



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 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence
- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI C7

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.

OVERVIEW: Grand Prairie Independent School District (GPISD) proposes to partner with Texas Tech University (TTU) to implement a 15-month Principal Residency Program. Principal Fellows selected for the program will earn a Master of Education in Educational Leadership and principal certification. Fellows will complete courses in the graduate degree program on-line with high-performing peers utilizing a collaborative virtual learning platform. Course content focusing on Texas 268 Identified Integrated Pillars competencies will immerse the future school leaders in intensive, job-embedded leadership training and instructional coaching opportunities. Highly effective TTU Educational Leadership Department faculty members will be selected to teach and support Fellows in completing coursework through zoom meetings, email, and site visits to provide a positive and productive internship experience. Outstanding GPISD Principals successfully leading high need schools will be selected to mentor Fellows in completing authentic leadership and school improvement initiatives to positively impact student and school outcomes. MISSION/NEEDS: GPISD is a creative learning community with a vision of vigorously pursuing student success. The district's mission statement developed by parents, students, and educators states, "To ensure that students acquire the knowledge, skills and core values necessary to achieve personal and academic success, realize their fullest potential, in addition to enriching and participating in their community." Located in the DFW metroplex, GPISD serves residents of fast-growing Dallas, Tarrant, and Ellis Counties. 118 district administrators serve a diverse community of children which includes 68% Hispanic, 17% African American, 10% White, 4% Asian, and 1% other races. Educational research indicates positive student-educator relationships significantly improve psychological engagement in school which in turn significantly improves achievement rates. Relationships are enhanced when the ethnicity of leaders reflects that of the student population. In GPISD, the majority (47%) of administrators are White. There is a need to recruit diverse educators to lead campuses in the district. 71% of the 28,145 enrolled in GPISD are classified as economically disadvantaged. Almost one-third (32%) of all students enrolled in the district are from Spanish speaking homes. Texas Academic Performance Report data, children of poverty and second language learners are most likely to fail state achievement tests than their more affluent peers. To address student needs, the open-enrollment district offers Programs of Choice, Schools of Choice, and Traditional Campuses. Leading innovative initiatives on high need campuses is a challenge. As a result Assistant Principals remain in GPISD for an average of only 4.5 years and only 55% move into the role of Principal. In addition, the turnover rate for GPISD Principals averages 16% each year. There is a need to expand and improve the pipeline established to recruit, train, support, promote, and retain outstanding educators who represent the student populations served to successfully lead innovative GPISD campuses. MEETING GPISD MISSION/NEEDS: During Cycles 1-5 of the Principal Residency Grant program, the GPISD and TTU partnership developed effective recruitment and selection, course delivery, and program evaluation systems. As a result of grant implementation, 39 Principal Fellows reflecting the diversity of district students earned GPISD campus leadership positions. During the same years, the GPISD Scaled Score increased from 76 to 84 and achieved an accountability of B. During Cycle 5, partners will continue training and implementation of calibration protocols developed to support Fellows in conducting the observation and feedback process with the goal of building teacher content knowledge and instructional pedagogy to improve student outcomes.

Goals, Objectives, and Strategies

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

GPISD formed an Advisory Council comprised of parents, district and university educators, and community members to develop goals, objectives, and activities for the grant program. SMART GOAL- By the end of the 15-month residency period, 100% of the five GPISD Principal Fellows will graduate with a Master of Education in Educational Leadership and a Texas Principal Certification. GOAL 1-Implement effective EPP resulting in a Master of Educational Leadership and Texas Principal Certification. Obj 1.1: Select high performing Mentor Principals and TTU Coaches. Obj 1.2: Design course content to emphasize best practices in campus instructional leadership and EFS-based school improvement. Obj 1.3: Design courses to articulate clear learning and career development goals/targets. Obj1.4: Design performance expectations and evaluation criteria. GOAL 2: Recruit Principal Fellows from backgrounds representative of the GPISD student population. Obj. 2.1 Research evidence-based strategies to implement an intentional recruitment and selection process that expands the ethnic diversity of candidate pools. Obj 2.2: Recruit five diverse teachers with experience, character traits, and leadership abilities to improve achievement of learners in low performing schools. Obj 2.3: Design interview questions to identify cognitive and personality traits predictive of administrative success. Obj 2.4: Revise selection rubrics to reflect recruitment, interview, and selection priorities. GOAL 3: Cultivate and retain successful leaders. Obj 3.1: Provide administrative internship focusing on authentic campus based leadership opportunities including an ESF-based school improvement initiative designed to develop competencies of the Texas 268 Identified Integrated Pillars. Obj 3.2: Provide on-site guidance, mentoring, and monitoring from Mentor Principal, a TTU Coach, and GPISD leaders. Obj 3.3: Utilize criterion standards and data systems developed in Cycles 1-5 to produce actionable information and ensure quality clinical experiences for candidates.

