both principals and residents.
2. Schedules will be made that will allow for a majority of the day to be devoted to learning administrative systems, procedures and planning with few teaching assignments required.
3. Budget funds will be set aside to provide both mentor and residents with professional development support during the program.
4. Residents will take on administrative responsibilities from the beginning for intervention on all campuses.
5. Common assignments will also allow for residents to rely on each other and help them to learn how to build support relationships throughout the district.

5. Provide a description of how you will **monitor the effectiveness** of your principal mentors. How would you support mid-grant change of mentorship to mitigate impact on the resident's experience? (300 words max)

We will use T-PESS to monitor all residents. Principals are currently monitored with T-PESS themselves and this will benefit both mentor and mentee in developing administrative skills in intentional ways. The super intendent will mentor campus principals on the implementation of T-PESS, goal setting and monitoring. Both principal and district superintendent will work cooperatively in gauging progress, providing supports and guiding the resident in goal setting, attainment and continuing with new goals as a growth mindset.

Additional Attachments:

6. **Attachment 3:** Provide a sample of your Educator Preparation Program (EPP) partner's Principal Program **Scope and Sequence**. Label the attachment as *"Attachment 3: Educator Preparation Program's Scope and Sequence."*

7. **Attachment 4:** Instructional leadership is a core component of the residency grant. Provide **one example** of an agenda or protocol from a recent data meeting or PLC. Label the attachment as *"Attachment 4: Instructional Leadership Meeting."*

8. **Attachment 5:** Provide <u>one</u> **sample coaching, script, tool, agenda or protocol** that reflects your district's coaching practices. Label the attachment as *"Attachment 5: District Coaching Tool"*

2022 – 2023 Principal Residency Grant Cycle 5

The University of Texas at Tyler - Scope and Sequence

All residents will be expected to complete this scope and sequence with special attention to how it applies to intervention in elementary and secondary campuses.

First:

Complete the application for admission to a graduate program.

       Complete the Reference Form questionnaire after you receive your student ID number.

Then:

Send all of the following documents directly to the Office of Graduate Admissions at the address below:

- o   Official transcripts from undergraduate and graduate institutions attended.
- o   Official scores on the Graduate Record Examination (GRE) - This can be waived if your last 60 hours of coursework is a 3.25 or higher and will be determined once all transcripts have been submitted to the Office of Graduate Admissions.
- o   Copy of your Texas teacher certification (any field).
- o   Copy of your complete teaching service record from all districts. (Can be obtained from each district Human Resources office).

The Office of Graduate Admissions, STE 345

The University of Texas at Tyler

3900 University Blvd

Tyler Texas 75799

You may also email documents to ogs@uttyler.edu

Finally:

All candidates will be required to meet the admission standards for The University of Texas at Tyler's Master of Education in Educational Leadership with principal certification course. All residents will be scheduled to begin the summer of 2022 to be completed by the summer of 2023. The following courses will be taken in four blocks:

Block 1 to begin in Summer of 2022

EDLR 5311 Instructional Leadership and Supervision

EDLR 5313 Strategic School Improvement

Block 2 (Fall)

EDLR 5320 School Law

EDLR 5337 School Buildings Operations

EDLR 5370 Practicum in the Principalship I

Block 3 (Spring)

EDLR 5330 The Principalship

EDLR 5349 Curriculum and Instruction for School Improvement

EDLR 5371 Practicum in the Principalship II

Block 4 (Summer)

EDLR 5333 Administration of Special Programs in School

EDLR 5310 Educational leadership theory and practice

In addition to University of Tyler classes the Principal Resident will also be in charge of monitoring student intervention as it applies to HB4545 as well as students identified by assessments in need of additional support. Principal Residents will create a monitoring schedule for academic and behavioral MTSS. In addition to the monitoring schedule Principal interns will work cooperatively with campus principal, special education director and core area teachers to create schedules for students. Schedules are to include but are not limited to :

1. Teachers
2. Students
3. Administration
4. Times available during the school day.
5. Tutoring beyond the school day.
6. Plan and monitor after school tutoring budget.

M

McDade Independent School District

"Dream Big...the path to the future begins here"

Attachment 4
Administration Meeting October 13, 2021
Agenda

1. Adult ESL/ ESL GED classes to begin October 25th in McDade Middle School.

2. School Board Recognition Month is January. What can we do as campuses to recognize school board members?

3. Application to TEA for High School GED program.

4. Student Groups previous years.

5. Student Groups 2021 – 2022.

6. How we are monitoring RTI.

   BOY, MOY, EOY
   Elementary – 8th grade: class work, mClass reading, mClass math, unit assessments and benchmarks.

7. Transportation / Facilities Plan for October

8. Daily attendance calendar review to date. This will be used to determine funding based on ADA. Let's examine and plan for where we need to improve

9. October Monthly Newsletter.

10. Q&A

    Elementary

    Secondary

Assistant Principal Appraiser Forms

NEW UPDATE

TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

2020 Update

Appraiser Rubric and Evaluation Forms

Table of Contents

Assistant Principal Appraisal Forms

(Getting Started Instructions)

Instructions: To begin, please complete the contact information for the assistant principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Assistant Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

SPECIAL NOTE: The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Assistant Principal Name:	
Assistant Principal Email:	
Assistant Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	

Domain 1: Strong School Leadership and Planning

Indicator 1.1: Ethics and Standards – *Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other campus campus leaders and assistant principals	Collaborates with the principal and leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	In conjunction with the campus principal, develops and implements processes to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Assistant Principal Name: School Year:

