



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
 1701 N. Congress Avenue, Austin, TX 78701-1494

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**  
**Pathway 3: January 1, 2019 - June 30, 2020**

Grant period from

Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Sustain existing TEA GYO Cycle 1 grant activities with one LEA partner by increasing the recruitment of hard-to-staff secondary content area and EC-6 Core Subjects teachers by 10% annually.	TWU will immediately recruit two highly-qualified clinical student teacher candidates to meet district's short-term staffing needs. Further, high school seniors in the TAFE/FCCLA program will be identified and recruited to continue their educator preparation at TWU to sustain district's future staffing needs.
Assist in increasing one new LEA partner's number of highly-qualified bilingual and special education teachers by 10% annually to support district needs.	TWU will immediately recruit 1 highly-qualified bilingual & 1 special educ. clinical student teacher candidate to meet district's short-term staffing needs. Also, high school seniors in TAFE/FCCLA program will be identified & recruited to continue their educator preparation at TWU to sustain district's future staffing needs.
Both LEA partners' white teacher demographic is over 90%; however the student demographic for Valley View ISD and Era ISD are only 71.3% and 83.3% respectively for the 16-17 AY.	TWU will partner with both LEAs to recruit diverse clinical student teacher candidates to mirror ISD student demographics. Also, diverse high school seniors in the TAFE/FCCLA program will be identified & recruited to continue their educator preparation at TWU to sustain a diverse teacher workforce.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Goal 1 - By May 2020, the TWU teacher candidate will demonstrate a 20% increase on the Panorama Student Satisfaction Survey at the end of student teaching; Goal 2 - Number of improved ratings on the TWU Clinical Student Teacher Performance Evaluation will increase by 10% for each candidate observation with an average rating of "proficient" in each domain by the twelfth observation; Goal 3 - By June 2020, LEA partners will commit to hiring at least one TWU teacher candidate for 2020-2021 AY & beyond; Goal 4 - By June 2020, establish a partnership with LEA districts for TAFE/FCCLA high school students to receive innovative financial incentives when pursuing teacher certification at TWU.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Goal 1 - During the fourth formal observation, the TWU clinical student teacher will score an average of "3" in each domain on the Panorama Student Satisfaction Survey to establish a baseline; Goal 2 - The TWU clinical student teacher candidate will establish baseline with an average rating of "needs improvement" in each domain after the third formal observation from the Cooperating Teacher and University Supervisor; Goal 3 - Beginning October 2019, develop a data sharing/needs assessment between TWU and LEA partner districts to begin identifying common employment needs with the needs of each school district.; Goal 4 - Beginning October 2019, TWU will begin steps to develop an articulation agreement for high school students enrolled in the TAFE/FCCLA programs at LEA partner schools to receive a waiver for first TWU introductory education course after reviewing and approving staff credentials and high school syllabi.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

- Goal 1 - During the eighth formal observation, the TWU clinical student teacher will score an average of "3.5" on the Panorama Student Satisfaction Survey.
- Goal 2 - The TWU clinical student teacher candidate will score at least "proficient" in at least two domains after the seventh formal observation from the Cooperating Teacher and University Supervisor.
- Goal 3 - Beginning March 2020, begin identifying employment needs with each LEA partner district for the 20-21 AY.
- Goal 4 - Beginning March 2020, identify TAFE/FCCLA high school students who are ready to apply to TWU to earn a bachelors degree with teacher certification. At least two students from each LEA partner district will commit to TWU to earn their certification.

**Third-Quarter Benchmark**

- Goal 1 - During the twelfth and final formal observation, the TWU clinical student teacher will score an average of "4" on the Panorama Student Satisfaction Survey.
- Goal 2 - The TWU clinical student teacher candidate will score "proficient" in all domains after the twelfth and final formal observation from the Cooperating Teacher and University Supervisor.
- Goal 3 - Beginning May 2020, begin identifying TWU candidates for employment consideration for the 20-21 AY.
- Goal 4 - Beginning May 2020, provide financial support to at least two TAFE/FCCLA high school students ready for application to TWU to earn a bachelors degree with teacher certification. The TWU educator preparation program will waive the first EDUC course for each TAFE/FCCLA graduate enrolled for Fall 2020 and cover any application fees to the University.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

LEA partner schools and the TWU grant coordinator (GC) will gather quarterly data, determine the progress of the TWU GYO program, confirm that the grant activities are being implemented as planned, and assess the impact on the targeted population. The GC will collect quantitative and qualitative quarterly data to assess the progress and final outcome of the grant. Formative and summative data collection will describe how students, teachers, and districts are affected by the grant activities and its potential sustainability.

