TEA
Texas Education Agency

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

NOGA ID [ ]

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

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

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

Application stamp-in date and time

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

X Pre-award costs are not permitted.

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

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

Applicant Information

Organization	Temple ISD	CDN	014909	Vendor ID		ESC	12	DUNS	052910197

Address	401 Santa Fe Way	City	Temple	ZIP	76501	Phone	254-215-8473

Primary Contact	Donna Ward	Email	donna.ward@tisd.org	Phone	254-215-6761

Secondary Contact	Joe Palmer	Email	joe.palmer@tisd.org	Phone	254-215-6707

Certification and Incorporation

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

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

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

Authorized Official Name	Dr. Bobby Ott	Title	Superintendent

Email	bobby.ott@tisd.org	Phone	254-215-6760

Signature	*[signature]*	Date	10-22-2020

Grant Writer Name	Donna Ward	Signature	*[signature]*	Date	10/21/2020

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

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Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Student population: 45% Hispanic; 26.7% AA; 22.5% White; 1.6% Asian; 3.9% Other. Campus administration currently: 18% Hispanic; 17% AA; 65% White. Need: Increase African-American and Hispanic Leadership	Temple ISD will partner with Dallas Baptist University (DBU) staff and professors as the EPP to co-design hands-on, real world experiences through the creation of a dynamic, sustainable and rigorous leadership activities that intentionally target underrepresented populations in campus leadership roles.
Temple ISD is 72% socioeconomically disadvantaged. 9 of 10 targeted campuses have an eco-dis greater than 74%. 1 campus has an eco dis of 69.4%. Need: Targeted instructional leadership development in diverse, high poverty school settings	Partner with DBU to create Principal Preparation Program which will prepare candidates to work in high-needs schools, to include learning about and implementing best practices in the area of instructional leadership.
District teacher turnover rate is 21.3%, well above the state average of 16.5%. 42% of the teachers in Temple ISD have five years of teaching experience or less. Need: Reduce teacher turnover rate in 0-5 year teachers	Residents will provide extra support for coaching teachers and create opportunities for advancement in Temple ISD through the principal preparation program.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Principal Residency Program, 100% of the Temple ISD principal residents will have completed all degree requirements needed to obtain a Master's in Educational Leadership from Dallas Baptist University and all residents will hold a principal certification. Principal residents completing this program will commit to serving Temple ISD for 3 years following graduation, and will be eligible to serve as a campus leader in Temple ISD.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

(1) Temple ISD and DBU faculty and staff will work together to complete program design, selection of principal mentors, and calendar of grant activities and events by January 2021; (2) Temple ISD will create selection process for Principal Residency Program in Fall of 2020. (3) Application process will be completed and candidates will be selected for Principal Residency by March 15, 2021. (4) Selected principal residents will apply and enroll in DBU by April 15, 2021; (5) Mentor/Resident Matches will be completed by May 2021; Residents and mentors will attend a two-day Transformational Leadership training through TASA; (6) Residents will complete 9-12 credit hours during the summer of 2021; (7) DBU and Temple ISD staff will meet with residents three times by August 7, 2021 and create goals for Fall Semester in August; (8) Mentors and EPP attend the TEA Principal Residency Summer Institute; (9) All Principal Residents enroll in Fall session courses at DBU; (10) All Principal Residents attend T-PESS orientation.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

(1) All principal residents will engage in job-embedded assignments with support of Temple ISD Principal Mentors and DBU faculty. Activities principal residents may complete include: (2) New Teacher Campus Coordinator/Mentor for campus, plan for and lead PLCs, Data-Driven discussions after district benchmarks and/or unit assessments followed by action plan to address needs; develop a walkthrough schedule, complete weekly walkthroughs for each assigned teacher per month and provide feedback and coaching to teachers, etc.; (3) all principal residents will meet weekly with principal mentor to discuss activities, growth opportunities, etc.; (4) Principals will evaluate residents based on observations, coaching notes, and overall performance on assignments; (5) All principal residents will successfully complete 9 credit hours toward Master's in Educational Leadership by December 2021; (6) Field Supervisor will visits 10 principal residents four times to ensure consistency and fidelity to the program by November 2021; (7) All principal residents register for Spring semester at DBU; (Evaluation reports completed and sent to TEA in the format and time requested by the agency).