Indicator 1.2: Schedules for Core Leadership Tasks – *Focuses calendars and time to address principal, leadership, and instructional priorities*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<table><tr><td></td><td>Dis</td><td>Acc</td><td>Pro</td><td>Dev</td><td>NI</td></tr><tr><td>BOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>MOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>EOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>	Strategically adheres to core leadership tasks Has detailed calendaring systems Coaches and leads others on managing and prioritizing their time and tasks Supports the principal in ensuring efficient and effective operations are upheld with instruction as the priority	Supports the principal to strategically define priorities and to lead, delegate, calendar, and communicate core leadership tasks Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others Makes adjustments to respond to changes in instructional needs and principal/ campus priorities Collaborates with the principal and staff to monitor calendars that consistently maximize learning time and operations that enable student learning	Leads with clear, written, and transparent assistant principal roles and responsibilities In collaboration with the principal, develops a school calendar with key instructional leadership tasks Defines and calendars personal core leadership tasks with clear priorities for instruction Supports the principal in ensuring that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning	Carries out general leadership roles and responsibilities under the direct supervision of the principal, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 1.3: Strategic Planning – *Strategically supports focused planning processes with strategic monitoring of outcomes*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**

Ratings	Dis	Acc	Pro	Dev	NI	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
BOY	☐	☐	☐	☐	☐	Systematically collaborates with the principal to leverage strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven

Supports the principal in maintaining clear continuous improvement and decision-making processes that are linked to the plan | Collaborates with the principal to leverage all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused Uses multiple quantitative and qualitative data sources to give critical assistance to the principal Strategically supports the principal's work to establish aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions Consistently uses the plan to support the principal with decision-making and adjusts, accordingly | Co-develops, with the principal and leadership team, a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners

Includes multiple sources of data

Ensures the plan is rigorous and instructionally focused

Uses the plan and data to assist the principal in decision-making and adjusts, accordingly | Understands and is able to articulate the school and principal's plan

Sometimes conducts formative reviews of the strategies with the principal's guidance | *Comment Required* |
| MOY | ☐ | ☐ | ☐ | ☐ | ☐ | | | | | |
| EOY | ☐ | ☐ | ☐ | ☐ | ☐ | | | | | |

Appraiser Comments/ Growth Opportunities

Indicator 1.4: Change Facilitation – *Productively manages and supports change processes*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement

	Dis	Acc	Pro	Dev	NI
BOY	☐	☐	☐	☐	☐
MOY	☐	☐	☐	☐	☐
EOY	☐	☐	☐	☐	☐

Distinguished

Confidently challenges the status quo and serves as a driving force in initiating and managing changes under the supervision and guidance of the principal

Proactively anticipates and manages change initiatives in collaboration with the principal

Actively leads change initiatives with clear solutions, resiliency, and productivity, as appropriate

Builds capacity in others to effectively lead change

Accomplished

Leads assigned leadership or campus teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices

Uses productivity and achievement data to consistently communicate the need for change to the principal and staff, as applicable Supports the principal in developing clear and concise actions that create the opportunity for stackable success Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities

Proficient

Interacts with a solutions-oriented mindset and takes ownership of improvement initiatives under the principal's guidance

Collaborates with principal to initiate and facilitate necessary change using a student outcome lens

Clearly articulates and involves others in the change processes

Developing

Articulates the need for solutions and accepts some responsibility for change and continuous improvement

Sometimes acts on needed change with limited solutions

Needs Improvement

Comment Required

Appraiser Comments/ Growth Opportunities

Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – *Models personal commitment to developing self and others*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Serves as a role model for continuous improvement with other campus leaders and assistant principals Consistently coaches other leaders within campus Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others	Proactively seeks coaching and feedback from supervisors, the principal, peers, and staff, and models these interactions as standard practices Strategically plans for participation in learning opportunities Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes	Regularly seeks coaching and feedback from supervisors, the principal, peers and staff Regularly incorporates refinements to adapt and improve practices Maintains a growth mindset for self and others Aligns growth to the needs of the school and student outcomes	Sometimes seeks coaching and feedback from supervisors Understand the importance of growth for self and others Engages in limited professional development	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Domain 1: Examples of Artifacts and/or Evidence

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents

- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan and Plan Monitoring Systems
- Strategic Planning and Monitoring Processes
- Budgets and Fiscal Management Systems
- Productivity and Achievement Data: Students and Staff

- Change Processes and Actions
- Coaching and Support Systems
- Professional Development Plans and Results
-
-
-
-

Domain 2: Effective, Well-Supported Teachers

Indicator 2.1: Human Capital - *Assists to recruit, select, assign, and induct highly effective educators*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Leads and models high standards for all positions and responsibilities with clear and established human capital management systems	Collaborates with campus principal and leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs	In collaboration with the campus principal, follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates	As directed by the campus principal, uses basic criteria and teachers' qualifications to recruit, select, and assign candidates	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐	Strategically contributes and provides input to the principal to place and shift positions to best meet the needs of the school, teams, and students	Works with campus principal to analyzes existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit	Assists the campus principal to ensure that placements of high-quality staff are strategic based on student needs and teacher/staff strengths	Sometimes becomes involved in hiring decisions and processes	
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

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SUPPORT SYSTEM
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                                              2020 Update   9

Indicator 2.2: Talent Management - *Assists to supports and retains highly effective educators*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Works with the campus principal to capitalize on tangible and intangible assets of staff to support and/ or validate a system of highly effective practices which result in staff retention Collaborates with the campus principal to create clear pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight	Systematically supports a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support Uses principal, administrative team, and teacher leader/ peer feedback and leadership opportunities to consistently assist in supporting the retention of effective teachers	Assists the campus principal in routinely implementing targeted and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers In collaboration with the campus principal, gathers input from teachers to develop strategies for the retention of effective teachers	Sometimes supports the campus principal with using a mentoring support system as the primary means of supporting and retaining staff	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Assistant Principal Name: School Year:

Indicator 2.3: Observations, Feedback, and Coaching – *Conducts rigorous, calibrated, and supported observations*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Leverages observations and feedback to build capacity with others as an established professional growth model under the supervision and guidance of the campus principal	Calibrates with the campus principal to systematically use normed tools and processes with instructional leadership teams and analyze teacher observation data	Supports the campus principal in using normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time	Observes teachers primarily during scheduled observations and occasional walkthroughs	*Comment Required*
BOY	☐	☐	☐	☐	☐				Feedback is sometimes provided	
MOY	☐	☐	☐	☐	☐	Maintains and models coaching and actionable feedback as primary means of interacting with staff	Shares responsibility with campus principal to establish and make available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance	Reviews observation data and student achievement to ensure alignment between the two. Systematically reviews observation data with campus principal to calibrate and make campus decisions	Provides coaching primarily to new teachers and those in need of support	
EOY	☐	☐	☐	☐	☐	Supports the establishment of a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development	Collaborates with campus principal to conduct targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning	Provides timely, clear, and actionable feedback and coaching to all teachers

Feedback and coaching includes clear models/ exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching | Sometimes reviews observation data with campus principal to calibrate and make campus decisions | |

Appraiser Comments/ Growth Opportunities

Indicator 2.4: Professional Development - *Supports the campus principal to personalize and align professional development*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Models a schoolwide culture of learning and growth Works with campus principal to leverage expertise to systematically develop and coach high fidelity practices Collaborates with the campus principal to establish a comprehensive professional development system that is frequent, reflective, and recursive Supports the seamless integration of professional development and goal setting as cycles of improvement and refinement	Supports the campus principal to leverage leadership teams to consistently analyze performance and goal setting data Works with the campus principal to customize research-based professional development and assesses implementation and impact on staff and student learning and achievement	Regularly uses observation and other relevant data to support and sometimes deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs Assists the campus principal to develop calendars for professional development that are modified based on data and teacher/student needs	Sometimes works with and supports the campus principal to provide professional development opportunities for staff	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Domain 2: Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff Onboarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources

- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results

Domain 3: Positive School Culture

Indicator 3.1: Safe Environment and High Expectations – *Aligns the vision, mission, and goals to a safe environment and high expectations*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement

	Dis	Acc	Pro	Dev	NI
BOY	☐	☐	☐	☐	☐
MOY	☐	☐	☐	☐	☐
EOY	☐	☐	☐	☐	☐

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Serves as a catalyst and role model for campus leaders in establishing clear purpose and direction Works in conjunction with the campus principal to strategically connect and thread all school aspects to the visioning process Models and assumes high expectations from self and others	Leads leadership teams and stakeholders in establishing a unified purpose and shared vision in collaboration with the campus principal and independently, as appropriate In collaboration with the campus principal, creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students Connects all initiatives and decisions to the campus principal's vision and supports rollout efforts Assists the campus principal to systematically assess and measure the climate, challenges low expectations, and refines the vision as appropriate	Plays a key role in the campus principal's ability to Involve stakeholder groups in creating and continuously refining the school's mission, vision, goals, and values Uses this information to regularly guide decisions with the campus principal Ensures the vision and practices focus on a safe and orderly environment Maintains, and assumes from others including the campus principal, high expectations and shared ownership for student success	Understands and helps to implement the campus principal's shared vision and aligned goals Periodically uses the vision to guide school initiatives and decisions High expectations are sometimes evident	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 3.2: Behavioral Expectations and Management Systems – *Collaborates to establish clear expectations and systems for behaviors, including social and emotional supports*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
(see rating table below)	Models a comprehensive schoolwide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students Data is reflective of minimal behavioral issues and high performance Systematically tracks and analyzes data with leadership teams and the campus principal to proactively identify and respond to behavioral concerns	Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals Embraces equity, diversity, and implications for behaviors Collaboratively communicates, applies, and faithfully upholds schoolwide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals Fairly implements a system of rewards and consequences Consistently tracks and analyzes data to address patterns of issues with the campus principal.	Collaborates and proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals Implements and executes the code of conduct as routine practice Supports the campus principal and teachers in implementing rewards and consequences at the classroom and school levels Regularly tracks and analyzes data as part of the larger system	Enforces the code of conduct with established consequences Periodically reviews data, particularly for students with patterns of behavior	*Comment Required*

	Dis	Acc	Pro	Dev	NI
BOY	☐	☐	☐	☐	☐
MOY	☐	☐	☐	☐	☐
EOY	☐	☐	☐	☐	☐

Appraiser Comments/ Growth Opportunities

Indicator 3.3: Proactive and Responsive Student Support Services – *Assists principal in implementation of strategies to proactively provide and coordinate student support services*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Leverages high-level, comprehensive internal and external services for students and their families In collaboration with the campus principal, uses schoolwide routines and procedures to proactively identify and respond to students' needs. Plays a key role with the campus principal in incorporating wrap-around services for high-need students through established case management processes	Works with the campus principal to establish and implement multi-tiered systems of support to identify individual student support needs Ensures that students and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science Co-coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential, as appropriate	With the campus principal, ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught With the campus principal, ensures structures to monitor individual progress, behavior, and emotional well-being are maintained Links internal and external support services to immediately respond to students' needs	Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Indicator 3.4: Involving Families and Community – *Productively involves and coordinates family and community involvement*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
(Rating checkboxes: Dis, Acc, Pro, Dev, NI for BOY, MOY, EOY)	Confidently serves as a collaborative driving force in creating a culture that welcomes all families and community members as partners Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes Incorporates varied strategies to gather feedback from family and community partners in collaboration with the campus principal Assists to leverage the influence and synergy of school and community stakeholders to work together in support of high levels of student achievement	Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families Routinely supports the campus principal's systems for staff to explicitly share critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/community roles in decision making, supporting the school and student outcomes under the guidance of the campus principal Assists the campus principal in using productivity and achievement data to increase authentic engagement and share responsibility for student outcomes	Assists to provide varied opportunities for all families to engage in critical aspects of student learning Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance Assists the campus principal in establishing multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities Supports the campus principal in analyzing data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes and helps guide their decision-making processes	Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders Communicates essential information with families and the community under the campus principal's guidance	*Comment Required*

