



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

NOGA ID [REDACTED]

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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 **February 10, 2023 - August 31, 2024**

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 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](mailto: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 Westwood ISD, our mission is to prepare future-ready students in a positive and engaging educational environment. This mission is supported by ten beliefs. In WISD, we believe 1) in academic excellence for all students, 2) in developing leaders at all levels, 3) every person is a leader and lead from where they are, 4) our students want to excel and have pride in accomplishments, 5) pride and tradition are foundation to our success, 6) students have a place to belong, 7) parental involvement is welcome and parents are encouraged to have a voice, 8) our staff has an unbelievable desire to be excellent and improve their craft on a daily basis, 9) in being the best and 10: we are all a part of the Panther family.

This program directly aligns with our mission and beliefs, specifically with 2, 3, 8, and 9. We know that strong leaders significantly impact student outcomes, and as we develop as leaders within our district we are also ensuring a continuation of support for high levels of learning for all students.

We have identified several needs as well as plans for addressing these needs:

Need 1: WISD needs to increase teacher diversity by closing the gap between administrative staff and the student population. WISD student body—African American 17% and Hispanic 25%; WISD administration—African American 14% and Hispanic 7%. We will address this need by seeking out current teaching staff, providing high-quality candidates a deep and meaningful full-time one-year residency experience while obtaining a Master's of Education with Principal as Instructional Leader certification. The intern's experiences will be framed around WISD's leadership framework, coupled with job-embedded coaching, to promote optimal leadership experience.

Need 2: An estimated 27% of WISD's student population falls under special populations. We will address this by intentionally immersing our candidates in meaningful collaborative experiences with campus and district leadership as we address these needs.

Need 3: WISD needs instructional leaders to meet academic needs in the district. In SY 2019-2020, WISD was staged as SpEd as PL2 and CTE as PL1. In 2018-2019, WISD had an elementary campus rated an overall F and junior high labeled as comprehensive support. In 2021-2022 the elementary received a B rating with comprehensive support and the junior high remains labeled as comprehensive support. We will address this as we implement a robust leadership framework to support data-driven instruction through the Effective Schools Framework and PLCs, as well as ensuring that instructional leaders are adept in developing and effective MTSS framework and their campuses.

### Goals, Objectives, and Strategies

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

By September 2023, 100% of Westwood ISD principal residency/interns will become strong instructional leaders who focus on Special Education and special populations as they successfully complete a full-time year-long residency, Master of Education, Principal as an Instructional Leader, and T-TESS certification. Several strategies and plans will be implemented to meet these goals:

1. Recruit and select WISD teacher leaders for admission into the program (December 2021)
2. Recruited teacher leaders apply for admission and are accepted into the University of Texas at Tyler's Master's with Principal Certification Program (January 2022)
3. Admitted students meet face-to-face to discuss program expectations. This group will comprise a PLC specific to the needs of Westwood ISD.
4. Grant participants will attend TEA-led institutes.
5. Interns will complete EDLR 5311, 5313, 5320, 5337, 5370, 5330, 5349, 5371, 5333, and 5310 through UT Tyler with at least a B or higher.
6. Interns will complete 6 case studies under the supervision of their UT Tyler professors, supervising principals, and district administrative support.
7. Interns will collaborate with field supervisors, supervising principals, and district administration to develop a rigorous clinical experience.
8. Interns will be trained in the PLC process to equip them to successfully facilitate meaningful collaboration among teachers

### 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.

Interns will embark on six case studies to focus upon coaching teachers. The tool to be used will be the T-TESS evaluation rubric. Feedback will be provided by UT Tyler professors, supervising principals, and supporting district administration. For each case study, the intern will evaluate previous data, set SMART goals, and develop a high-quality plan to meet the goals and targeted interventions. Each intern will monitor their performance results for each case study and share it with the mentor principal and assistant principal throughout the school year. The program is designed to provide interns with relevant and practical experiences. To ensure that the grant and the Master's program meets the intern's needs, we will implement the following logic model and examine:

INPUTS<----->ACTIVITIES<----->OUTPUTS<----->EFFECTS

Inputs include the recruitment process and design of the interventions.

Activities include courses, seminars, and clinical experiences.