Third-Quarter Benchmark

(1) All residents will engage in job-embedded assignments with support of Temple ISD Principal Mentors and DBU Faculty; (2) 100% pass T-TESS certification exam; Activities principal residents will complete include: (2) STAAR testing schedule for campus; create RTI schedule; Serve as New Teacher Mentor for campus, plan for and lead PLCs, Data-Driven discussions after district benchmarks and/or unit assessments followed by action plan to address needs; develop a walkthrough schedule, complete two walkthroughs for each assigned teacher per month and provide feedback to teachers, etc.; (3) all principal residents will meet weekly with principal mentor to discuss progress on assignments, growth opportunities, etc.; (4) Principals will evaluate residents based on observations, coaching notes, and overall performance on assignments; (5) All principal residents will successfully complete Master's in Educational Leadership in May 2022; (6) All principal residents register for and successfully complete the TExES Principal 268 Exam and Performance Assessment for School Leaders (PASL) to become certified to serve as a principal; (7) All principal residents will complete a Principal Residency Survey by June 30, 2022; (8) Resident Evaluation and Program Evaluation Rubrics (exit performance of graduate on the Texas 268 Identified integrated Pillars) completed by June 30, 2022; (9) All principal residents apply for leadership position in Temple ISD; (10) Evaluation reports completed/sent to TEA in the format and time requested.

Project Evaluation and Modification

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

The Temple ISD Principal Residency Partnership with DBU has multiple check points, feedback loops, and opportunities for course correction and modification to ensure residents' and district success throughout the program.

First quarter benchmarks focus on the identification, recruitment, and selection process to ensure quality candidates meet the above criteria. Should one of the 10 candidates choose to withdraw their application or is not accepted to DBU, the next highest rated candidate will be selected from the application pool.

During the school year, four major areas will be continuously monitored for progress and success, with feedback and adjustments provided to the residents. These four areas include: (1) student performance, (2) practical application and experience with the principal competencies, (3) preparation for the 268 exam and PASL tasks and (4) academic coursework. Residents will be assigned specific teachers to coach; therefore, student performance in those classes will be monitored. Residents will work closely with teachers whose student progress is not satisfactory. The resident and the teacher will develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will receive feedback on the quality and growth in their instructional and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations and evaluations with feedback and coaching conferences. Residents and their site supervisors will complete an evaluation of the candidates' knowledge, skills, and experiences with the TExES Principal competencies and obtain at least three times during the program (beginning, middle and end). Residents will also take Pearson 268 online practice certification exam at least three times during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. DBU also provides a free seminar for students to help prepare for the exams. If a candidate struggles in any area of the preparation (academic coursework, authentic school experience, or certification preparation), both university and district personnel will provide coaching, assistance, resources, and direction to ensure residents' success. During the school year (quarters 2-4), residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses. Professors will communicate any concerns to the university program director who will conference with students and provide assistance as needed.
Data will be collected from all of these monitoring sources and analyzed to improve the quality and experience for the principal residents and future leadership pipeline participants.

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Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

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

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

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

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

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

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2021.

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

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

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

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

☒ If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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Statutory/Program Requirements

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

Temple ISD and DBU will work together to recruit and select candidates for the Principal Residency Program. Each component of the targeted recruitment plan will include Temple ISD and DBU faculty to screen applications to ensure a fair and rigorous selection process that identifies the best candidates for the program.

Ensuring Diversity: Temple ISD serves approximately 8800 students including 45% Hispanic; 26.7% African-American; and 22.5% White learners. Temple ISD employs 15 campus principals and 23 assistant principals for a total of 38 campus administrators with a demographic of 21% Hispanic, 23.6 African-American, and 55.2% White. To ensure the Principal Residency candidates reflect the student body, Temple ISD leaders will be instructed to consider nominations of qualified Hispanic and African-American candidates. In addition, recommendations from counselors, lead teachers, and instructional coaches will be sought to provide recruitment of a diverse set of high-performing teachers.