Appraiser Comments/ Growth Opportunities

Domain 3: Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture and Climate Surveys
- Expectations for Performance
- Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family and Community Engagement Data

Domain 4: High-Quality Curriculum

Indicator 4.1: Standards-based Curricula and Assessments - *Supports the campus principal in ensuring fidelity of implementation with state and district district curricula and assessments*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
(see rating grid below)	Co-leads student achievement with the campus principal through established, rigorous, and standards-based curricula and assessments Works with campus principal to consistently build capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments	Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments in collaboration with the campus principal Works with campus principal and leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted re-teach plans can be developed Establishes calendars with the campus principal that include clear checkpoints, embedded corrective instruction, and spiraling for all students	Assists the campus principal in ensuring that teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence Supports the campus principal in ensuring assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content Corrective instruction and spiraling are built into teaching and learning With the campus principal, establishes systems to support teachers in managing curriculum and assessment documents	Assists the campus principal in providing teachers with district-approved curricula and assessments Sometimes supports teachers in using and implementing expected curriculum and assessments	*Comment Required*

Rating grid:

	Dis	Acc	Pro	Dev	NI
BOY	☐	☐	☐	☐	☐
MOY	☐	☐	☐	☐	☐
EOY	☐	☐	☐	☐	☐

Appraiser Comments/ Growth Opportunities

Indicator 4.2: Instructional Resources and Professional Development – *Co-facilitates access to instructional resources and professional development*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Plays a key role in the coordination of a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes

Supports the campus principal as the driving force behind the design and operation of a curriculum resource system with clarity, coherence, and precision | Works with campus principal to strategically align instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching Consistently connects materials and resources to instructional needs of all students and student groups Supports the campus principal in providing ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities | Works with campus principal to strategically ensure instructional materials and resources are intentionally and/or designed with expected rigor, key ideas, essential questions, and content-rich texts Connects materials and resources to needs of specific teachers, students and student groups Supports the campus principal in providing high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs | As directed by the campus principal, provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments

As directed by the campus principal, provides some professional development for all teachers to assist with the use of resources | Comment Required |
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Domain 4: Examples of Artifacts and/or Evidence

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources

- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes

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Domain 5: Effective Instruction

Indicator 5.1: High-Performing Instructional Leadership Team – *In collaboration with the principal, creates a high-performing, skilled leadership team*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
(rating grid: Dis, Acc, Pro, Dev, NI for BOY, MOY, EOY)	Systematically adheres to and models high levels of implementation of written protocols and processes In coordination with the campus principal, establishes clear instructional team roles and responsibilities with accountability measures Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance	Supports the campus principal to incorporate written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions Builds capacity with others to lead and manage instructional initiatives aligned to the campus goals and vision Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills Supports the campus principal in monitoring the effectiveness of team outcomes for staff and student performance	Uses written protocols and processes to regularly support the principal in leading and manage leadership teams Implements these protocols and processes as standard operating procedures Works with campus principal to Identify needs and regularly supports the development of leadership team members	Uses some written protocols and processes for broader instructional leadership tasks When directed by campus principal, involves leadership teams in some instructional leadership responsibilities	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 5.2: Objective-Driven Plans – *In collaboration with the principal, supports the development of objective-driven daily lesson plans*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	In coordination with the campus principal, empowers, challenges, and supports staff in leading and managing planning with respective teams In coordination with the campus principal, uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans	Actively participates to develop, maintain, and monitor a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components Supports the utilization of leadership teams to assess the fidelity and impact of plans on learning and achievement for all students Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery	Ensures the unpacking of standards and the analysis of curricular resources, including assessments Communicates and monitors the campus expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery Regularly monitors the quality of plans and provides feedback	Communicates the campus principal's expectation for teachers to internalize, modify, or develop daily lesson plans and submit them Monitors teachers' submissions	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Indicator 5.3: Effective Classroom Routines and Instructional Strategies – *Actively supports the development of effective routines, instructional strategies, and experiences for all students*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Supports the campus principal to strategically develop model classrooms to showcase effective instructional practices; Collaboratively leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms	Assists in actively utilizing leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies Provides real-time feedback to teachers as strategies are practices and implemented Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices	Co-facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric	Supports campus instructional routines and strategies that are teacher-driven As directed by the campus principal, monitors the effectiveness of practices when teacher and/or student needs arise	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					

Appraiser Comments/ Growth Opportunities

Indicator 5.4: Data-Driven Instruction – *Collaboratively monitors multiple forms of data to guide instructional decisions and performance*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Supports the campus principal's work to empower, challenge, and support staff with comprehensive data management and analyses systems Collaboratively ensures that teams make data-driven decisions as a routine practice and individually track their own data Students take ownership of and act on their data Supports the campus principal to ensure that data extends beyond varied academic sources	Assists in leveraging all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs In coordination with the campus principal, ensures teachers, students, and strategies are matched to maximize growth Assists with the implementation of schedules to facilitate frequent and recurring data meetings with teachers Supports the implementation of data meetings that include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work	Supports the campus principal and teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups Assists to ensure teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery Focuses teachers on regular analysis of student work	Communicates the campus expectation for teachers to analyze multiple forms of academic data Sometimes reviews other sources of data beyond academics	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 5.5: Response to Intervention – *Assists to leverage resources to respond in a timely manner to all students' needs*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement

	Dis	Acc	Pro	Dev	NI
BOY	☐	☐	☐	☐	☐
MOY	☐	☐	☐	☐	☐
EOY	☐	☐	☐	☐	☐

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Collaborates with the campus principal to prioritize schedules and target resources to strategically address the instructional needs of students, address growth, and close achievement gaps

