



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.

In an effort to increase the available internal pipeline of well-prepared, bilingual instructional leaders equipped to meet the complex challenges facing our schools, Irving ISD is establishing a partnership with Dallas Baptist University (DBU) to further our mission of empowering today in order to excel tomorrow. In pursuit of Irving ISD's vision to become a premier district for educational excellence, fostering the full potential of students and empowering educators, it is vital for Irving ISD to increase the depth of their bench of highly trained instructional leaders who have extensive real-time experiences on our campuses. Through the implementation of this program, the district will be able to support aspiring leaders that pursue DBU's Masters of Educational Leadership, particularly as they enter their residency and begin to experience authentic, job-embedded leadership opportunities that contribute to improving student achievement. While working to improve student outcomes, support staff retention, and bolster parent and community partnerships, residents will be paired with high-performing mentor principals who will support their growth and nurture their leadership potential.

Goals, Objectives, and Strategies

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

Irving ISD must develop, recruit, and retain more highly effective instructional leaders who exhibit bilingualism to optimize strong communication and relationship-building with stakeholders necessary to a successful leader in Irving ISD. These aspiring leaders must also be capable of navigating complex campus challenges, must be able to successfully coach teachers to meet the needs of a diverse student population, and ultimately possess the skill-sets to increase student achievement. Through the Principal Residency program, Irving ISD and Dallas Baptist University (DBU) will secure placement for 8 participants to engage in a year-long residency to learn and serve at targeted campuses with the highest needs. In alignment with the Irving ISD leadership definition recently implemented in August 2022 after ongoing collaboration with The Holdsworth Center, this program will provide substantial leadership opportunities for aspiring leaders who want to grow their capacity within the district's community. Participants will receive experiential learning in an authentic school setting, and maintain a real-time focus on (1) building skills, (2) reflecting on professional growth, and (3) increasing their leadership potential with the help of their highly-skilled mentor principals and other district and university supports. Upon successful demonstration of readiness for future leadership roles in the district after their year-long residency, Irving ISD will create a diverse, growing leader pipeline that can improve instructional practices, school culture, and student achievement.

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 fundamental focus and purpose of the residency program is to recruit, develop, and retain the future high-performing leaders of Irving ISD schools, particularly with respect to aspiring leaders who exhibit bilingualism to optimize strong communication and relationship-building with stakeholders necessary to a successful leader in Irving ISD. Residents who are selected will exemplify the best match to the district's diverse demographic makeup of schools with the highest needs. Each resident will work with a group of classroom teachers to increase the effectiveness of classroom instruction and ultimately, positively impact student achievement outcomes. Performance data including STAAR, MAP, and other district assessments will be used to measure against goals for each resident as it pertains to the teams they are responsible for supporting. Irving ISD and Dallas Baptist University will work together to align experiential learning experiences with coursework and coaching as residents utilize high-leverage instructional leadership practices that include classroom observations, pre- and post-conferences, PLC's, and data meetings. Impact of residents' abilities and growth will be measured through the student performance of their assigned group of classroom teachers. Other metrics will include observations from Mentor Principals, DBU staff, and district leadership and will be aligned to T-PESS ratings and the recently developed leadership definition for Irving ISD. Surveys and stay interviews will also be conducted to measure the effectiveness of the program throughout the 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.

Irving ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and lots of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization for Irving ISD, they will be fully prepared with the Irving mind-sets, skill-sets, and tool-sets to immediately be effective leaders in Irving ISD.

Grant funds will be used to help provide the salaries for the 8 residents (\$48,000 per resident = \$384,000). The district will also contribute at least \$15,000 toward the salary of each resident plus benefits from local funds. Grant funds will also provide a small stipend for the mentoring principal (\$1000 per mentor principal = \$8,000). DBU will provide a 33% tuition scholarship for each resident throughout their program of study and the grant will pay for the remaining tuition (\$25,125 per resident = \$201,000). We believe that residents should have at least some "skin in the game" so residents will be required to pay the university fees and for course materials (~\$1500 each). Grant funds will be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident = \$4600). This will help them continue to build their professional experience and network. Grant funds will be used to provide this important experience for the residents (\$300 per resident = \$2400).

The district and DBU will also make a substantial investment in the preparation of the residents. The minimum \$15,000 matching funds and benefits will cost the district ~\$120,000. DBU has committed to providing a 33% tuition scholarship to these residents and any future Irving ISD cohorts. The tight integration of Irving ISD tools, processes, philosophies, and beliefs into the DBU courses and the authentic and substantive residency experiences, will expedite the high-quality preparation of the residents and allow the district to suspend the district's usual leadership development program and redirect those funds to support and sustain the residency partnership.

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.