Outputs include success in mastering content and skills.

Effects include post program when hired.

During the program, we will use an iterative process to assure all interns are successful by implementing the following processes and tools:

1. Surveys will be given to interns, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Interns' videos and field observations of the pre/post/goal conferences (per T-TESS) will be evaluated to determine effectiveness.
3. Instructional evaluation of teachers as performed by the candidate will be compared to the site mentor to determine inter-rater reliability.
4. The field supervisor, site mentor, and university professor will meet to determine leadership/instructional coaching strengths and weaknesses, and interventions will be developed to address areas of weakness.

Both UT Tyler and WISD will address a weak intern by increasing mentoring sessions, modeling, and increasing the intensity of coaching. Plans will be developed to support the intern through their course work as well as on their assigned campus.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Westwood ISD includes 4 campuses. To place an intern at each campus, the total cost would amount to \$340,080. The following details the budget expenses for this grant:

- \* The matched amount (number of principal residents participating in the program x \$15,000) would amount to \$60,000.
- \* Payroll costs (6100) not including the \$15,000 match per intern would amount to \$191,350.
- \* Professional and contracted services (6200) would include \$6,700 for professional development trainings and \$60,000 for tuition, fees, principal TExES exam, and PASL.
- \* Supplies and materials (6300) would amount to \$700 and would include required textbooks, curriculum, and readings, and potential items needed for internship.
- \* Other operating costs (6400) would include \$4,800 for IHE/EPP field supervisors and \$16,530 for TEA- led trainings and required travel for district and IHE/EPP coaching.

The District has had successful experience in the past facilitating this grant and allocating funding to support the implementation of the program to ensure all needs are met. This proposed budget is built upon similar allocations from the past that have proven to be effective in ensuring continuity of services throughout the life of the grant. This budget has been helpful in ensuring sustainability of the program.

**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.

All district staff will receive a correspondence requesting candidate nominations and a summary of the grant requirements from the administrative office via Google Forms. Teachers may also self-nominate or be nominated by a colleague or supervisor. In addition to recommendations, nominations will be solicited from campus and district administration. An informational session will be held for all interested teachers prior to the nomination's closing date as an event-based outreach and allows past PRG participants to participate in recruitment. Potential candidates will be able to ask questions. As well, a FAQ document will be compiled from these questions and presented to staff members.

Applicants will be pre-screened through the following criteria:

1. Student outcomes as evidenced through STAAR scores and/or other diagnostic assessments, such as CBAs, or other growth measures used in the district, such as Star Renaissance, that evidence measurable student growth.
2. The applicant positively contributes during PLCs.
3. The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished will be considered a strong evaluation/appraisal for the selection process.
4. Letter or recommendation/referral from current campus principal and district leadership.
5. Holds a current teaching certification but does not hold a principal certification.
6. Does not currently hold a Master's degree in Educational Leadership.
7. Available to commit to completing a full-time year-long residency.
8. Has taught successfully in the classroom for a minimum of two years.
9. Applicants use social media in a positive manner and professional digital presence through email and other social media.
10. Applicants must show evidence of a GPA of 2.5 or higher GRE scores if GPA is lower than 2.5 for UT Tyler acceptance.

Qualified applicants will undergo an administrative interview. Applicants who represent the district's student population will be encouraged to apply.

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.

1. WISD will partner with UT Tyler for principal preparation and Master's degree coursework. This includes 2 practicum experiences that not only align to the 268 TExES, but also the Effective Schools Framework.
2. Provide training for on-site principal mentors to ensure oversight and support of the candidate. The candidate also has support from the district administration and will be involved in campus-level responsibilities, hiring, selection, and retention of teaching staff as well as campus-level problem-solving practices impacting student achievement.
3. Implementation/exposure to the New Leaders Program and Effective Schools Framework, which is embedded not only in the candidates' Master's program, but also in district programs and initiatives, thus providing the intern(s) with professional coaching at both campus and district levels to impact instructional practices that result in student outcomes.
4. Candidates will learn how to successfully facilitate a PLC while also learning to build capacity in teachers to function as high-level teams, using data to inform instruction and supporting teachers to glean meaning and next steps based upon student data.
5. Candidates will be well-rounded in various academic programs in order to support teachers to meet the needs of all learners, including, but not limited to, General Education, Gifted and Talented, 504, ESL, Dyslexia, Special Education, and RtI programs. Candidates will utilize Jim Knight's Impact Cycle, which serves not only as a textbook for their courses, but also a coaching framework utilized across the district.