The GC will distribute the Panorama Student Survey (PSS) to measure student perceptions of teaching and learning. The PSS survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. TWU clinical student teachers (CST) not meeting set quarterly benchmarks on the PSS will receive additional classroom support from the university supervisor with the guidance of the cooperating teacher.

The TWU CST Performance Evaluation Form will measure the CST classroom performance. The cooperating teacher (CT) and university supervisor (US) will use the TWU CST Performance Evaluation Form, modeled after the T-TESS framework, to evaluate the TWU CST. TWU CSTs not meeting set quarterly benchmarks will receive additional classroom support from the university supervisor with the guidance of the cooperating teacher.

The GC will distribute an end-of-grant survey to all stakeholders to provide opportunities for them to evaluate the effectiveness of the program and its sustainability beyond the life of the grant. The GC will convene a meeting with district superintendents to assess the design, outcomes, and instructional impact of the program on project participants. Grant participants will also discuss how TWU can continue to provide districts with programmatic assistance in developing a strong teacher pipeline, how districts may provide future TWU CST support in mentoring, advising, financial assistance and testing during their clinical student teaching experience, and with the assistance of ESC 11, implement a statewide campaign regarding the importance and need for teachers, and available GYO teacher pathways for rural school districts.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant 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 grant 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.
  - 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.
  - Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY THREE:** Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.**

The recruitment & selection plan for this grant project was developed specifically for Era and Valley View ISDs; two rural districts who currently have moderate attrition rates and/or hard-to-staff certification areas. Teacher attrition rates were reported as 15.5% for Era ISD and 12.3% for Valley View ISD. The state average is 16.4%. Valley View ISD identified special education and bilingual education as high need areas. Era identified secondary content areas in science, English, & math as well as EC-6 core subjects as high needs. Texas Woman's University (TWU) teacher candidates who wish to participate must meet the following requirements established by TWU's Educator Preparation Program (EPP) in conjunction with the Texas Education Agency (TEA): for undergraduate teacher candidates, a minimum 2.75 overall grade point average for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the Interdisciplinary major and the Education minor; must have passed all of the certification exams and be in good standing with the university. Graduate teacher candidates must hold a minimum 2.75 overall grade point and a 3.0 on their last 60 semester credit hours for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the graduate program; must pass all of the certification exams and be in good standing with the university. All teacher candidates will commit to teach a minimum of one year in a full-time teaching position.

TWU teacher candidates must also complete an application and write a 500-word essay expressing their interest in and rationale for teaching in rural communities. Other potential indicators will be evidenced by two letters of recommendation that affirm the candidate's professional knowledge, skills, and dispositions. Candidate diversity will be documented on the application and will be considered in relation to the district partner's student population during the selection process. TWU's teacher candidates help comprise one of the nation's most diverse university campuses, according to U.S. News and World Report (<https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>). Financial need of the teacher candidate will also be considered. Furthermore, the certification area of the candidate and the district's staffing needs will match. Finally, the application will require the teacher candidate to sign a statement acknowledging his or her commitment to return to the district for a minimum of one year in a full-time teaching position (contingent upon staffing needs), as a condition of receiving the stipend.

The recruitment of future teacher candidates will include a teacher pathway for Era and Valley View ISD Education & Training high school program completers. This will include a course waiver for high school graduates completing their teacher preparation at TWU and agreements with both districts to provide full-time job offers for these teacher candidates, based on staffing needs.

The TWU Clinical Student Teacher Candidate Memorandum of Understanding (MOU) is as follows:

Abide by all of the TWU EPP requirements, TEA Code of Ethics, and all grant provisions as noted in application.

Demonstrate professional dispositions at all times.

Commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend.

Attend TWU's New Teacher Academy induction program.

Attend/support TAFE and/or FCCLA related events.

Participate in quarterly grant stakeholder meetings.

If clinical student teacher candidate withdraws or is asked to withdraw from the GYO opportunity, all grant monies awarded must be repaid in full. The MOU will also include official signatures.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019  X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019  X \$9,000 =

**Total Request for Pathway 1**

**PATHWAY TWO**

Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only  X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification  X \$11,000 =

Request for Pathway 2

Request for Pathway 1

**Total Combined Request for Pathways 1 & 2**

**PATHWAY THREE**

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment  X \$22,000 =

Number of candidates participating in an intensive pre-training service program  X \$5,500 =

**Total Request for Pathway 3**

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)**

**BUDGET**

IHE Field Supervisor Stipend	3,828
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Substitute Teachers (Era ISD)	560
Substitute Teachers (Valley View ISD)	640
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

TK20 Student Licenses	400
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Clinical Student Teacher Stipends	60,000
Tuition and Certification Fees for clinical teacher candidates	9,672
Travel: (1) in-state conferences and (2) mileage to LEA for stakeholder meeting	6,865
Professional Development (1) TTESS training for IHE Supervisor and (2) NTA Registrations	4,400

