



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID

Authorizing legislation

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 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

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 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

I further certify my acceptance of the requirements conveyed in the following portions of the 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
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

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 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 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 2023.
- 12. LEA 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 ebonylove@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.

The Del Valle ISD mission is to create a bi-literate, culturally responsive enhanced academic foundation by providing a future-ready education with real-world opportunities. In order for the district to fulfill this mission, we must have strong school leadership and planning. Our district strives to grow staff from within the district, however, this past summer we had difficulty filling our assistant principal vacancies in the district. As a result of the pandemic, we had fewer staff entering into master’s programs or attaining principal certifications. This grant program will allow DVISD to rebuild a robust pipeline of administrators to embark on continuous improvement in our schools.

90% of the students in Del Valle ISD are economically disadvantaged and almost half of our students are Emergent Bilinguals. Our goal is to build a pipeline of administrators that are well versed in the unique needs of our district. The grant funds will allow DVISD to develop a Future Principals Pathway by identifying 5-10 teacher leaders seeking principal certification. These leaders will participate in Region 13’s Texas Principal Certification Network. We have recently implemented a Del Valle New Leaders Academy, and plan to use these trainings rooted in the Effective Schools Framework and Del Valle leadership protocols to supplement Region 13’s program. By providing in house professional learning, our Executive Director of Principal Leadership will ensure that graduates of our Future Principals Pathway are well versed in the knowledge and skills to successfully lead in Del Valle ISD. We will utilize these leaders to help further develop our New Teacher Support System by developing their skills in observation, coaching and professional learning for 1st and 2nd year teachers.

Goals, Objectives, and Strategies

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

The main objective for the program is to develop Culturally Responsive administrators to meet the needs of our community and student population. Del Valle ISD (DVISD) will partner with an identified EPP to provide a focused and thorough preparation residency program for aspiring leaders with masters degrees currently serving in DVISD as teachers, counselors, or instructional coaches. These candidates will earn their principal certification while they participate in an intensive DV Future Principal Pathway including residency experience with a Mentor Principal and Leadership Coach.

The four pillars of Del Valle ISD's Future Principal Pathway are:

- Culturally Responsive Leadership
- Effective, Well Supported Teachers
- Effective Feedback
- Data-Driven Leadership

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.

Culturally Responsive Leaders

- Building For Equity School Self-Assessment Tool will be used as a pre and post assessment to track progress in Culturally Responsive school leadership practices at the resident's site
- STAAR Domain 3 Data Review - Student Group achievement data will be reviewed to measure performance change for historically-marginalized groups

Effective, Well Supported Teachers

- T-TESS and walkthrough data will be evaluated to determine effectiveness of coaching cycles and demonstrate teacher growth within the New Teacher Support System.
- Pre and post survey data on sites from 1st and 2nd year teachers will rate the effectiveness of the support and the result on teacher satisfaction.
- Attrition data will be collected and reviewed to analyze effects of residents on new teacher retention.

Effective Feedback

- Leverage Leadership Readiness Assessment - Leading Observation Feedback will be used with the Cooperating Principal and Principal Resident as a pre and post assessment to track progress in providing effective feedback.
- Progress as documented by video tapes and a rubric for our DV Effective Feedback Protocol will measure progress over the course of the year.

Data-Driven Leadership

- Participants will plan and implement data-driven PLCs with observation rubrics provided by the Cooperating Principal and Leadership Coach. The rubric data will be evaluated to show progress over the course of the resident year.
- Student data at each site will be closely monitored to determine the impact of the data-driven practices on the campus.

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.

The proposed budget will allow us to staff full-time residents by contributing the full-time equivalency (FTE) positions with a \$15,000 district match for their salary. The grant will cover \$43,000 towards the salary and provide a \$10,000 stipend to cover the costs associated with the Region 13 Educator Preparation Program and books. Cooperating Principals that mentor our residents will receive a stipend of \$1,000 for supporting the resident. We will cover a Principal as Instructional Leader test prep course, 268 and PASL exam fees to support the resident's success in attaining their principal certification.