Makes noteworthy contributions towards helping the campus principal systematically involve teams of teachers in tracking learning, growth and achievement for students who need interventions

Closing gaps are evident and student achievement increases as a result of leadership strategies | Actively assists to leverage leadership teams to systematically lead and monitor diagnostics and interventions Collaboratively ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs Works with campus principal to create and maintain systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions | Supports the campus principal in ensuring student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs

Routinely works with the campus principal to monitor interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers Supports the campus principal in the implementation of data monitoring and tracking systems for each teacher and student Assists with regular and extended day schedules to regularly provide interventions | Uses limited data to collaboratively identify students' learning needs

Relies on teachers to provide necessary interventions

Focuses primarily on students with the greatest learning needs | *Comment Required* |

Appraiser Comments/ Growth Opportunities

Domain 5: Examples of Artifacts and/or Evidence

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices

- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes

- Data Management Systems Student Achievement and Testing Data
- Response to Intervention Tracking, Data and Meetings
- Teacher Tracking Systems for Students

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Assistant Principal Rubric
2020 Update

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Beginning-of-Year Conference
Self-Assessment/Goal Setting/Professional Development Plan

Assistant Principals complete a self-assessment using the T-PESS Assistant Rubric, providing an opportunity for them to reflect on their current level of practice in relation to the Texas Principal Standards and serving as the basis for establishing professional growth goals. It is essential that the goal-setting process prioritizes areas of development for the assistant principal as a professional, independent of campus-related needs. The primary goal, therefore, is focused on the assistant principal's individual growth as a professional. Assistant Principals will also set a second goal related to student growth on their campus. Although assistant principals may choose to establish more than two goals, it is not required and any additional goals should be considered carefully, so as not to dilute their actions from the two required goals.

The Self-Assessment and Goal Setting step is central to the core intent that the T-PESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Assistant Principals should use the following criteria when completing the Beginning-of-Year Goal Setting Forms:

- Conduct a comprehensive review of the T-PESS Assistant Principal Rubric in preparation for completing the Self-Assessment.
- Set at least two goals; one goal must focus on developing an aspect of the assistant principal's practice, while the second goal must focus on an aspect of student growth.
- The strategies and actions to be taken over the course of the year should be outlined in the Goal Setting and Professional Development (GSPD) plan, along with the expected outcomes, time line for achievement, and the resources needed for attainment.

The Beginning-of-Year Conference provides the assistant principal and the appraiser an opportunity to engage in collaborative conversations. At this meeting, the assistant principal and the appraiser discuss the Self-Assessment and the proposed goals. The primary purpose of the BOY Conference is to give the assistant principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards and rubric domains.

In preparation for the BOY Conference:

- The assistant principal will submit (1) a copy of his or her completed Self-Assessment and (2) draft goals.
- The appraiser will review (1) the results of the Self-Assessment and the previous year's summary ratings (if a continuing assistant principal) and (2) the draft goals.

BOY Rubric Instructions: Using the self-assessment and other evidence collected by the appraiser, complete the BOY section for each indicator of the rubric.
BOY GSPD Instructions:
1. Use the BOY ratings from the comprehensive self-assessment process to set a primary goal focused on developing professional practices and a second goal focused on student growth.
2. Complete the Goal Setting and Professional Development (GSPD) Plan on page 26.

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Year Goal Setting Form   25

Assistant Principal Name: School Year:

Goal Setting and Professional Development (GSPD) Form

Professional Practice Goal
Professional Practice Goal:
Texas Principal Standard(s) and Indicator(s) to be Addressed:
Strategies and Actions:
Expected Measurable Outcomes:
Timeline for Achieving Goal:
Resources Needed:
Professional Development:
Comments:

Student Growth Goal
Student Growth Goal (can span a period greater than one year):
Texas Principal Standard(s) and Indicator(s) to be Addressed:
Strategies and Actions (to be taken over time):
Expected Measurable Outcomes (to be realized over time):
Timeline for Achieving Goal:
Resources Needed:
Professional Development:
Comments:

Assistant Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

MOY and EOY Assistant Principal Evaluation Rubric
(Mid-Year Conference and the End-of-Year Conference)

The rubric serves as the foundation for Texas Principal Evaluation and Support System. It should be used throughout the process to monitor assistant principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

Appraisers will use the rubric to complete their assessment of the assistant principals' performance at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Local policy/ procedure will determine the means, time frame, and formality of these reviews. Example: At the beginning of the year, local procedure may dictate that the supervisor "review" the rubric for an informal assessment. Or, local guidelines might require that the BOY assessment be completed and submitted as a formative assessment. This will be determined at the local level.

The assistant principal and appraiser will use the rubric as a guide for performance discussions throughout the year and as a tool to determine the final evaluation. This is a working document and should be referred to throughout the year. It is designed so that appraisers may take notes and cite evidence in an on-going manner.

Instructions: Appraisers will use the rubric on pages 4-25 to complete their assessment of the assistant principals' performance at the mid-year point. Likewise, the assistant principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation ratings (EOY) for the assistant principal.

To complete this form,

- Read the specific Domain carefully, and then review the given indicator.
- Begin in the *Developing* column. Based on the evidence and the rubric, use preponderance of evidence to determine the appropriate performance level for each indicator. There should be evidence that documents attainment of the performance level: *Developing, Proficient, Accomplished, or Distinguished.*
- If practices in the *Distinguished* column are marked, provide an explanatory comment in the "Appraiser Comment" section for each respective indicator.
- If the *Needs Improvement* performance level is selected, provide a comment in that column.