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

**2019-2021 Grow Your Own Grant Program, Cycle 2  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

4 = number of teacher candidates

**Type of Program:** Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year-long clinical student teaching
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**EPP Quality:** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

**Brief Historical Overview**

In 1906, TWU became the first institution in Texas authorized to issue teaching certificates to graduates who completed an approved program of study. In 1917, TWU became the first Texas college to add a kindergarten teacher training program, and in 1920, began nursery school teacher training and offered the first fully equipped nursery in Texas. In 1924, a B.S. degree in Kindergarten Teaching was awarded and included training for public school music teachers. The tradition of outstanding leadership in the field of education continued through the 1940s, as TWU added a Master of Arts degree in Education, and created a demonstration school where students could perform supervised teaching, quickly becoming a center for excellence in the development of curricula in art and music for the public schools in Texas. Since that time, TWU has continued to lead in the field of education through multiple “firsts”, such as its doctoral programs in Reading and Library Science, development of the Reading Recovery Training Center, and development of the Bilingual Education Action (BECA) program in 1969. This groundbreaking program worked in partnership with local Texas school districts to provide university training for teacher aides working in bilingual classrooms.

**Current Indicators of EPP Quality**

Four high-tech labs underscore Texas Woman’s investment in producing teacher candidates who are well prepared for the 21st century classroom. In 2013, TWU was the first institution in Texas to implement the TeachLivE™ lab, a mixed-reality approach for preservice teachers to develop and practice behavior management and instructional skills. Since implementing TeachLivE™, TWU has been the first institution in the nation to add a Spanish-language component to aid in the preparation of teachers who will work with Spanish-speaking children and adults. A second lab, known as the Future Classroom Lab (FCL), is the only one of its kind in the United States. TWU is the only U.S. partner of the European Schoolnet, the international consortium of educator organizations, who created the lab design. The FCL is used to help prepare new teachers how to effectively use technology in the classroom. The third 21st Century Teaching Lab utilizes



technology to prepare teachers and administrators, and the fourth lab, known as the Family Sciences Lab, invites student collaboration and promotes critical thinking skills.

In 2017, TWU expanded its certification programs and now offers the first degree program of its kind in Texas: A B.S. in Interdisciplinary Studies degree leading to three certifications concurrently. The “triple crown” degree plan leads to certification in Early Childhood-6th Grade Core Subjects, Special Education, and English as a Second Language. TWU’s EPP offers a total of thirty-three certifications, both initial and professional/advanced. TWU’s EPP also provides high quality educator preparation through the Barnes & Noble Reading Program and the Summer Clubhouse Program, where teacher candidates facilitate hands-on experiences for children in the Denton community and for children of TWU students living in family housing through tutoring, active reading, instructional games, and arts and crafts.

The TWU TExES PREP (Preparation and Review for Educator Proficiencies) Center is a service for current and former students as well as community members. The Center provides preparation manuals, online resources, practice exams, and workshops in order to facilitate successful TExES exam results. Most of the resources can be accessed through a mobile app for both Apple and Android platforms. The TExES Prep Center resources have contributed to the increase of TWU’s TEA pass rates on TExES exams for the 17-18 AY. Our students typically achieve an overall pass rate of 96 percent on the TExES Pedagogy and Professional Roles and Responsibilities exam — meaning they are well prepared to make an impact in the classroom.

Educator preparation does not end after graduation at TWU. In 2014, TWU created its New Teacher Academy (NTA) for graduates of TWU’s EPP in their first three years of teaching for enhanced professional development in effective and innovative instructional practices, technologies, and resources, including in-service mentoring. Over 350 teachers have benefitted from the professional development provided during the NTA, and several graduates from TWU’s EPP have facilitated the sessions and served on panels. Recent NTA evaluations indicate that participants have greater confidence in their ability to be successful their first year in the classroom as a result of participating in NTA. Moreover, participants agreed that additional information learned through their participation in the NTA added to their depth of knowledge in effective pedagogical practices and in turn, perceived this would aid them in being successful during their first year of teaching. The NTA is an integral component contributing to quality of the IHE/LEA partnership in this grant program. First year teachers and TAFE/FCCLA students from Era and Valley View ISDs will have access to this induction program so that they may receive instructional and pedagogical support.