The graduates of the Del Valle Future Principal Pathway will be our top candidates to place in any leadership vacancies across the district in the 2024-25 school year.

In order to sustain this program, Del Valle ISD will review its effectiveness and pare down the budget to develop residents at the three lowest performing schools in the district. We will budget for the 3 principal resident FTEs for the 2024-25 school year (~\$60,000/resident) and follow the same financial support model for the stipends, exam fees, professional learning workshop/travel costs, and registration fees for the EPP.

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.

Del Valle ISD Leadership will host an information session for DVISD teacher leaders with master's degrees. Potential candidates will be able to ask questions about the resident program. We will develop a Frequently Asked Questions document at this training that we will make available to all applicants.

After the information session, we will begin accepting applications that must include a nomination letter from principals and assistant principals for interested applicants.

Applicants will be pre-screened along with their application through the following criteria:

1. STAAR, Renaissance, and/or Mclass scores, demonstrating student growth
2. The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished
3. Holds a current teaching certification and does not hold a current principal or principal as instructional leader certification
4. Currently holds a master's degree
5. Available to complete a full-time residency with minimal classroom responsibilities
6. Has successfully taught in the classroom for a minimum of two school years

Applicants who meet the above requirements will go through a panel interview to discuss their career goals and personal values, along with their knowledge of curriculum, problem solving, data-driven leadership, and strategic planning. We are seeking a linguistically and culturally diverse group of residents that mirror the district's population.

The questions will be evaluated and high-quality candidates with an aptitude to support the four pillars of Del Valle's Future Principal Pathway will be selected.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: 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; 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, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

Residents will be assigned to a campus with an experienced principal with a demonstrated track record of high student achievement. All campuses in Del Valle ISD are Title 1 campuses that benefit from the leadership qualities identified in the four pillars to ensure we have exemplar high poverty, high performing schools. In addition, residents will be concurrently completing the requirements for the Principal Certification Network through Region 13 (please see attachments for Scope & Sequence and alignment with the TEA Principal Residency Grant.) Residents will be a member of the Campus Instructional Leadership Team where they will conduct weekly meetings with school leadership on campus goals, and review data to ensure progress towards those goals. Clinical learning on the campus will be the focus for the residents, as they practice and plan for coaching conversations with the Del Valle Effective Feedback Protocol. This is adapted from Uncommon Schools - See it, Name it, Do it. Residents will then video tape their coaching cycles using the protocol. These videos will be used for frequent coaching experiences from the Cooperating Principal and Leadership Coach. The focus will be on novice teachers in order to improve retention rates.

Participants will receive professional learning on how to plan and implement data-driven PLCs. These PLCs will support the development of school culture rooted in teacher collective efficacy. The PLCs will be observed with a rubric by the Cooperating Principal and Leadership Coach. Residents will receive feedback on their facilitation of the PLCs. Residents will embark on action research projects literacy student achievement data on district and campus based curriculum assessments, STAAR, MClass, and Renaissance.

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.

Del Valle ISD uses a viable and guaranteed curriculum in all content areas, which has yielded achievement results from a "D" rating to a "B" district rating in 2022-23. The creation of the curriculum is data-driven by the use of priority standards identified in district data. The priority standards are spiraled frequently and given more time in the scope and sequence. This curriculum is assessed through interim assessments across grades and subjects, and we have 100% participation in the PSAT. Curriculum and assessments in STAAR tested subjects and grade levels are aligned to the STAAR Blueprints. We utilize an annual district assessment calendar, and strategically plan scope and sequences to build in time for data analysis and reteach. School leaders receive extensive professional learning around curriculum, instruction, and assessment monthly at Campus Instructional Leadership Team meetings run by the C&I department. School leaders are expected to have in depth understanding of the state accountability system, and implement a student tracking system for each domain and utilize data walls. These tools are used to ensure campus leadership is able to provide the correct interventions for students and meet their campus accountability goals.