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Assistant Principal Evaluation Rubric Form   27

Mid-Year Progress Form
(Mid-Year Progress Conference)

Reviewing goal progress should be an ongoing process when using T-PESS. When done regularly, it encourages assistant principals to reflect on and refine the leadership practices emphasized to accomplish the goal. Monitoring current progress also offers the opportunity for the appraiser and the assistant principal to discuss and clarify leadership practices within the context of the school using real data.

Approximately halfway through the school year, the appraiser will meet individually with each assistant principal to discuss progress toward the goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The MOY conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support. In preparation for the MOY conference, the assistant principal may wish to prepare a brief summary the most current data of any projects or initiatives related to their T-PESS goals.

Supporting and monitoring assistant principal progress is an important component of the professional development process. The Mid-Year Conference provides the opportunity for assistant principals and appraisers to formatively take stock of the progress on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. Reviewing progress allows for continuing dialogue within the context of the domains, indicators, assistant principal actions, and the performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise.

The Mid-Year Progress Form is used to capture the information reviewed and any decisions made as a result of discussion during the meeting. Following the meeting, the appraiser will complete the form and share it with the assistant principal for review and signature. As a result of this feedback, both assistant principal and appraiser should have a clear understanding of the assistant principal's current level of practice in key areas of focus and goal progress. Ideally, the MOY conference is an extension of the ongoing dialogue between assistant principal and appraiser.

Preparation by the appraiser prior to this conference is important. The appraiser should:

- Review the assistant principal's Self-Assessment and Goal Setting Form.
- Consider the evidence collected through site visits.
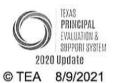- Review and consider the depth and quality of the artifacts submitted or collected.

During the Mid-Year Progress Conference, the assistant principal and appraiser should meet to discuss progress toward goal attainment:

- Using the Mid-Year Progress Form, the appraiser should indicate whether the assistant principal is progressing or not progressing toward goal attainment on both the assistant principal practice goal, as well as the student growth goal set by the assistant principal.
- Include a brief narrative of evidence of progress and/or revise the plan if necessary.

The appraiser should use this form to include any relevant feedback and comments that will assist the assistant principal and promote growth in either or both areas.

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Mid-Year Progress Form   28

Professional Practice Goal		
Professional Practice Goal:		
Indicate progress toward goal attainment:	◯ Progressing ◯ Not Progressing	
Evidence of Progress:		
Revised Plan (only if necessary):		
Assistant Principal Comments Attached?	◯ Yes	◯ No
Appraiser Comments:		

Student Growth Goal		
Student Growth Goal (can span a period greater than one year):		
Indicate progress toward goal attainment:	◯ Progressing ◯ Not Progressing	
Evidence of Progress:		
Revised Plan (only if necessary):		
Assistant Principal Comments Attached?	◯ Yes	◯ No
Appraiser Comments:		
Assistant Principal Signature:		**Date:**
Appraiser Signature:		**Date:**

Assistant Principal Summary Rating Form:

Instructions: The Assistant Principal Summary Rating Form is to be completed by the appraiser following the End-of- Year Conference where the assistant principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the assistant principal and the appraiser.

- A final rating should be given for each indicator.
- Local policy will determine if a final overall rating should be given for each domain.
- The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation.
- The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the assistant principal toward continued growth.

Domain 1: Strong School Leadership and Planning

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
1.1: Ethics and Standards	○	○	○	○	○
1.2: Schedules for Core Leadership Tasks	○	○	○	○	○
1.3: Strategic Planning	○	○	○	○	○
1.4: Change Facilitation	○	○	○	○	○
1.5: Coaching, Growth, Feedback, and PD	○	○	○	○	○
Overall Rating (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:

Areas for Growth and Resources Needed:

☐ Campus Improvement Plan and monitoring systems

☐ Productivity and achievement data: students and staff

☐ Leadership teams, protocols, agendas, and minutes

☐ Use of research-based school and classroom practices

☐ Campus master schedule and master calendar

☐ Formative and summative assessments

☐ Education plans for identified sub-populations

☐ Stakeholder surveys

☐ Professional Development planning

☐ Budget and fiscal management systems

Domain 2: Effective, Well-Supported Teachers					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
2.1: Human Capital	○	○	○	○	○
2.2: Talent Management	○	○	○	○	○
2.3: Observations, Feedback, and Coaching	○	○	○	○	○
2.4: Professional Development	○	○	○	○	○
Overall Rating (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:

Areas for Growth and Resources Needed:

Evidence of documentation that may be used to support ratings:

☐ Campus Improvement Plan

☐ Teacher recruiting and hiring processes

☐ Teacher retention data and onboarding process

☐ Teacher professional growth plans

☐ Site professional development plan

☐ National Board Certified Teachers

☐ Stakeholder surveys

☐ Coaching and other support systems

☐

☐

Domain 3: Positive School Culture

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
3.1: Safe Environment and High Expectations	◯	◯	◯	◯	◯
3.2: Behavioral Expectations and Management Systems	◯	◯	◯	◯	◯
3.3: Proactive and Responsive Student Support Services	◯	◯	◯	◯	◯
3.4: Involving Families and Community	◯	◯	◯	◯	◯
Overall Rating Only for districts that aggregate to the standard level)	◯	◯	◯	◯	◯

Comments:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Behavior expectations and management systems
- ☐ Stakeholder surveys
- ☐ Student achievement and testing data
- ☐ School safety / emergency operations plan
- ☐ Student support services
- ☐ Partner agreement
- ☐ Communication with families / engagement data
- ☐ Discipline / attendance data
- ☐

Areas for Growth and Resources Needed:

Domain 4: High-Quality Curriculum					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
4.1: Standards-based Curricula and Assessments	◯	◯	◯	◯	◯
4.2: Instructional Resources and Professional Development	◯	◯	◯	◯	◯
Overall Rating (Only for districts that aggregate to the standard level)	◯	◯	◯	◯	◯

Comments:

Evidence of documentation that may be used to support ratings:

☐ Campus Improvement Plan

☐ Curriculum calendar and resources

☐ Scope and sequence

☐ Lesson and unit planning

☐ Formative and summative assessments

☐ Professional development plans and resources

☐ Education plans for identified students

☐ Student achievement and test data

Areas for Growth and Resources Needed:

☐ Leadership team decision making processes

☐

Domain 5: Effective Instruction

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
5.1: High-Performing Instructional Leadership Team	○	○	○	○	○
5.2: Objective-Driven Plans	○	○	○	○	○
5.3: Effective Classroom Routines and Instructional Strategies	○	○	○	○	○
5.4: Data-Driven Instruction	○	○	○	○	○
5.5: Response to Intervention	○	○	○	○	○
Overall Rating (Only for districts that aggregate to the standard level)	○	○	○	○	○

Comments:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Lesson plans monitoring processes
- ☐ Master school schedule with instructional times
- ☐ Walkthrough Observations
- ☐ Coaching
- ☐ Data management and analysis system
- ☐ RTI/MTS tracking and processes
- ☐ Staff cochaing and feeback

Areas for Growth and Resources Needed:

Assistant Principal Comments Attached?
If comments are attached, include Appraiser Signature.   ○ Yes   ○ No

Assistant Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The assistant principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the assistant principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

End-of-Year Goal Attainment Form:

Instructions: EOY Conference and Summative Annual Report

As the year wraps up, the assistant principal should begin reviewing the artifacts and evidence collected throughout the year to assist in summarizing the impact and to prepare for sharing the summary at the End-of-Year Conference and review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon when making final determinations about goal achievement and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

To complete the evaluation cycle, the assistant principal and appraiser will meet to review the assistant principal's performance for the year and to draft performance goals for next year based on the information available at that time. The assistant principal will have the opportunity to present artifacts and evidence pertaining to attainment of his or her performance goals and any information that would provide additional insight for accurate summary ratings.

The End-of-Year Conference also marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the assistant principal and appraiser should collaborate to identify possible areas of focus for the coming year. The assistant principal will revisit these possible goals throughout the summer and again with the appraiser in the fall to determine if adjustments are needed or desired, especially in light of any additional data that may become available after the End-of-Year Conference.

When completing the Summary Rating Form, the appraiser will:

- Give a rating for each indicator contained in the domains.
- Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
- Give an overall rating for each domain based on the indicator ratings but only if required by the local district.
- Provide the assistant principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Following the End-of-Year Conference the appraiser should use the End-of-Year Goal Attainment form to indicate progress in achieving the established goals and provide a narrative of evidence of completion.

- The appraiser should use this form to include any relevant feedback and comments that will assist the assistant principal and facilitate growth.
- If the assistant principal desires to include comments, the appraiser will check the box below to indicate that comments are included and attached.

The Summary Rating form and the End-of Year Goal Attainment form comprise the Summative Annual Report which is shared with the assistant principal following completion.

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Appraiser Rubric and Evaluation Forms
End-of-Year Goal Attainment Form   35

Assistant Principal Name: _____   School Year: _____

Professional Practice Goal:				

Professional Practice Goal:

◯ Significantly Exceeded Expectations	◯ Exceeded Expectations	◯ Attained	◯ Progressing	◯ Not Progressing
Through the completion and full attainment of the established goal, the assistant principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the assistant principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Assistant Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Assistant Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Assistant Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Assistant Principal Comments Attached?	◯ Yes	◯ No

Student Growth Goal:				

Student Growth Goal (can span a period greater than one year):

◯ Significantly Exceeded Expectations	◯ Exceeded Expectations	◯ Attained	◯ Progressing	◯ Not Progressing
Through the completion and full attainment of the established goal, the AP has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the AP has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Assistant Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Assistant Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Assistant Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Assistant Principal Comments Attached?	◯ Yes	◯ No
Assistant Principal Signature:	Date:	
Appraiser Signature:	Date:	

Assistant Principal Record of Activities Form
(Optional)

Instructions: The record of activities is an optional form intended to ensure the process for evaluating assistant principals is followed according to district adopted policy.
- The appraiser and the assistant principal will follow district approved processes for conducting the evaluation.
- Use this form to record and track each component or step of the evaluation process.

Assistant Principal Record of Activities	Date	Appraiser	AP
Self-Assessment Form		☐	☐
Beginning-of-Year Conference		☐	☐
Beginning-of-Year Goal Setting Form		☐	☐
Mid-Year Progress toward Goal Attainment Form		☐	☐
End-of-Year Goal Attainment Form		☐	☐
Observations/Performance Data Collection		☐	☐
Evidence/ Artifacts Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.)		☐	☐
End-of-Year Conference		☐	☐
Summary Rating Form		☐	☐
Assistant Principal Signature:		**Date:**	
Appraiser Signature:		**Date:**	

The assistant principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the assistant principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

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Appraiser Rubric and Evaluation Forms
Assistant Principal Record of Activities Form
(Optional)

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IMPORTANT NOTICE: Application Part 2 (these budget pages) is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. *Do not enter any cents.*

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Enter the current, approved restricted or unrestricted indirect cost rate in the percentage field on line 7. Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Admin Cost column.
Maximum Indirect Cost Workbook link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Administrative Cost Calculation - Enter the Total Grant Amount Requested on line 10 to determine the maximum amount allowable for administrative costs, including indirect costs.

For further guidance, refer to the *Budgeting Costs Guidance Handbook* .