### **EPP/LEA Partnership Quality and Success**

The quality of the partnerships between TWU’s Educator Preparation Program (EPP) and Era and Valley View ISDs is underscored by TWU’s rich history as a leader in the field of education, commitment to advanced technologies, advancement of innovative degree programs inclusive of field-based learning, access to test preparation resources, implementation of professional dispositions, documentation of TWU teachers’ high retention rates, and continued support for teacher candidates post-graduation. Recently, and as a result of successful GYO partnerships with other north Texas districts, the TWU EPP is one of five finalists for the Texas Higher Education Coordinating Board’s Star Award program. The Star Award program recognizes exceptional contributions toward meeting one or more of the goals of 60x30TX:

- Increasing the postsecondary educational attainment level of the state’s 25- to 34-year-old population (The Educated Population Goal).
- Increasing the number of students completing a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas (Completion Goal).

- Increasing the number of programs with identified marketable skills at Texas public institutions of higher education (Marketable Skills Goal).
- Implementing programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages (Student Debt Goal).

In April 2018, the Texas Education Agency awarded TWU 2018-2019 GYO Pathway Three Cycle 1 funds to establish a partnership with Era ISD. The early results of the partnership has strengthened the recruiting, preparing, and retaining high quality teachers to serve this rural district. A natural expansion of our GYO partnership efforts was to include a neighboring rural district, Valley View ISD. Era and Valley View ISDs serve similar communities, and their district leaders collaborate often for mutual goals. The attached letters of support by these districts’ school board presidents illustrate their confidence in our abilities to make a positive impact.

Finally, TWU EPP graduates have the highest retention rate among 56 universities in Texas served by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE), according to Performance Analysis for Colleges of Education (PACE) data. For the past four years, our graduates have the highest retention rate in the proximal zone of professional impact (PZPI), a seventy-five mile radius that includes the Dallas/Fort Worth Metroplex and Region 11, when compared to all of the other public and private university EPPs and nonprofit and for-profit Alternative Certification Programs. Because retention is such a significant indicator of this EPP’s quality, it will also be enhanced by the partnership with the LEAs. TWU will establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus. This program will also provide district personnel access to TWU trainings and resources such as online courses and face-to-face trainings; many of which can be used for continuing professional education credit.

**TWU Annual Performance Report**

2015-16		Applied	Admitted	Retained	Completed
	All	512	512	573	414
	Female	483	483	527	384
	Male	29	29	46	30
	African American	62	62	80	35
	Hispanic	117	117	124	110
	Other	31	31	22	24
	White	302	302	343	245

**TWU Annual Performance Report, cont'd**

<b>2016-17</b>		<b>Applied</b>	<b>Admitted</b>	<b>Retained</b>	<b>Completed</b>
	All	524	524	1127	402
	Female	485	485	1045	380
	Male	39	39	82	22
	African American	36	36	107	47
	Hispanic	140	140	291	98
	Other	25	25	55	25
	White	323	323	674	232

<b>2017-18</b>		<b>Applied</b>	<b>Admitted</b>	<b>Retained</b>	<b>Completed</b>
	All	453	453	1000	371
	Female	435	435	936	348
	Male	18	18	64	23
	African American	36	36	86	33
	Hispanic	120	120	268	104
	Other	17	17	51	19
	White	280	280	595	215

**TWU Certification Exam Pass Rate (TEA Formula)**

<b>Period</b>	<b>All</b>	<b>Female</b>	<b>Male</b>	<b>African Am.</b>	<b>Hispanic</b>	<b>Other</b>	<b>White</b>
9/1/14-8/31/15	96% (413)	96% (385)	96% (28)	91% (36)	95% (98)	92% (26)	97% (253)
9/1/15-8/31/16	93% (398)	93% (368)	95% (30)	86% (33)	90% (106)	93% (27)	96% (232)
9/1/16-8/31/17	92% (394)	92% (373)	93% (21)	73% (44)	93% (95)	78% (25)	98% (230)

9/1/17-8/31/18 Non-PPR	91% (144)	90% (135)	100% (9)	100% (5)	90% (44)	82% (8)	92% (87)
9/1/17-8/31/18 PPR	99% (137)	98% (126)	100% (11)	100% (5)	98% (47)	100% (7)	99% (78)

#### **TWU LBB Certification Rate**

Reporting Year	Graduation Year	Total Teacher Education Graduated	Total Graduates Certified	Certification Rate	Not Certified but Recommended Percent	Not Recommended but Tested Percent	Not Recommended or Tested Percent
2014-15	2013-14	215	191	88.8	1.4	9.3	0.5
2015-16	2014-15	225	212	94.2	0.4	5.3	0
2016-17	2015-16	243	218	89.7	0	10.3	0
2017-18	2016-17	235	212	90.2	0	9.8	0