Irving ISD and DBU will focus on recruiting and selecting diverse aspiring leaders who are committed to serving in our schools. The project team will use a variety of strategies to attract diverse and highly skilled candidates, including targeted and mass communication. Principals will nominate candidates and district leadership will select mentor principals for residents in the program. In addition, alumni and current students of the program will be invited to nominate potential applicants, helping to identify mission-aligned applicants. Broader approaches will be used to encourage qualified applicants to apply, including an informational session hosted by DBU, mass communications to Irving ISD principals requesting nominees, and information sessions for prospective candidates hosted by Irving ISD. Following targeted recruitment, applicants will be selected through a process that prioritizes diversity and factors critical to a school leader's success. Initial screening will examine an applicant's academic history, their understanding of the challenges and opportunities of school leadership, responsiveness to feedback, a growth mindset, impact on student achievement and problem-solving capabilities. Applicants will be required to submit their most recent performance appraisal, which is evaluated for its strength in providing evidence of measurable student achievement. Applicants who pass the screening are invited to an in-person assessment that includes a variety of role-plays and interviews. Using rubrics aligned with key leadership competencies, role plays will focus on evaluating each candidate's capacity for strategic and instructional leadership, a growth mindset and responsiveness to feedback. Applicants will be asked to share formative assessment data and discuss with evidence the actions they implemented to improve student achievement. The final interview provides an opportunity for candidates to reflect on the interview activities and identify how they might have performed differently. The selection committee is committed to recruiting and selecting diverse and highly skilled participants who are increasingly mirroring the Irving ISD student population.

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 competency-based curriculum is based on the Texas 268 Identified Integrated Pillars and high-quality coaching support and feedback for each resident, dedicated to residents practicing the skills necessary to lead culturally responsive, instructional, and transformational work with the majority of time focused on authentic and instructional leadership opportunities. The resident will apply their learning in various real-world contexts as they will be in a substantive leadership role in a K-12 school and serve on the leadership team. Residents will manage at least one team, develop and drive comprehensive strategic initiatives forward. The resident will lead and engage in practice-based clinical learning, work on areas for development, see the consequences of his/her actions, and learn from and remedy mistakes. During the residency year, each resident will attend monthly content sessions, receive one-on-one coaching support and supervision, and will be placed with a highly effective mentor principal. Residents will have practice-based learning objectives aligned to the Texas 268 Identified Integrated Pillars. Content Sessions will address real-time problems of practice that residents are experiencing as new campus leaders, ensuring skills build upon each other from one session to the next. Residents will also receive support to prepare for the 268 certification exam. EPP Leadership Development Coaches will work in partnership with the mentor principal to align and collaborate on the resident's growth to ensure access relevant high-quality leadership tasks, with guidance and modeling from the mentor principal. The resident will receive weekly feedback and clinical experiences related to all aspects of school leadership.

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.

Irving ISD is committed to continuous improvement guided by data. Irving ISD provides district-level assessments each semester and six-weeks that are aligned to STAAR as well as norm-referenced assessments, reading assessments and other content area specific assessments. Data from assessments is regularly analyzed as part of a continuous improvement model. Data is collected and then studied by campus, grade, content, teacher, student and TEKS. Campuses with lower data create action plans and receive differentiated support from principal supervisors. In addition to the summative assessments described above, Irving ISD leverages a variety of formative assessments. Schools use a weekly data meeting protocol that requires review of aligned data, analysis of the actual student work product, the identification of the learning gap after comparisons with an exemplar, then the planning for the reteach lesson and rehearsing for feedback. This protocol occurs weekly and is led by assistant principals and instructional coaches within weekly professional learning community meetings (PLCs). The protocol ends with calendaring the reteach lesson by both teacher and leader for observation, feedback and coaching. Professional development and coaching of these practices is aligned to Paul Bambrick's strategies. The goal is to make data visible and actionable. In addition to spreadsheets and weekly data meetings, campuses also have broader systems in place to assist with strategic, focused learning. Together, these practices help ensure data-driven instruction is consistently and effectively practiced across each campus.

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.

Currently, the district houses all observation forms in Edugence. Principals access walkthrough forms, complete them during the observation, and then electronically submit them to teachers for viewing. Irving ISD uses the T-TESS appraisal system and implements the pre-conference, observation, and post-conference model. T-TESS does separate students and teachers into different observational areas. This observation and feedback system captures the aggregate of the educational process. T-TESS provides educators with a continual stream of feedback and data to support continuous improvement. If a principal needs assistance in determining instructional needs, they can contact the content coordinators for their expertise. Leverage Leadership and Get Better Faster are utilized as points of reference to use this as the foundation for providing targeted and specific feedback. Additionally, Irving holds regular meetings with campus leadership where data is discussed, trends are identified, and action plans are created for campus implementation.

Program Requirements (Cont.)

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

Irving ISD's leadership strongly supports this program and its positive impact on the school community.

Irving ISD and DBU are committed to working collaboratively to continually strengthen our leadership pipeline. Irving ISD leaders must reflect the Irving ISD student body and be well prepared to lead campuses and teachers so that students will feel well supported and able to achieve their full potential. Therefore, both institutions have committed and will continue to commit time and local funds to build this pipeline and to ensure that every student is supported by effective teachers and high-performing instructional leaders.

Currently, without funding from TEA, our potential residency program would need to exercise the currently existing, more traditional model where aspiring principals are teaching full time and getting support, coaching, and professional development outside of school hours.

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

The Irving ISD and DBU team will collaborate on all aspects of the residency, including resident coaching, recurring developmental sessions for residents, and support for mentor principals. In order to ensure effective collaboration, the district and DBU will formally establish a calendar of specific meetings to plan for the residency year, and a cadence of meetings during the residency.

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