Recruitment Practices: Temple ISD will hold a Principal Residency Partnership Meeting to introduce the residency program. Leadership team members will refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to attend the event. Temple ISD leaders will be instructed to invite teachers who reflect the diversity of the student population, have documented success working with at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. During the event, prospective principal residents will learn about the program.

Applicant Identification: Teachers who wish to become Principal Residents will submit an application that summarizes their educational background, certification areas and teaching experience. Collected information will also include a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. Additionally, applicants will meet at the district offices to role play a scenario presented to them. The role play activity will be recorded and presented to the selection committee for consideration for the next step in the selection process.

The district selection team will then screen the applicants information to consider evidence for each candidates leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement: The search team will utilize student data in Eduphoria (STAAR, District benchmarks, District Universal Screeners, and Discipline information) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups will be given the highest ratings; (2) Strong Evaluations and Appraisals: A review of formative and summative T-TESS evaluation rubrics over a three year period will be conducted to determine each teacher's strengths and weaknesses. Highest ratings will be given to candidates with distinguished achievement in T-TESS Planning and Instruction Domain; (3) Interpersonal Leadership: Letters of recommendation from Temple ISD leaders and T-TESS scores in Learning Environment and Professional Practices Domains will be reviewed to determine excellence in working with students and peers; (4) Effective Response to Observations and Feedback: T-TESS and walkthrough observation scores will be reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes will be reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Leader, Grade Level Coach, Content Area Coach, etc.).

Predictor Assessment: The selection team will review applications to evaluate the candidates' knowledge of school improvement, as well as demonstration of behavior traits such as problem solving, interpersonal skills and leadership skills using a points-based selection rubric. Once the screening has been completed, the candidates will be ranked based on points awarded for each component. The selection team will rate each component of the application process and choose 15 candidates for a final interview.

Resident Selection: DBU faculty members and Temple ISD Leadership team will conduct the final interview by hosting a virtual interview with the candidates selected for a final interview. The interview will consist of questions on leadership disposition, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. DBU faculty and Temple ISD leadership team will discuss overall attributes and scores and select 10 candidates for participation in the Principal Residency Program.

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Statutory/Program Requirements

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

Temple ISD will work closely with DBU staff and professors as the EPP partner to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Each principal resident will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a Temple ISD Principal Mentor and DBU Faculty. Principal residents will relocate to the Temple ISD Mentor's campus for the residency. Principal residents will earn a Master's in Educational Leadership from Dallas Baptist University and a Texas Principal Certification.

Authentic Learning: The Principal Residency Program is a 30-hour program including 6 hours principal internship. Temple ISD and DBU faculty will collaborate together to design course curriculum, job embedded leadership opportunities, and assessment measures to meet skill requirements of the 268 identified Integrated Pillars. Selected residents will start their residency year in the summer of 2021 taking three foundational classes. All classes will be customized for Temple ISD and taught in Temple or online synchronous for a full school year. These first classes will help set the theoretical and practical foundations for clinical experiences. Principal residents will begin internship activities in August 2021, completing rigorous clinical learning assignments at their assigned campus in the follow topics: Instructional Leadership, Decision Making and Mindset skills, equity Audits & Data Literacy, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law & Policy to advocate for students, establishing SMART goals and progress monitoring, and using quarterly planning to improve teaching and learning. Temple ISD Mentors will provide continuous support to ensure the intern successfully completes job-embedded assignments. Seventy percent of the resident's evaluation will be tied to performance in school and community leadership, instructional leadership and administrative leadership. Thirty percent of the resident's program evaluation will be tied to student scores on STAAR.