#### **EPP Program Structures**

TWU's EPP, as situated within an institute of higher education (IHE), is dedicated to preparing high quality educators to support the needs of diverse learners in PreK-12 schools. The program structures, curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio also underscore the quality of the partnership between the EPP and Era and Valley View ISDs. TWU's EPP is committed to preparing teachers for entry and sustainability into K-12 schools who demonstrate knowledge of pedagogy and professional responsibilities relative to the classroom, school and community. In such, the content area and pedagogical coursework is carefully constructed and continuously updated to align with TEA, INTASC, T-TESS, and TExES PPR standards. Moreover, the coursework includes extensive field practicum hours which allow teacher candidates to put their knowledge and skills into practice. The typical TWU teacher candidate completes 115 hours of field experience prior to student teaching. The close relationships with school district personnel enhance the authentic, clinical student teaching experiences which result in full-time teaching positions following the preparation program. During the clinical student teaching experience, TWU's candidates are paired with distinguished cooperating teachers who serve as mentors during the day-to-day operations of the clinical student teaching experience.

TWU works collaboratively with school district personnel to identify and select seasoned educators who help mentor and mold beginning teachers. In tandem with the cooperating teacher at the campus, TWU employs accomplished university supervisors to assist in the development of the clinical student teacher. Our 2016-2017 clinical student teacher to university field supervisor ratio was 8:1 in comparison to the state ratio of 11:1, which contributes to the quality of the supervision. The clinical student teaching evaluation protocols are aligned to T-TESS standards and include formal and informal observations from the university supervisor and cooperating teacher. Professional dispositions are a vital component to teacher preparation. Teacher candidates are expected to develop and practice attitudes, values, beliefs, and dispositions throughout their preparation program. Upon entering the EPP, candidates sign a commitment contract acknowledging their awareness and understanding of the professional dispositions. If a teacher candidate experiences challenges during the placement, the student, cooperating teacher, university supervisor, Director of the Office of Clinical Practice, and faculty advisor collectively develop a Student Improvement Plan that allows for the teacher

candidate to address and improve his/her practice. TWU's EPP continually analyzes clinical student teaching data in an effort to maximize the experience and ultimately better prepare teacher candidates for the induction years of the profession and beyond.

The TWU university field supervisor serves as a liaison between the EPP and local school districts. University field supervisors work in conjunction with cooperating teachers to enhance the learning experiences of clinical student teachers.

The university field supervisor:

- Visits and regularly discusses the clinical student teaching experience with both clinical student teacher and cooperating teacher
- Reviews the clinical student teacher's lesson plans, units, worksheets, etc.
- Gathers information on the clinical student teacher's progress through conferences with the cooperating teacher
- Gives guidance as needed based on teaching observations and conversations
- Conducts three-way final evaluation conferences
- Recommends final grade in collaboration with the cooperating teacher
- Confirms and submits mid-term evaluations
- Documents concerns of the clinical student teacher's progress on the Professional Standards form
- Follows the Clinical Student Teacher syllabus in the corresponding handbook

**EPP and LEA Partnership:** Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ❑ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ❑ The plan must also include the MOU between the IHE/EPP and LEA.

### **Shared Governance**

TWU's EPP and grant team will enact a communication plan that includes participation of grant team members, EPP faculty, clinical student teacher candidates, LEA district and building administrators, and cooperating teachers. On a monthly basis, all of these stakeholders will participate in shared governance meetings to implement the communication plan and to ensure consistent and accurate information for all parties.

### **Field Supervision**

Both the cooperating teacher and the university field supervisor regularly collaborate to evaluate the clinical student teacher's performance, and provide constructive feedback. At the conclusion of the clinical student teaching experience, both the university field supervisor and cooperating teacher must be in agreement as to the student's final grade. The clinical student teacher should discuss any questions regarding his/her final grade with the university field supervisor or the director of the Office of Clinical Practices. The TWU Field Supervisor will conduct twelve required observations of the clinical student teacher (CST) teaching during the year-long clinical student teaching experience. The CST will submit lesson plans (for any observed lesson) to the TWU Field Supervisor. Lesson plans for required observations must be submitted to the TWU Field Supervisor within 3-5 working days before the observed lesson. The Field Supervisor will meet with the CST within two to five working days before the observation to discuss the lesson or activity that will take place. Per Texas Administrative Code 228.35, each observation will last from 45 to 60 minutes. Once the observation is complete, the TWU Field Supervisor will meet with CST within two to five working days to provide feedback.

The TWU Field Supervisor assigned to each clinical student teacher will:

- Provide the highest quality of evaluation, guidance and dialogue for the CST.
- Assist CST and Cooperating Teacher (CT) in all phases of student teaching.
- Meet with CST and CT during week 1 or week 2 of student teaching.
- Conduct twelve required observations for CST during the year-long student teaching experience.
- Review and give feedback to CST's lesson plan
- Meet with CST within two to five working days before observation (pre-conference) to discuss the lesson or activity that will take place.
- Meet CST within two to five working days to provide feedback (post-conference).
- Hold meetings (if required) with the CST and CT so that issues of mutual concern may be discussed.
- Be available to consult with CT and CST when necessary.
- Assist CT in completing university requirements.
- Maintain effective communication with CST and CT.
- Communicate immediately with grant team if there are serious concerns about the performance or conduct of CST
- Serve as "the point of contact" between the CST and CT.