Del Valle ISD uses data analysis protocols to analyze student performance using standard breakdown, item analysis, and monitoring/reflecting on individual student growth. Student work is then analyzed using the 3DC model - Data, Diagnosis, Direct, Commitment which allows campus groups to determine overall trends in the data/work at each performance band. Teachers are then asked to create an action plan to respond to the data including re-teach lessons and interventions for specific students. Using ESSER funds, the district hired math and reading fidelity coordinators that carefully track each campuses' data. They assist in facilitating data analysis session following interim assessments, along with campus instructional coaches and campus administration. The district provides assessment results reports to aide leaders in facilitating the analysis for K-12 screeners (Renaissance), primary literacy (CLI/MClass), college preparatory exams, and interim curriculum assessments. The data team carefully tracks each campuses' progress down to the student level, and through professional learning and small group coaching, assists leaders in making incremental progress towards their achievement goals.

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.

Providing effective feedback and conducting coaching cycles has been a district focus for several years. Each instructional leadership team (ILT) is strategically staffed to ensure that content knowledge expertise is balanced on each team for knowledge of standards and ability to model lessons for new or struggling teachers. We also ensure that on our elementary campuses have a Spanish-speaking member of the ILT to assist in monitoring instruction in our Dual Language classrooms. Campus leadership has been trained on the Del Valle Effective Feedback Protocol, which was a tool developed to ensure the district had a common system for delivering feedback based on measureable and observable outcomes. This is adapted from Uncommon Schools - See it, Name it, Do it. They are expected to use the protocol to plan coaching conversations around bite-sized feedback and document action steps. Campus leaders are currently undergoing coaching cycles with the principal supervisors on tiering teachers by overall performance level, creating action plans for teacher development, and developing tracking systems to hold ILTs accountable for continuous observation and feedback loops.

Program Requirements (Cont.)

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

The Del Valle ISD Future Principal Pathway will continue after the inception with the grant. The Cooperating Principals will be trained on the processes and included in the majority of the professional learning. We plan on continuing to offer a stipend for administrators to serve as mentors for future leaders. In addition, we plan on empowering these leaders to deliver the professional learning sessions with future cohorts of residents. This provides an opportunity for our leaders to continue to grow in their career, and prepares them for roles within central office.

We will continue the same recruitment process for future cohorts. If we do not secure further grant funding in the future, we will adapt the program to focus on providing a resident for our three highest needs campuses with the goal to support the campus improvement process. Future residents will also be trained on the same four pillars: Cultural Responsive School Leadership; Effective, Well Supported Teachers; Effective Feedback; and Data-driven leadership. These high leverage leadership skills will benefit two of our most struggling campuses by having a resident that can spearhead efforts to address low student achievement.

Continuing the DVISD Future Principal Pathway supports retention of our teacher leaders by providing a path for them to advance in their career within our district. This also benefits the future administrators by being familiar with Del Valle protocols before they officially fill vacant assistant principal positions across the district. It allows DVISD to have a healthy pipeline of administrators as attrition occurs.

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

Del Valle ISD will conduct quarterly meetings with the Region 13 Texas Principal Certification Network program to review progress of DVISD participants. We will invite the supervisors from Region 13 to visit our professional learning for the residnets, as well as conduct classroom walkthroughs at the sites to discuss the implementation of learning from the EPP and district professional learning.

The Director of Human Resources and Executive Director of School Leadership will be in email communication with the EPP team on a regular basis, and provide monthly summaries and updates on the progress of the residency in addition to the quarterly meetings.

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

PNP Equitable Services

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

- Yes
- No

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

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

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

Leading Data Driven Culture:

How would you describe your team's...



<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	4
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	3
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	4
<p>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?</p>	3
<p>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?</p>	3
<p>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?</p>	3
<p>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)?</p>	3
<p>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?</p>	2
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	3
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	3

		0 - Lacking
		1 - Attempting
		2 - Foundational
		3 - Proficient
		4 - Exemplary
<p>Leading Observation Feedback <i>How would you describe your team's...*</i></p>		
a.	Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b.	Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	4
c.	Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3
d.	Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3
e.	Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3
f.	Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3
g.	Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3
h.	Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3
i.	Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3
j.	Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3