**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.

Westwood ISD utilizes the backward design planning model on all campuses throughout the district. The model begins with the end in mind using data to inform instructional decisions. Westwood ISD allocates community of practice days within the district calendar to work within grade level and departmental teams. During these days, teams analyze data, determine areas for intervention, and continuously re-evaluate student progress to ensure that students are appropriately placed in groups to focus on their areas for further growth.

Protected time throughout the week also allows for this collaboration among teachers. During this time, teachers deconstruct TEKS for upcoming units of study, create appropriate formative and summative assessments, analyze student work, and design instruction based upon student needs and upcoming standards. The Effective Schools Framework of Data-Driven Instruction is utilized in both lesson planning and analyzing standards. Below are links to materials used:

DDI Training Materials: <https://tinyurl.com/y63alet2>

DDI Reteach Template Example: <https://tinyurl.com/y4rwbhga>

Backward Design Process: <https://tinyurl.com/y7gpmf5>

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.

**T-TESS>Observation and Feedback System**

The T-TESS evaluation system, along with Student Learning Objective, is currently used on each campus throughout the district. Both principals and assistant principals conduct evaluations, walkthroughs, and coach teachers in developing their instructional practices.

**Leadership Walks>Administrative Observation and Instructional Feedback**

Campus and district administration participate in leadership walks on multiple campuses throughout the district. Observing specific content areas across numerous grade levels assist in identifying instructional trends and patterns. Instructional teacher coaching at the campus level occurs after leadership walks enhances and improves instruction, alignment, and rigor.

**Learning Walks>Teacher Observation, Self-Reflection, and Peer Feedback**

Campus teacher teams participate in a version of leadership walks for learning walks intended to support ongoing, job-embedded professional development. Teachers visit multiple classrooms across content areas. After the peer observation, teachers discuss trends, alignment of the evidence of student learning to the standards taught, and rigor. Self-reflection is an important part of learning walks as teachers collaborate in conversations regarding strategies that can be utilized in their own classrooms.

**Program Requirements (Cont.)**

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

Maintaining a high-quality pipeline of qualified leaders is essential to the success of the District. Through our partnership with UT Tyler, we intend to continue this pipeline. Prioritizing funding for the sustainability of the program is essential, and an internal review of expenditures will be necessary to maintain this program. While the PRG has been the significant factor in funding this work, the district will review expenditures to ensure the program's continuity in the event that the PRG discontinue.

This will entail review of current expenditures relating to leadership development to support this ongoing work as well as continuing to explore further options with UT Tyler, our EPP, in developing a leadership pipeline. Because Westwood ISD and UT Tyler have maintained an effective collaborative relationship for a minimum of four years, the intent would be to continue this existing relationship to continue to support a seamless leadership pipeline.

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

District administrators and campus administrators will meet with professors from the EPP (UT Tyler) to discuss course syllabi as well as resources and textbooks the interns will be using throughout their program. It is important that the LEA and EPP align practices and are on the same page regarding outcomes of the program as well as the internship activities. In order to ensure such alignment, the LEA and EPP must establish a consistent communication system. This will include collaboration between the EPP and LEA through established check-ins to discuss the progress of the interns. Check-ins can be established initially as once per month meetings and then increase or decrease frequency based upon the observations and next steps discussed.

As well, EPP and LEA personnel will both be present for the interns' observations and will collaborate in their feedback to the intern. This will present a unified approach to support for the success of the intern and all stakeholders will be able to support through an aligned effort. This will also support intentional implementation and exposure to the New Leaders Program and Effective Schools Framework with the candidates. Their involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations will give our interns a broad instructional understanding that will be further supported and extended through their coursework as well as further internship opportunities. As a result of this intentional collaboration and communication plan, our candidates will experience an aligned internship as well as coursework, resulting in a high-quality education and preparation for principalship.



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**