### **Site Coordination**

The TWU EPP and grant team will ensure all necessary parties (e.g., curriculum committees, field experience/student teaching coordinating office, professional development school coordinating council) are informed about required field experiences. TWU will be the point of contact with the identified LEA's contact in making placements (rather than having candidates make their own placements) and contacting the LEA central office, school principal, or individual teachers. The LEAs will ensure all necessary parties within the LEA (e.g., student teaching/field experience coordinator, district curriculum directors, school administrators, etc.) are informed about required field experiences. The cooperating teacher will understand field experience timeframes, candidate expectations for demonstration of knowledge and skills at key points of the program, the outcomes to be supported, and who the EPP contact is.

### **Data Sharing**

All stakeholders will engage in meaningful dialog and collaborative discussions about various protocol and assessment expectations and results, including but not limited to:

- The outcomes for the field experiences as based on teaching and content standards,
- Teacher candidate formative and summative assessments that will be used to measure competencies,
- Calibration and application of the rubrics and proficiency levels for the assessment task; and,
- Use of assessment data for candidate feedback and, if necessary, remediation.

The EPP will provide professional learning opportunities for cooperating teachers about practice strategies, feedback strategies, and partnership expectations. The EPP will also engage in professional dialog to ensure that there is common understanding and agreement on assessment tasks and performance expectations for the field experience. The cooperating teachers will engage in professional learning or dialog opportunities about practice strategies, feedback strategies, partnership expectations, and assessment of the EPP teacher candidate during the field experience.

### **Onboarding and Training For Supervisors, Advisors, and Mentor Teachers**

The LEA, in collaboration with TWU EPP, will select a cooperating teacher who 1) holds a valid teaching credential in the content area of the candidate placed in his/her classroom with a minimum of three years of teaching experience; 2) holds "Accomplished" or higher as a summative performance rating on the Texas Teacher Evaluation and Support System during the last two years of employment; AND, 3) has successfully completed the TEA-approved mentor/induction coaching training, at no cost to the teacher. This training will be conducted face-to-face at the partner district sites.

The EPP will select high quality field supervisors who demonstrate personal aspirations and professional strengths to supervise in rural districts and who 1) preferably hold a valid teaching credential in the content area of the candidate placed in his/her classroom with a minimum of three years of teaching experience; 2) is an accomplished educator as shown by student learning; AND, 3) have successfully completed the TEA-approved field supervisor observation training (for Teacher Certification Candidates). In addition to the training required to supervisor clinical student teachers, this grant allows the field supervisor to attend a three-day T-TESS training to become a Certified T-TESS Appraiser.

**Partner LEAs**

Applicants must complete the fields below, stating each partner LEA.

LEA Name	County-District Number
Era ISD	049906
Valley View ISD	049903

**MOUs are attached.**





**Texas Education Agency Grow-Your-Own Grant Round 2, Pathway 3  
Memorandum of Understanding  
Era Independent School District  
and  
Texas Woman's University Educator Preparation Program**

**Overview:**

The Texas Woman's University (TWU) Educator Preparation Program (EPP) in the College of Professional Education (COPE) prepares students to be outstanding educators and leaders in schools and communities. The EPP serves eligible TWU students seeking Texas teacher certification in up to thirty-eight certification areas.

Era Independent School District (ISD) is located in a rural, agricultural community about 11 miles southwest of Gainesville, Texas and approximately 30 miles north and west of Denton, Texas. Era ISD encompasses approximately 155 square miles and serves several other small communities, including Leo, Myra, Prairie Point, and Rosston. Era ISD is a single campus school district serving grades K-12 and currently has approximately 430 students in total.

**Purpose:**

TWU's EPP was awarded a 2018–2019 Grow Your Own Pathway 3 grant funded by the Texas Education Agency (TEA). The purpose of the grant is to increase the quality and diversity of the teaching force, especially in small and/or rural districts. The goals of the grant are to recruit, prepare, and retain teacher candidates by implementing a year-long clinical student teaching assignment in two small and/or rural districts. Funding from the grant includes a \$15,000 stipend to each of the teacher candidates.