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.

The Grand Prairie ISD/Texas Tech University (TTU) Principal Residency Program evaluation is designed to determine if the project establishes a successful principal pipeline that positively impacts student outcomes and school success. Seventy percent of the evaluation is tied to the Principal Fellow's performance in completing course content and authentic leadership experiences to develop instructional, administrative, and school and community leadership competencies. Multiple performance tools will be used to evaluate the resident's performance: T-TESS rubrics evaluated by Principal Mentors, Observation & Feedback rubrics including coaching notes and TEA surveys evaluated by TTU Coaches, Degree Plans audited by TTU, and EFS School Improvement Performance Indicators evaluated by Area Superintendents. Thirty percent of the program evaluation is conducted to determine if project implementation positively impacts student achievement and growth. Performance tools used to measure this component of the program include: STAAR student achievement scores (percentage approaching, meeting, or exceeding state standards in ELA/Reading and Math); and STAAR Closing the Gaps longitudinal growth measurement (percentage met standard for growth based on similar Texas schools). PROCESSES: The GPISD Educational Improvement Committee created a blueprint for the 2023-2024 Principal Residency Program. The plan outlines SMART goals, objectives, action steps, benchmarks of Principal Fellow performance, benchmarks of student growth and achievement, performance measures, and evaluation tools for each quarter of the project period. The Campus Improvement Committees will place performance data and feedback on a corresponding rubric to develop an effectiveness rating for each Principal Fellow at the end of each nine weeks. The progress monitoring data and information will be used to adjust TTU course content and authentic leadership experiences to improve course completion rates. Data and feedback will also be used to revise professional development for GPISD leaders and TTU faculty members to improve leadership, mentoring, coaching, and communication systems to meet student benchmarks and goals. The final evaluation will include end-of-year resident performance data and student achievement results, as well as, the number of Principal Fellow applicants, demographic data of residents selected for the program, residents' program completion rates, residents' certification test scores, residents' satisfaction rates with TTU Coaches and GPISD Mentor Principals, and post residency placement information. The annual evaluation will also include TEA-provided program self-evaluation rubrics and resident self-evaluation rubrics completed by GPISD and TTU participants to determine the fidelity of program implementation. TEA rubrics and project information will be used by partners to plan effective Principal Residency projects each year.

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.

Grand Prairie Independent School District (GPISD) proposes to enter into a partnership with Texas Tech University (TTU) to implement a 2023-2024 Principal Residency Cycle 6 Grant. The district qualifies for a grant award of \$350,000 based on the selection of five Principal Residents. Funding requests of the full \$350,000 are requested to meet program goals during the project period which extends from February 10, 2023 to August 31, 2024. The district has committed to provide \$75,000 in matching funds to implement the initiative during the same time period.

PAYROLL COSTS (6100): GPISD requests \$307,000 in payroll costs to provide Principal Fellow salaries, TTU scholarship stipends, and Principal Mentor stipends. (1) Five outstanding GPISD educators will be selected to complete a Principal Residency program preparing them to become campus leaders in the district. Principal candidates will serve as full-time administrative interns with no classroom responsibilities during the residency period. GPISD requests grant funds of \$250,000 to provide \$50,000 in salary costs for each intern. The district commits matching funds of \$75,000 to provide \$15,000 in salary costs per intern. Grant funds requested to pay Principal Fellow salaries total \$250,000 for the project period. (2) Tuition Stipends: The Educator Preparation Program (EPP) will include 36 hours of graduate level coursework enabling Fellows to earn a Masters of Educational Leadership and principal certification. GPISD requests grant funds of \$52,000 to provide \$10,400 in stipends for each resident. The stipends will be used as scholarship funds to pay TTU graduate school tuition costs. Grant funds requested to pay TTU tuition costs total \$52,000 for the project period. (3) Principal Mentor Stipends. The 15-month educator preparation program will include authentic campus-based leadership experiences in a clinical setting for a minimum of a school year. High performing GPISD Principals will be selected to guide and support Fellows in successfully completing the job-embedded experiences during the residency. GPISD requests payroll costs to pay each Principal Mentor a \$1000 stipend to attend a TEA summer training institute and to complete mentoring duties. Grant funds requested to pay Principal Mentor stipends total \$5,000 for the project period.

