



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 1, 2021

NOGA ID [REDACTED]

Authorizing legislation [REDACTED]

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 4: Instructional Leadership

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): [REDACTED]

Applicant Information

Organization CDN Campus ESC DUNS

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 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.

Denton ISD will closely align the mission and vision for the PRG to its own targeted Board Goals. Denton ISD believes that future campus leaders must be able to expect the following from campus staff and personnel based on our District Board Goals:

Teaching & Learning – In the pursuit of excellence a campus leader must develop and maintain a culture where learning remains our priority. This occurs when the campus leader is dedicated to cultivating consistency with our district-wide balanced curriculum and using ongoing needs assessments supporting all students. Additionally, our campus leaders must support professional learning communities addressing the educational needs of every child.

Culture & Climate - In the pursuit of excellence a campus leader must establish high expectations for success, instill in students a love of lifelong learning, and foster a positive, welcoming environment encouraging parent and community partnerships so that we meet the academic, social and emotional needs of every child.

Denton ISD PRG beliefs:

The Denton ISD PRG Mission - Our mission is to forge a pipeline, based in equity, for education leaders while honoring and expanding the diverse history of our District for the benefit of our students.

The Denton ISD PRG Vision - To create additional opportunities for instructional and strengths-based leadership in a district where equity and inclusion are actively embraced and practiced while cultivating diverse leaders who will serve as ambassadors and drive change as they actively demonstrate the value of each other's differences.

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- A coaching process is needed for principal residents to gain an increased understanding of the evolving role of a campus instructional leader while understanding the diverse learners in our 180 square mile school district which encompasses suburban and rural learners.
 Strategy 1- We intend to provide a coaching framework (outlined in attachment 5) that will be committed to using research and best practices, regularly reflecting on those practices, and providing timely feedback so that we meet the most critical aspects of school leadership and teacher practices which influence student outcomes.

Goal 2- District has 111 campus administrators K-12. Campus demographics-White46.7%, Hispanic 31.1%, AA 16.5%; Campus Leadership demographics - White 74%, Hispanic 10%, AA 16%. Increase Hispanic Leadership.
 Strategy 2- Create a recruitment, selection, and placement process that will be utilized with demographic stipulations as part of a systematic process to recruit and select diverse candidates for the residency program with specific attention on Hispanic applicants.

Goal 3- 43% of Denton ISD is economically disadvantaged. We need targeted instructional leadership development.
 Strategy 3 - Partner with Dallas Baptist University to create Principal Preparation Program which will prepare candidates to work in diverse settings. This will include learning and performing extensive practice in the area of instructional leadership and understanding issues related to multicultural and special populations.

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.

Denton ISD will use the Assistant Principal Evaluation & Support System that is closely aligned to the TPESS system. This will allow us to understand if we are meeting goals (1&3) outlined above. We believe if we closely align goals (1&3) and the strategies to this evaluation and support system for the principal residents we can show reinforcement and refinement areas to meet goals (1&3) set forth in this document. The following areas measured to help us attain mastery consist of:

Instructional Leadership: In collaboration with campus administration, the assistant principal ensures every student receives high-quality instruction.
 Executive Leadership: The assistant principal models personal responsibility and a relentless focus on improving student outcomes.
 School Culture: The assistant principal is responsible for supporting and implementing a shared vision and culture of high expectations for all staff and students.

Each standard will be measured by (Distinguished, Accomplished, Proficient, Developing, Not Demonstrated Needs Improvement). As with the TPESS this system is designed with the Texas Principal Standards the State's Effective Schools Framework. Its purpose is to give a list of practices that improve instructional quality, school productivity, and student achievement.

Additionally, we will measure goal 2 by our recruitment process as outlined in this document. Goal attainment will be measured by 100% of the 10 principal residents (a majority of Hispanic residents) to complete relevant coursework and obtain principal certification by June 30, 2023.

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 was created with a focus on implementing the Principal Residency Grant Program across Denton ISD with proposed amounts for the selection of 10 principal residents. Denton ISD is requesting \$700,000.00 to cover all reasonable and necessary items for this grant program as outlined below.