Administrative Leadership: Principal residents will shadow and calibrate with the Temple ISD Mentors in the T-TESS evaluation of campus educators. Each resident will be assigned to support the instructional growth of two new teachers or two struggling teachers through full Pre-Conference, Observation, Post-Conference quarterly cycles. The resident will lead teachers to use T-TESS indicators focusing on planning, instruction, learning environment, and professional practices to improve teaching and learning. Residents will review lesson plans for aligned and sequenced objectives tied to mastery standards and conduction classroom walkthroughs weekly. Mentors and DBU faculty will work with each resident to use data, artifacts, and evidence to support growth of individual teachers and subject area teams. T-TESS and student data will be reviewed by mentors to facilitate coaching. T-TESS, STAAR, and participant surveys will be used to assess the residents ability to provide support and develop effective educators with the skills and confidence needed to positively impact student achievement.

Instructional Leadership: Temple ISD Mentors will guide residents in working with assigned teaching staff to use formative assessment data to make instructional decisions and to develop objective lesson plans. Ongoing professional development support provided by residents will include research-based strategies for implementing instructional practices and programs for ELL, SpEd students and Deaf Education students. Temple ISD Mentors and DBU faculty will provide virtual group learning support and face-to-face coaching sessions focusing on continuous support to ensure lesson plan objectives focus on the root oft he problem and formative assessment data provides feedback on student growth. Multiple instructions including a review of lesson plans, performance data from three observations conducted by Temple ISD and DBU faculty during site visits, and survey information collected from participants will be used to measure the performance of each resident. Residents and mentors will attend Transformational Leadership trainings through TASA to deepen their understanding of how to transform and sustain a learning organization. Residents will be able to answer the following questions: What are the moral responsibilities of a transformational leader? What must a transformational leader know and be able to do?

School/Community Leadership: Principal residents will work with the Temple ISD Mentor to use the Texas Accountability Intervention System (TAIS) common framework to conduct an equity audit, develop a TAIS action plan, conduct data meetings, present staff training, report feedback to school leaders, and oversee campus leadership meetings. Fellows will learn to use data, artifacts, and evidence to provide appropriate coaching for individual teachers and training for PLC teams. TAIS results, Student Success Initiative Protocols, and T-TESS protocols will be used to evaluate the performance of the intern in effectively implementing school improvement to improve instructional practice, student achievement, and the school culture.

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Statutory/Program Requirements (Cont.)

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

Temple ISD uses Curriculum-Based Assessments, STAAR benchmarks, and EOY STAAR exams to drive instruction. These assessments are built into the districts testing calendar. CBAs and Tests are administered in Reading, Math, and Science in all grade levels, with Social Studies benchmarks administered in grades 6-12. Campus principals and leadership teams lead data discussions to identify schoolwide trends. The campus principal then develops a plan to address the data for the school. Temple ISD first and foremost focuses on ensuring Tier 1 instruction is strong using DuFor's Professional Learning Communities (PLC) Model approach to using data to drive instruction. The four questions that we want teachers to answer are: (1) What is it we expect our students to learn? (2) How will we know if each student learned it? (3) How will we respond when some students do not learn it? (4) How will we respond when some students already know it? Temple ISD Tier 1 Essential Actions include: Step 1: Implement the Teaching-Assessing Cycle, which includes (1) identifying the essential standards (unpacking the essential standards and identify learning targets, developing a pacing calendar, designing common assessments, aligning instruction to learning targets, end of unit assessments, and the rigor of the standard, and aligning instructional calendar with PLC calendar); (2) teaching essential standards (communicate the learning targets to students at the beginning of the unit, implement common assessments, analyze assessments, provide interventions through reteach, activities, and continue to teach essential standards within the unit and repeat for additional learning targets as needed); and (3) give common end of unit assessment (analyze data by student, standard, and target). Step 2: Identify students for Tier 2 support by student, standard, and learning target using end of unit assessment results. Teachers use end of unit assessment results to determine Tier 2 interventions (establish a protocol for collectively identifying students based on learning targets, not grade percentages, data should be reviewed in a timely manner to ensure Tier 2 instruction is provided during RTI block or reteach lessons. Step 3: Design and lead supplemental interventions for academic essential standards by (1) identifying concerns - review and discuss concerns of assessment results for individual students; (2) determining cause - review student data to diagnose causes not leading to mastery; form groups based on causes leading to student struggle; (3) targeting desired outcomes - identify what student groups should be able to do as a result of the intervention; (4) designing intervention steps - provide intentional intervention aligned to desired outcome, essentials are given priority, teacher and campus leaders collaborate on instructional interventions; (5) monitoring progress - determine the tool used to monitor progress, progress monitor to assess effectiveness of intervention; (6) Assigning lead responsibility - assign staff to support Tier 2 instruction, evaluate possible improvements for the common assessments.