PROFESSIONAL AND CONTRACTED SERVICES (6200): Grant funds requested for professional and contracted services total \$25,000 for the project period. Texas Tech University faculty members will host cohort meetings, trainings, and six site visits during the 15-month residency to support Principal Fellows and Principal Mentors. In addition, project stakeholders will collaborate with the National Institute for Excellence in Teaching (NIET) to review formative and summative evaluations and provide feedback and guidance in EPP planning and implementation.

SUPPLIES AND MATERIALS (6300): Grant funds requested for supplies and materials total \$5,000 for the project period. Texas Tech University graduate level courses will be offered to Principal Fellows through video conferencing technologies. The university requires curriculum materials and resources to supplement virtual coursework. GPISD requests \$1,000 in curriculum materials for each resident.

OTHER OPERATING COSTS: Grant funds requested for operating costs total \$3,000 for the project period. Operating costs are requested to pay certification and travel costs. (1) Certification costs. Texas Principal candidates will need to pass the Principal as Instructional Leader (268) exam and complete the Performance Assessment for School Leaders (PASL) to obtain a standard certification. Exam fees total \$200 per resident. \$1000 in exam fees are requested for five Principal Fellows. (2) Travel Costs. All Mentor Principals and TTU Coaches managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022. If the institute is held virtually travel funds will be used for Principal Mentors and TTU Coaches to attend the NIET conference in Dallas in March of 2022. \$2000 in travel costs is requested to allow project leaders to attend the Institute.

INDIRECT COSTS: Indirect costs of \$10,000 are requested for the project period. These costs less than the \$14,063 in indirect costs allowed for this grant program based on the current GPISD approved restricted indirect cost rate of 4.018%.

Building and sustaining a pipeline to provide high performing school leaders is a high priority for GPISD. The district has been honored to be a recipient of Principal Residency awards in Cycles 1-5. The budget proposed for Cycle 6 is based on lessons learned in previous projects. The GPISD Educational Improvement Committee will work with Campus Improvement Committees to review project implementation, data, and feedback at the end of each nine weeks. Grant and district funds will be allocated as necessary to adjust personnel and/or resources to meet performance benchmarks and grant goals. GPISD teachers work tirelessly to ensure our students have opportunities to achieve academic and personal goals. Our district is committed to using all available funding sources to ensure outstanding educators have career opportunities to achieve their academic and personal goals of becoming a GPISD Principal. We are GPISD! We make dreams come true!

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.

GPISD educators and Texas Tech University Educational Leadership faculty have established a process for the recruitment and selection of Fellows. Each component of the recruitment plan includes both district and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' principal residents. ENSURING DIVERSITY/RECRUITMENT PRACTICES: GPISD serves 28,145 students including 68% Hispanic, 17% African American, 10% White, 4% Asian, and 1% other ethnicities. The district employs 118 campus leaders including 49% White, 28% Hispanic, and 20% Africa American school leaders. GPISD will hold a Principal Fellows Partnership Seminar to showcase the residency program. Principals, counselors, lead teachers and instructional coaches will be instructed to recommend teachers for the recruitment event who reflect the diversity of the student population, have documented success working with at-risk youth, have not served as a principal, and do not have a principal certification. APPLICANT IDENTIFICATION: Principal Fellow applicants will provide a professional resume, letters of recommendation from leaders and peers, and current examples of student progress and success. The selection team then considers evidence from cumulative T-TESS evaluations to determine evidence of excellence for each candidate's leadership capacity based on five admission standards specified by TEA: (1) Evidence of Measurable Student Achievement; (2) Strong Evaluations and Appraisals; (3) Interpersonal Leadership; (4) Effective response to Observations and Feedback; and (5) Growth Mindset. PREDICTOR ASSESSMENT: Candidates will complete an application including open-ended questions on educational leadership. The team will evaluate the candidate's knowledge of school improvement, and demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Principal Fellow candidates will be ranked based on points from each component. Fifteen candidates will be selected to attend final interviews. RESIDENT SELECTION: Texas Tech University faculty members conduct the final phase of the selection process with a virtual live interview of candidates. Interviews questions will cover leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset and instructional knowledge. TTU will also examine the evidence gathered by GPISD. The partners will choose five Principal Fellows for the Cycle 6 project.

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.