Payroll Costs: \$454,800.00
To meet the needs and goals of the program, Denton ISD is requesting \$45,480.00 per principal resident (10). This amount will cover predictable and consistent time for the principal resident to be fully engaged in the day to day work as a full time principal. Additionally, \$4,800.00 for substitute coverage for each principal resident so that they may be able to participate in mega lab (teacher/administrator coaching) work and shadowing an additional principal beyond their mentor principal.

Professional and Contracted Services: \$243,750.00
Denton ISD has chosen to partner with Dallas Baptist University as our TEA approved EPP. Additionally, we are providing coverage for the 10 principal residents to take the TExES 269 and PASL Exam. Finally, the 10 principal residents will be provided the opportunity to attend the Professional Learning Communities at Work Institute to help support the Denton ISD Board goals of student achievement and leadership growth.

Other Operating Costs: \$1,450.00
Denton ISD is requesting these monies for instructional supplies related to mega lab instructional work between teacher and administrator.

Total of All Budgeted Costs: \$700,000.00 with addition of payroll cost match of \$150,000.00 from Denton ISD.

In conclusion, if the goals that were listed cannot be met, Denton ISD will make appropriate and necessary adjustments to ensure the program remains on track with designated goals and outcomes. If the need arises, Denton ISD will make these adjustments to remain in compliance with the Principal Residency Grant by working closely with the EPP and principal mentors to alter the program. Additionally, if needed, an amendment will promptly be submitted to TEA to receive authorization for program modification.

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.

In the spring of 2022, Denton ISD Human Resources Division will hold an informational presentation that will showcase the residency program. We will explain need for the program and vision of the internship. During this time we will outline the diverse needs of our District, including that of Hispanic leadership. Principals across the district will be asked to promote their own Hispanic teacher leaders to apply for the program. The HR recruitment team will screen candidates specifically targeting Hispanic applicants through a one or two page "my why" narrative which should detail their reason for seeking this position, impacts that have been made in students lives, impacts made in their own lives from students, community involvement, and the impact they hope to make in the intern position. Denton ISD educators that are nominated to attend the program will be limited to teacher leaders who do not currently hold a principal or mid-management certification, have not yet held the role as principal, and have been an employee of the district for at least three (3) years. These nominees should be a diverse group of employees who have exemplary knowledge in content and best instructional practices. They should also exhibit leadership traits in improving academic, social and emotional learning for economically disadvantaged students. Teachers who desire to become Denton ISD Principal Residents will submit an application that summarizes 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 in academics and social/emotional learning and success. The Selection Committee will utilize the following screening process: The selection committee will meet with the Executive Director of Human Resources to sign a confidentiality agreement, establish criteria and requirements for the prospective candidates which will contain non-negotiable and negotiable characteristics. The selection committee will specify ground rules and instruct committee members regarding expectations, the procedural process, and protocol for conducting the interviews; Review and evaluate all applications; Review "my why" narrative; Assemble and review interview questions; Set up a sample scenario in which the interviewee might be asked to observe, analyze, interpret data and/or other recommended evaluation from the committee.

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.

Denton ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally interweaves the district DNA (mindsets, skillsets and toolsets) with the state principal as instructional leader competencies. Selected residents will start their residency year in the summer of 2022 taking three foundational classes. All classes will be taught in Denton and customized for Denton ISD. These first classes will help set the theoretical and practical foundations for clinical experiences. Residents will apply the new skills during the summer through projects and live application in their schools. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the TASA's School Transformation Framework. The residency will use a gradual release model where candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. During the residency, candidates will be involved in solving real, challenging and substantive issues faced by school leaders. Candidates will be part of the campus continuous improvement team where they will collaborate with peers to analyze school data, perform a comprehensive needs analysis, decide on priority needs, develop action plans and budgets, implement the plans, monitor the fidelity of implementation, collect data and report on findings. Residents will participate in interviewing, on-boarding and induction of new staff. They will provide mentoring and just-in-time professional development for new teachers. As a part of their coursework, residents will conduct an action research project around a campus initiative being implemented. This research will provide data on the effectiveness of the initiative and the resident will present the findings to the campus administration and staff. Residents will learn and perform extensive practice in the area of instructional leadership. They will work with grade or content area teachers to lead PLC's to help student growth.

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.

Denton ISD uses a problem solving model approach to use data to inform instruction utilizing teacher teams during PLC time, which is scheduled weekly. The PLC will be monitored by the supervising administrator and the Executive Director of Human Resources during the 6-week cycle meetings with the Principal Residents.