County District Number or Vendor ID:			Amendment # (for amendments only):	

Payroll Costs (6100)				
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**	
Academic/Instructional				
1 Teacher		2	$	140,000
2 Educational Aide	0	0		
3 Tutor	0	0		
Program Management and Administration				
4 Project Director				
5 Project Coordinator				
6 Teacher Facilitator				
7 Teacher Supervisor				
8 Secretary/Admin Assistant				
9 Data Entry Clerk				
10 Grant Accountant/Bookkeeper				
11 Evaluator/Evaluation Specialist				
Auxiliary				
12 Counselor				
13 Social Worker				
14 Community Liaison/Parent Coordinator				
Other Employee Positions				
21 (Enter position title here)				
22 (Enter position title here)				
23	Subtotal Employee Costs:		$	140,000
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay				
25 6119 - Professional Staff Extra-Duty Pay			$	7,000
26 6121 - Support Staff Extra-Duty Pay				
27 6140 - Employee Benefits			$	12,000
28 61XX - Tuition Remission (IHEs only)			$	16,000
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		$	35,000
30	Grand Total:		$	175,000
31	Total Program Costs*:			
32	Total Direct Admin Costs*:		$	-

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division

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Changes on this page have been confirmed with:	On this date:
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County District Number or Vendor ID:	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted
	//	//////////
2	Assistant Principal Resident Learn administrative functions and manage interventions	$ 58,000
3	Assistant Principal Resident Learn administrative functions and manage interventions	$ 58,000
4	Principal Mentor Stipend Extra time alloted for mentoring residents	$ 3,500
5	Principal Mentor Stipend Extra time alloted for mentoring residents	$ 3,500
6	Service: Specify purpose:	$ -
7	Service: Specify purpose:	$ -
8	Service: Specify purpose:	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	$ 123,000
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -
11	**Grand Total:**	$123,000
12	**Total Program Costs*:**	$ -
13	**Total Direct Admin Costs*:**	$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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County District Number or Vendor ID:		Amendment #:	0
Supplies and Materials (6300)			
Expense Item Description		**Grant Amount Budgeted**	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$	5,000
2	Grand Total:	$	**5,000**
3	Total <u>Program Costs</u>*:		0
4	Total <u>Direct Admin Costs</u>*:	$	-

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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

Application Part 2: 2020-2021 Principal Residency Grant

Authorized by: ESEA of 1965, as amended by P.L. 114-95, ESSA, Title II, Part A

County District Number or Vendor ID:	Amendment #:	0

	Other Operating Costs (6400)	
	Expense Item Description	**Grant Amount Budgeted**
1	*(shaded/illegible)*	
2	*(shaded/illegible)*	
3	*(shaded/illegible)*	
4	*(shaded/illegible)*	
5	*(shaded/illegible)*	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep travel documentation locally.	$ -
7/8	*(shaded/illegible)*	
9	Subtotal of other operating costs (6400) requiring specific approval:	$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ 2,500
11	Grand Total:	$ 2,500
12	Total <u>Program</u> Costs*:	$ -
13	Total <u>Direct Admin</u> Costs*:	$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

In-state travel for employees does not require specific approval.

RFA# xxx-xx-xxx; SAS #xxx-xx

Application Part 2:

County District Number or vendor ID:			0		Amendment #		0

Grant Period:	March 9, 2021 - September 30, 2022 Pre-award costs are NOT permitted.	Fund Code	255

Budget Summary

	Description and Purpose	Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost		Cost Match Cost
				Source of Funds			
1	Payroll Costs	6100	$ -	$ -	$ -		$ -
2	Professional and Contracted Services	6200	$ -	$ -	$ -		$ -
3	Supplies and Materials	6300	$ -	$ -	$ -		$ -
4	Other Operating Costs	6400	$ -	$ -	$ -		$ -
5	**Total Direct Costs:**		$ -	$ -	$ -		$ -
6	*Indirect Costs:				$ -		$ -
7	**Total of All Budgeted Costs :**		$ -	$ -	$ -		$ -

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs (from line 8):	$ -	
11	**Direct Administration** Cap per Program Guidelines		0.00
12	Maximum amount allowable for **direct administrative** costs:	$ -	

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **Indirect Cost Rates** page.
Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and

To calculate the maximum indirect cost, please use the **Maximum Indirect Costs Worksheet** on the Grants Administration
Division's Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2: **2022-2023 Principal Residency Grant**
Authorized by: ESEA of 1965, as amended by P.L. 114-95, ESSA, Title II, Part A

| County District Number or vendor ID: | | 0 | Amendment # | ` | 0 |

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

	Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				$ -
2	Professional and Contracted Services	6200				$ -
3	Supplies and Materials	6300				$ -
4	Other Operating Costs	6400				$ -
5	Capital Outlay	6600				$ -
6	Total Direct Costs:		$ -	$ -	$ -	$ -
7	Indirect Costs:					$ -
8	Total Costs:		$ -	$ -	$ -	$ -

Shared Services Arrangement

9	6493	Payments to member districts of shared	$ -	$ -	$ -	$ -

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA#701-21-128; SAS #599-22

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" document posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant. https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx. "When to Amend the Application" provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment shall be submitted by email. Full competitions should submit amendments to competitivegrants@tea.texas.gov.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Pages to Include with an Amendment
*Required for **all** amendment requests*

1. Page one of the application with up-to-date contact information and current authorized official's signature and date

2. Appendix I: Amendment Description and Purpose

Required for budget amendment requests

3. Amended Budget Request from the Excel budget workbook
4. Updated Program Budget Summary from the Excel budget workbook
5. Updated supporting budget pages from the Excel budget workbook

Assembling the Amendment
Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

  a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.

  b. Ensure all applicant information is current and correct.

  c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix I: Amendment Description and Purpose

  a. Choose the section you wish to amend from the drop down menu

  b. Describe the changes you are making and the reason for the changes. 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.
  (example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Amended Budget Request page from the Excel budget workbook

  a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

  b. In column B, enter the amount being deleted from each class/object code.

  c. In column C, enter the amount being added to each class/object code.

  d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page with the new amounts.

5. Do not resubmit any attachments required in the original application.