The Principal Residency Program is a collaborative partnership between GPISD and TTU to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Fellows will be relocated to a campus targeted for improvement to serve in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a GPISD Principal Mentor and a TTU Faculty Coach. During the 15-month internship, students will earn a TTU Master's degree in Educational Leadership and a Texas Principal certification. The graduate program includes 30 hours of core content and a 6 hour principal internship. Course curriculum, job-embedded leadership opportunities, and assessment measures have been designed to meet skill requirements of the Texas 268 Identified Integrated Pillars. During the summer of 2023, Fellows will attend a Summer Institute and complete 6 hours of graduate courses. Beginning in August 2023, Fellows will begin the internship at a targeted GPISD campus and complete 30 hours of graduate coursework. During these semesters, Fellows will complete rigorous clinical learning assignments including Unpacking the T-TESS & Instructional Coaching Frameworks and as they work with school leaders to improve instruction through a purposeful evaluation process. Interns will address school challenges by working with Improvement Committees to create and implement Quarterly Essential Schools Framework Plans. Residents will coach struggling educators through POP cycles to build teacher leaders responsible for student achievement as they complete Instructional Leadership and Establishing SMART Goals & Progress Monitoring projects. The future principals will learn to develop collaborative teams capable of improving instructional practice, student outcomes, and school culture by completing & leading PLC meetings.

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.

Grand Prairie ISD has a data-driven instructional system. Teachers in each subject area across all grade levels administer nine week Curriculum Checks, semi-annual State of Texas Assessments of Academic Readiness (STAAR) benchmarks, and end-of-year STAAR exams. In grade levels K-6, tests are administered in Reading, Math, and Science. In grade levels 6-12, the unit tests are also administered in Social Studies and include content aligned to college entrance exams. Campus calendars are published to delineate nine week, STAAR, and college entrance exam testing dates, as well as, Professional Learning Community meetings, and staff development. Campus leaders will attend ESC Region 10 and NIET during 2023-24 to lead staff development in using the Effective Schools Framework (ESF) diagnostic processes to analyze campus, grade-level, classroom, and student data. At the beginning of school and end of each semester, the Principal and an ESF Facilitator lead the campus to identify school-wide trends, set achievement goals and commitments, and identify essential actions to successfully implement school improvement. An instructional coach (iCoach) at each campus guides teachers in implementation of the improvement plan. iCoaches model data disaggregation and revision of curriculum based on student information, demonstrate instructional best practices, and co-teach lessons. Each nine weeks, during planning sessions, the iCoach leads educators to use Curriculum Checks, student work samples, and classroom observations to identify student strengths and weaknesses. Based on the information, the iCoach guides educators in planning virtual or face-to-face instruction to ensure all learners master essential knowledge and skills and develop higher order thinking skills. In GPISD campuses, teachers with grade level experience and content expertise, Master Teachers, are designated to provide daily support and coaching for campus educators. The iCoach and Master Teacher conduct peer observations and provide feedback and assistance (co-teaching/teaching demonstrations, etc.) when teachers need assistance to improve student performance. The district utilizes a rating system that includes professional performance and student achievement criteria to recruit exemplary teachers to become iCoaches and Master Teachers. As a team, these campus experts will collaborate with and support the Principal Fellow in using GPISD data-driven instruction processes to positively impact student achievement, campus culture, and school success. Further information is provided in attachment 1, Data Driven Instruction.

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.

OBSERVATION AND FEEDBACK: Grand Prairie ISD uses the Texas Teacher Evaluation and Support System (T-TESS) to establish and maintain a culture of observation and feedback, and develops and supports effective classroom instruction. TTU classes introduce Fellows to the stages of the POP cycle to develop reflective teaching practices. During the pre-conference, the appraiser and teacher will discuss the upcoming lesson with a focus on the interrelationships between four domains: planning, instruction, learning environment, and student outcomes. This provides real-time feedback using nonverbal signals to support teaching and learning and to give the teachers a sense of support and encouragement. During the observation, the evaluator uses the T-TESS Observation Evidence Sheet to record and track feedback for each domain including the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. After the observation, the Post Conference Plan Template provides self-analysis of areas that need to be reinforced or refined. The form also enables leaders to graph data trends across for use in planning staff development. Principal Fellows will shadow the Principal Mentor in conducting evaluations. The GPISD Principal Mentor will guide the resident in working with teachers to prepare for the observation, conduct the observation using T-TESS evidence and rubrics to evaluate performance, and debrief teachers after the observation. **PROFESSIONAL DEVELOPMENT:** GPISD provides ongoing professional development through in-service sessions, workshops, coaching, and conferences to empower educators to meet professional goals. National Institute for Excellence in Teaching training supports stakeholders in using Essential Skills Framework (ESF) protocols to examine school data, identify needs, and target essential actions to address campus improvement. iCoaches and Master Teachers host PLCs to lead teachers in using data to collaboratively plan curriculum and instruction. During TTU courses, interns will learn to use the targeted feedback and data from T-TESS observations to implement the stages of the Jim Knight Impact Cycle framework. During pre-conferences, Principal Fellows will work with teachers to identify needs and set student-centered goals. As instructional leaders, the interns will provide coaching and co-teach sessions with struggling educators to encourage learning and transfer of training into instruction. During the post-conference, residents will work with teachers to measure achievement toward goals and improve. TTU Faculty will review 3 video-taped conferences to provide support for Fellows and evaluate instructional leadership skills.