**TWU EPP Responsibilities:**

- The goals include:
  - Increase (2) teacher candidate recruit's satisfaction of the clinical student teaching experience.
  - Increase (2) teacher candidate recruit's improvement/ratings on the TWU Clinical Student Performance Evaluation.
  - Establish partnership pathway with financial incentives for Era and Valley View ISD TAFE/FCCLA students who pursue teacher certification at TWU.
- Provide high quality supervision and feedback to 2 identified clinical student teacher recruits using the state approved evaluation system (T-TESS). The 2 clinical student teachers will have at least 6 formal observation and feedback evaluations per semester.
- Share end-of-grant survey data
- Establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus.
- Provide district personnel and TAFE/FCCLA student access to TWU's New Teacher Academy induction program that focuses on individualized instructional and pedagogical topics.
- Provide professional development and resources such as online courses and face-to-face trainings to district personnel as needed.
- Continue seeking teacher pathway funding assistance and partnership as appropriate, beyond the life of the grant. TWU will maintain continuous contact with TAFE/FCCLA sponsor(s) and send TWU recruiting materials following the grant period. The continuous relationship between TWU and Era ISD will encourage students to attend TWU and pursue teacher certification following completion of the grant.
- Participate in quarterly stakeholder meetings.

**TWU Clinical Student Teacher Responsibilities:**

- Abide by all of the TWU EPP requirements and TEA Educators' Code of Ethics.
- Abide by the grant provisions as noted in the application process.
- Demonstrate professional dispositions at all times.
- Commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend.
- Attend TWU's New Teacher Academy induction program.
- Attend/support district TAFE and/or FCCLA related events during the year-long residency.
- Participate in quarterly stakeholder meetings.
- If the teacher candidates withdraws or is asked to withdraw from the GYO opportunity, all grant monies awarded must be repaid in full.

**Era ISD Responsibilities:**

- Provide high quality cooperating teacher supervision to each of the grant participants
- Develop hiring needs assessment.
- Share data and employment needs with TWU to sustain the GYO pipeline.
- Complete end-of-grant survey to evaluate effectiveness of the program.
- Provide full-time teaching positions for the grant participants/teacher candidates, based on staffing needs.
- Identify professional development and resource needs such as online courses and face-to-face trainings that TWU may provide to district personnel.
- Participate in quarterly stakeholder meetings.

**Terms of Agreement and Termination:**

1. This agreement shall be in effect for the period of August 1, 2019 through June 30, 2020.
2. If renewed by TEA, amendments to collaborative responsibilities will result in automatic revision of that portion of the agreement and will require written notification and agreement by all parties.

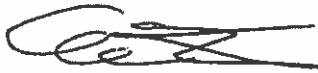
**Signatures:**



Jeremy Thompson, Ph.D., Superintendent  
Era Independent School District  
Era, Texas

11/05/2018

Date



Alan Utter, Ph.D., Provost  
Texas Woman's University  
Denton, TX

11/2/18

Date

Approved as to Form  
by TWU General Counsel





October 31, 2018

Era ISD School Board of Education  
Era ISD  
108 Hargrove Ln  
Era, TX 76238

Document Control Center  
Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Grants Administration Division:

The Era ISD School Board of Education members are writing to show our support by working with the Texas Woman's University's Educator Preparation Program for the Grow Your Own Grant program – Cycle 2. We believe this initiative will support districts and educator preparation programs by combining required professional development to deliver a robust GYO program that meets the district and community needs. By partnering with TWU, Era ISD seeks to:

- Increase the number of students graduating college with teaching experience and a pipeline for joining the educator workforce, and
- Create and implement systems of support for the pipeline for high school future teacher academies in our state.

If awarded, TWU and Era ISD Funds will develop awareness through building capacity for a localized talent strategy to "Grow Our Own" educators. By working with TWU's established Grow Your Own strategies, Era ISD can address the problem of diversity by creating avenues to hire qualified candidates that more closely reflect the makeup of the local communities.

We believe that funding for GYO and partnering with TWU is imperative to the growth of teachers trained to meet our needs in shortage areas, certified more educators from the community, establish a pipeline for next generation of future educators while increasing diversity in the educator workforce and retention of teachers.

Sincerely,

DocuSigned by:  
A handwritten signature in black ink, appearing to read 'Jeffrey Stevens'.

0978CABABEE74AC...

Jeffrey Stevens

Era ISD Board of Education President  
108 Hargrove Ln  
Era, TX 76238



**Texas Education Agency  
Grow-Your-Own Grant Round 2, Pathway 3  
Memorandum of Understanding  
Valley View Independent School District**



**TEXAS WOMAN'S  
UNIVERSITY**

**and  
Texas Woman's University Educator Preparation Program**

**Overview:**

The Texas Woman's University (TWU) Educator Preparation Program (EPP) in the College of Professional Education (COPE) prepares students to be outstanding educators and leaders in schools and communities. The EPP serves eligible TWU students seeking Texas teacher certification in up to thirty-eight certification areas.