Principal residents will learn how and be expected to lead these processes with teachers on their campus.

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

Temple ISD uses the observation and feedback model from Leverage Leadership 2.0 by Paul Bambrick-Santoyoto to drive the observation and feedback cycle on campuses. The school's leadership team is composed of the principal, assistant or associate principal(s), counselors, instructional coaches, and master teachers (secondary schools only). Team members share leadership roles which allows them to implement, facilitate, and support campus implementation of PLCs through the observation and feedback model. Principal residents will help guide this work. The school's leadership team uses the Keys to Observation and Feedback from Leverage Leadership to develop highly-effective teachers in the classroom. Those Keys to Observation and Feedback are (1) Observe frequently and consistently; (2) Identify the key action step for teacher growth; (3) Give effective feedback for improvement; and (4) Monitor and follow-up. Campus leaders create an observation schedule and complete one extended observation per month per teacher using a walkthrough tool aligned to T-TESS or specific targets determined by student academic data and/or teacher performance data. Teachers are given extended planning time each week and provided extra support for growth areas. Teachers in need of targeted support receive more frequent walkthroughs and feedback.

Additionally, Temple ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to establish and maintain a culture of observation and feedback in order to develop and support highly effective classroom teachers. The T-TESS cycle includes a preconference, observation, post-conference, and end-of-year conference. During the preconference, the appraiser and teacher discuss the upcoming lesson with a focus on the interrelationships between 4 domains: planning, instruction, learning environment, and student outcomes. During observations, the peer evaluator has the ability to provide real-time feedback using nonverbal signals to support teaching and learning and give the teachers a sense of support and encouragement. The evaluator uses T-TESS Observation Evidence Sheet to capture detailed, strategically-scripted information. The form provides a common system for tracking feedback in each domain allowing educators to track the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. After the observation, the post conference template provides self-analysis of areas that need to be reinforced or refined. The form enables leaders to graph trends across evaluations for use in planning future staff development.

Principal residents will learn about both the observation and feedback model from Leverage Leadership and the observation and feedback cycle from T-TESS to lead conversations with assigned struggling teachers to support both teacher growth and student achievement.

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Equitable Access and Participation

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

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

⦿ Yes   ◯ No

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

Are any private nonprofit schools participating in the grant?

◯ Yes   ⦿ No

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

5A: Assurances

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

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

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

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

4. Total current-year grant allocation

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

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

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

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

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Request for Grant Funds

Matched amount (number of principal residents participating in program x $15,000) 150,000

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program 10

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

PAYROLL COSTS (6100)   BUDGET

Activity	Budget
Salary for 10 Principal Residents (45,000 X 10 residents)	450,000
Stipend for Principal Mentors - $1,500/mentor	15,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Activity	Budget
Dallas Baptist University (Tuition)	207,700

SUPPLIES AND MATERIALS (6300)

Activity	Budget

OTHER OPERATING COSTS (6400)

Activity	Budget
TEA Principal Summer Institute 2020 - Austin (Travel. lodging, Meals, Registration)	8,800
Reimburse 268 & PASL Exam for 10 residents (2 exams each @ $575/resident)	5,750
Transformational Leadership Training - TASA (Travel, lodging, meals, registration)	12,750

Total Direct Costs [ ]

Indirect Costs [ ]

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 700,000

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An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section
For amendments: Choose the section you wish to amend from the drop down menu.

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

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

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Changes confirmed with _____ on this date _____
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For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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