Program Requirements (Cont.)

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

The top two school variables impacting student achievement are teacher and principal quality. In Texas, high-poverty, low-achieving districts have difficulty attracting and retaining high-quality principal applicants who have the skills to serve as instructional leaders. In past cycles, GPISD and TTU have successfully built a principal pipeline resulting in 39 Principal Fellows being placed in leadership positions in the district. The partnership focuses on key areas shown by practice and research to sustain educator prep projects. (1) BUILDING CAPACITY FOR QUALITY PROJECTS: GPISD Principal Mentors guide Fellows to conduct T-TESS evaluations. During the pre-conference, observation, and post-conference (POP) cycle, resident appraisers capture detailed, strategically-scripted evidence and use rubric descriptors to evaluate peers. To assist Principal Fellows in differentiating and scoring performance, partners have developed a calibration protocol. Fellows will use the criteria to differentiate performance accurately. During conferences, interns will learn to guide teachers to use the feedback to set goals and plan professional growth. TTU Coaches will review video taped conferences and provide feedback to further develop the resident's ability to conduct constructive conversations with peers and in turn improve student, school, and district success. (2) STAKEHOLDER SUPPORT AND COMMUNICATION: During the internship year, Fellows will relinquish teaching responsibilities to focus on completing authentic leadership experiences. Interns will be evaluated using T-TESS as they complete administrative tasks and clinical learning projects such as coaching teachers, hosting PLCs, and conducting school improvement initiatives. The observation and feedback process will provide a tool for GPISD Mentor Principals to guide Fellows in refining instructional leadership skills. The performance ratings will empower TTU Coaches to provide individualized support during virtual class sessions, POP cycle evaluations, cohort zoom meetings, and site visits. The system of support and communication has resulted in GPISD interns reporting high levels of satisfaction with the EPP, achieving high rates of degree completion and certification, and consistently scoring 'above proficiency' on Texas performance standards of leadership skills. (3) ATTAINING ONGOING FINANCIAL SUPPORT: Implementation of the Principal Residency project has resulted in improved student achievement scores and district accountability ratings. The returns on investments has prompted GPISD to include the program in the District Improvement Plan ensuring funds, resources, and personnel will be allocated to future Principal Residency projects.

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

GPISD designs Programs and Schools of Choice to meet the interests and talents of learners and the workforce demands of the DFW metroplex. Designing a Principal Residency program to meet the needs of future school leaders in the innovative district requires constant communication between key GPISD and TTU educators. (1) RECRUITMENT and SELECTION: GPISD administrators meet with TTU project leaders annually to reviews the recruitment and interview process to revise the Selection Rubric based on district needs and TEA requirements. GPISD uses an intentional recruitment process to ensure the number of Fellows selected correlates to the leadership positions available in the district; the diversity of recruits reflects the student population to be served; and the qualifications of residents meets degree and certification expectations of the program. Each partner reviews applications and conducts interviews, completes the rubrics and recommends residents. (2) COURSEWORK and CLINICAL EXPERIENCES: Residents complete 36 hours of coursework designed to develop the TX 268 Identified Integrated Pillars competencies. GPISD administrators work with TTU faculty members annually to align course content and clinical teaching experiences with GPISD innovative school action models, evaluation processes, campus improvement priorities, and data use protocols. GPISD Principals mentor residents on a daily basis to ensure they successfully complete administrative duties including evaluating peers, coaching teachers, hosting PLCs, and leading school improvement initiatives. TTU faculty members coach interns to successfully complete coursework and degree requirements by hosting weekly virtual cohort meeting and conducting site visits. Principal Mentors and Faculty Coaches attend a summer training institute hosted by TEA and each month through video conferencing. The communication system serves as a support mechanism for project leaders resulting in improved performance, satisfaction, and degree completion rates for Fellows. (4) EVALUATIONS: Each year, TTU works with GPISD leaders to align intern evaluation metrics with GPISD observation protocols, T-TESS evaluation rubrics, and TEA accountability ratings. A SEED grant awarded to TTU empowers the partnership to work with the National Institute for Excellence in Teaching (NIET) to evaluate effectiveness of project components on instructional leadership. Evaluation data and feedback is used by the team to plan future projects. It is the constant communication and collaboration that has established a strong partnership and a successful principal pipeline.

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