Valley View Independent School District (ISD) is located in north central Texas approximately one hour north of the Dallas/Fort Worth metroplex. The district includes 89 square miles which straddles Interstate 35 and includes the Town of Valley View, population 875, in southern Cooke County.

**Purpose:**

TWU's EPP was awarded a 2018–2019 Grow Your Own Pathway 3 grant funded by the Texas Education Agency (TEA). The purpose of the grant is to increase the quality and diversity of the teaching force, especially in small and/or rural districts. The goals of the grant are to recruit, prepare, and retain teacher candidates by implementing a year-long clinical student teaching assignment in two small and/or rural districts. Funding from the grant includes a \$15,000 stipend to each of the teacher candidates.

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  - Establish partnership pathway with financial incentives for Era and Valley View ISD TAFE/FCCLA students who pursue teacher certification at TWU.
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- Share end-of-grant survey data.
- Establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus.
- Provide district personnel and TAFE/FCCLA student access to TWU's New Teacher Academy induction program that focuses on individualized instructional and pedagogical topics.
- Provide professional development and resources such as online courses and face-to-face trainings to district personnel as needed.
- Continue seeking teacher pathway funding assistance and partnership as appropriate, beyond the life of the grant. TWU will maintain continuous contact with TAFE/FCCLA sponsor(s) and send TWU recruiting materials following the grant period. The continuous

relationship between TWU and Valley View ISD will encourage students to attend TWU and pursue teacher certification following completion of the grant.

- Participate in quarterly stakeholder meetings.

**TWU Clinical Student Teacher Responsibilities:**

- Abide by all of the TWU EPP requirements and TEA Educators' Code of Ethics.
- Abide by the grant provisions as noted in the application process.
- Demonstrate professional dispositions at all times.
- Commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend.
- Attend TWU's New Teacher Academy induction program.
- Attend/support district TAFE and/or FCCLA related events during the year-long residency.
- Participate in quarterly stakeholder meetings.
- If the teacher candidates withdraws or is asked to withdraw from the GYO opportunity, all grant monies awarded must be repaid in full.

**Valley View ISD Responsibilities:**

- Provide high quality cooperating teacher supervision to each of the grant participants
- Develop hiring needs assessment.
- Share data and employment needs with TWU to sustain the GYO pipeline.
- Complete end-of-grant survey to evaluate effectiveness of the program.
- Provide full-time teaching positions for the grant participants/teacher candidates, based on staffing needs.
- Identify professional development and resource needs such as online courses and face-to-face trainings that TWU may provide to district personnel.
- Participate in quarterly stakeholder meetings.

**Terms of Agreement and Termination:**

1. This agreement shall be in effect for the period of August 1, 2019 through June 30, 2020.
2. If renewed by TEA, amendments to collaborative responsibilities will result in automatic revision of that portion of the agreement and will require written notification and agreement by all parties.

**Signatures:**

*William B. Stokes*

William Stokes, Superintendent  
Valley View Independent School District  
Valley View, Texas

11/03/2018

Date



Alan Utter, Ph.D., Provost  
Texas Woman's University  
Denton, TX

*11/2/18*

Date

Approved to Form  
by TWU General Counsel



**TEXAS WOMAN'S  
UNIVERSITY**



October 31, 2018

Valley View ISD School Board of Education  
Valley View ISD  
106 Newton St.  
Valley View, TX 76272

Document Control Center  
Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Grants Administration Division:

The Valley View ISD School Board of Education members are writing to show our support by working with the Texas Woman's University Educator Preparation Program for the Grow Your Own Grant program – Cycle 2. We believe this initiative will support districts and educator preparation programs by combining required professional development to deliver a robust GYO program that meets the district and community needs. By partnering with TWU, Valley View ISD seeks to:

- Increase the number of students graduating college with teaching experience and a pipeline for joining the educator workforce, and
- Create and implement systems of support for the pipeline for high school future teacher academies in our state.

If awarded, TWU and Valley View ISD Funds will develop awareness through building capacity for a localized talent strategy to "Grow Our Own" educators. By working with TWU's established Grow Your Own strategies, Valley View ISD can address the problem of diversity by creating avenues to hire qualified candidates that more closely reflect the makeup of the local communities.

We believe that funding for GYO and partnering with TWU is imperative to the growth of teachers trained to meet our needs in shortage areas, certified more educators from the community, establish a pipeline for next generation of future educators while increasing diversity in the educator workforce and retention of teachers.

Sincerely,

Ray Sappington  
Valley View ISD Board of Education President  
106 Newton St.  
Valley View, TX 76272