We Define the Problem: Directly Measuring Behavior

- The definition of the problem must focus on teachable skills that can be measured and changed through the instructional process;
- The problem can be characterized as the difference between what is observed/measured and an established expectation for the student.

We Analyze the Problem: Identify the variables that contribute to the problem, and then develop a plan.

- Obtain all relevant information (i.e. assessments, work samples, observations, etc.) and develop hypotheses about the probable cause.
- Ask key questions:
 - Have students received quality instruction in the target skill?
 - Does the school environment support the acquisition and application of the target skill?
 - Does the curriculum support the development of the target skill?

We Implement a Plan: Implement the plan as intended, Monitor Progress, Modify as Necessary

- Develop a Plan so that students have the most likelihood of success. A well-designed Plan contains:
 - explicitly defined skills to be taught
 - focus on measurable benchmarks/target goals
 - define who will complete various tasks
 - describe a plan for measuring and monitoring effectiveness of instructional efforts

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.

In Denton ISD we have numerous observation and feedback systems in place in order to focus on the continuous growth of our teachers and administrators.

Focused Observation: Observe a demonstration classroom to experience the topic of focus. Specialist & campus leader accompanies the teachers to facilitate the learning, and teachers engage in a debrief experience to discuss learning.

Lab: Teams work with students in a demonstration classroom (lab site) to improve one area of workshop or improve the academic content through the lens of workshop. Coaches and campus leaders accompany the teachers to facilitate the learning, model instruction and coach teachers as they practice. Teachers work with the coaches and campus leaders to set goals for implementing the targeted focus and make a plan for coaching support after the lab.

Megalab: A lab that is taking place with many people and in multiple classrooms at the same time.

Clinic: Repeated practice inside a lab site. Ideas for a clinic can be practicing conferring, coaches demonstrate and teachers will mimic, teachers practice with coaching, creating a tool and practice using it.

Roles:

Coach - to facilitate learning, model, coach throughout the lab using coaching moves and feedback, and support teacher's goals for implementation after lab.

Teacher - to actively participate, practice while receiving feedback and set goals for classroom implementation.

Campus leaders - listen for requests for assistance from teachers, taking notes when necessary, asking questions when clarification is needed, and serving as a guide for professional development.

Program Requirements (Cont.)

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

The first step for Denton ISD to create a sustainability plan is to establish goals and priorities for the program. Where possible, it is important to align our PRP goals and priorities with the district improvement plan. There will be 4 areas we will focus on. They include the following:

- A strategic planning PRP document: This will include our plans, vision/mission/values statements, and participating campuses with action plans to help continue developing future leadership pools with diverse backgrounds.
- Human resources: A group of PRP experts that will include HR staff, C&I staff, teachers and our institutional partner(s).
- Targeted Campuses: Each targeted campus has a diverse environment and that must be matched to the selected principal residents.
- Policies & processes: Create policies that help sustain the PRP. As well as refine our application and section process for the PRP.

We will convene a diverse group of central and campus administrators, teachers, and community members for the purpose of reviewing and revising the PRP goals and priorities that will continue to create buy-in among program stakeholders. We will also make sure the budget and support opportunities are in place. This includes a budget needs assessment so that we get an understanding of what administrative support and supplies are needed to continue to sustain the program. Additionally, we will utilize former principal residents to mentor future residents in the program as a way to increase the likelihood of a successful internship experience and to provide invaluable expertise to the new principal residents.

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

Denton ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally interweaves the district DNA (mindsets, skill-sets and tool-sets) with the state principal as instructional leader competencies. This will allow for the EPP team and district officials to meet formally through a 2 semester communication calendar.

Additionally, site principal mentors and the EPP team will work weekly with the residents to discuss priorities, develop plans, and provide reflective coaching feedback. The Director of Staff Engagement will facilitate scheduled aligned conversations between both principal mentors and the EPP team regarding areas of reinforcement and refinement areas for principal residents. Due to the nature of the program in Denton ISD many of the courses will be taught by district administrators who will be adjunct professors and all classes will be taught in Denton ISD. This will also help align the communication with the EPP team and district officials.

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 and district human resources official working with the residents who will conference with the resident and provide assistance as needed.

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