TEA
Texas Education Agency

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 <u>cannot</u> 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

Grant period from

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

X 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	Sam Houston State University COE	CDN		Vendor ID	74-6001430	ESC	6	DUNS	074179896

Address	PO Box 2119	City	Huntsville	ZIP	77341-211	Phone	936-294-1103

Primary Contact	Stacey Edmonson	Email	sedmonson@shsu.edu	Phone	936-294-1101

Secondary Contact	Sandra Stewart	Email	sstewart@shsu.edu	Phone	936-294-1103

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	Stacey Edmonson	Title	Dean

Email	sedmonson@shsu.edu	Phone	936-294-1101

Signature	*Stacey L Edmonson*	Date	11/13/18

Grant Writer Name	Sandra Stewart	Signature	*Sandra Stewart*	Date	11/12/18

◉ Grant writer **is** an employee of the applicant organization.　　○ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

[X] 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
Small, rural school districts in the zone of professional impact for Sam Houston State University have a low number of completers choosing to apply for teaching positions. Due to small number of applicants, these small districts struggle to fill vacancies with high quality teacher	We plan to recruit and place teacher candidates (n=10) in the identified small, rural school districts for a year-long residencies, thus creating relationships between the candidates and school district in order to encourage the candidates to apply for teaching positions upon program completion.
There is inadequate research on the impact of year-long residencies versus semester-long student teaching placements of Sam Houston State University candidates in small, rural school districts.	We plan to analyze and compare the data from candidates placed in year-long residencies with candidates placed in semester-long student teaching in the identified small, rural school districts. Longitudinally, we plan to follow these students upon program completion into their first three years of teaching. Data sources would be: •
Over 50% of Sam Houston State University teacher candidates are first-generation college students, and many struggle financially. A quantifiable need is the large number of candidates needing financial assistance for the student teaching semester. A new trend has	We plan to scholarship high quality candidates with identified financial hardship in return for selecting the year-long residency option in one of the identified small, rural school districts.

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.

Our goal is that no less than 80% (n=8) of the completers who participate in the year-long residency Grow Your Own program who meet employment criteria would be employed in a small, rural school districts with open positions in the year immediately following program completion.

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

First-Quarter Benchmark:

The following data will be analyzed at the completion of the first quarter:
Candidate reflections
Candidate focus group data
T-TESS observation data
Mentor teacher interview
University Supervisor interview
Post-training surveys of candidates and mentors

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Benchmark:

The following data will be analyzed at the completion of the second quarter:
Candidate reflections
Candidate focus group data
T-TESS observation data
Mentor teacher interview
University Supervisor interview

Third-Quarter Benchmark

Third-Quarter Benchmark:

The following data will be analyzed at the completion of the third quarter:
Candidate reflections
Candidate focus group data
T-TESS observation data
Mentor teacher interview
University Supervisor interview

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.

Project Evaluation and Modification:

Upon completion of the program, the following data will be analyzed for program improvement:

Candidate reflections
Candidate focus group data
T-TESS observation data
Mentor teacher surveys
University supervisor surveys
Candidate completer surveys
Hiring trends
Teacher retention rates (over three-year period)

If the hiring trend data indicate that the program did not result in an initial hiring rate of 80% (n=8) of the completers in small, rural districts, we will interview those completers who were otherwise employed and seek to identify what factors led them to not be employed in the district where they completed the year-long residency. Specifically, we will seek answers to the following questions:

What factors led you to choose your current position?
Was there an open teaching position in the district where you completed the year-long residency?
If yes, did you seek a position in the district where you completed the year-long residency?
Why or why not?
If you applied, were you granted an interview in the district where you completed the year-long residency?
If you were hired by the district where you completed the year-long residency, was it for a Special Education or Bilingual position?
Why did you choose your current place of employment?
How might the year-long residency have better supported a choice to remain in the district?

After gaining these data from the candidates, we will reevaluate the program and make adjustments based on the data analysis.

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. <u>Check the boxes for the appropriate Pathway to indicate your compliance.</u>

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 candidiates.

☐ 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 Sam Houston State University Educator Preparation Program (EPP) will recruit, select, and support 10 EC-6 Bilingual and SPED teacher candidates who meet all selection criteria and agree to a year-long residency in one of the following districts: Huntsville ISD, Caldwell ISD, New Waverly ISD, or Splendora ISD. All of these rural districts have agreements with the Sam Houston EPP to participate in this year-long residency grant.

The SHSU EPP will hold a recruitment meeting for all EC-6 Bilingual and SPED teacher candidates that would be on track to participate in a year-long residency program from August 2019 – May 2020. The information session would be held the week of January 21, 2019, the week after students are back in school. A text message and email will be sent out, as soon as the EPP is notified of the grant through the Campus Connect student management system. The system will filter all EC-6 Bilingual and SPED teacher candidates that are registered for Literacy Block in spring 2019. These candidates would be ready for Content Methods Block in fall of 2019, qualifying them to participate in the program. An application form will be provided during the information session. During the session, participants would be provided the qualifying criteria and information about the districts involved in this program. Note: all applicants must be willing to go to one of the four districts provided; however, the form would allow them to indicate a first, second, and third choice.

A selection committee including SHSU faculty and administrators and district personnel would review all applications and determine eligibility, based on a 2175 GPA or higher, full admission to the EPP, and preparation for completion of courses prior to fall 2019. The committee would then set up face-to-face interviews. In addition to these interviews, candidates would provide two letters of support from previous faculty in the COE and one outside community member letter of support. Interviews would take place the following week for all qualifying candidates. The committee would choose the 10 recipients based on strength of candidates interview, letters of support, and willingness and need for participation. The 10 would then be contacted and provided an agreement between the candidate and district, committing to a minimum of two years teacher in the district following the year-long residency, if the candidate meets all district requirements and the district has an opening in the certification area.

SHSU faculty/staff would meet with the identified districts to select quality mentors for each candidate. Mentors would agree to four mentor trainings, two in the fall and two in the spring, on effective coaching and co-teaching. Substitute pay would be included through the grant to support the district in these trainings. Since the SHSU EPP has a year-long residency model in place, these EC-6 Bilingual and SPED candidates would be included in the year-long cohort in fall 2019 to complete all remaining coursework and be included in this program. Teacher candidates would meet their mentor in the summer of 2019 and participate in district training with the mentor. In addition, the districts would agree to allow teacher candidates to participate in new teacher training prior to the first day of school. Teacher candidates would assist in setting up the room and participating in faculty meetings with the mentor. Teacher candidates would be embedded in all campus experiences from day one with the mentor and be in the classroom on Mondays, Wednesdays, and Fridays and in coursework on Tuesdays and Thursdays during fall 2019. In the spring of 2020, teacher candidates would co-teach with the mentor a full five days a week. An SHSU faculty and university supervisor would each be assigned a teacher candidate in the fall 2019. Faculty would meet provide specific training in classroom management, all content pedagogy, and the co-teach model. The university supervisor would participate in training with the teacher mentor and would evaluate candidates each quarter, using the T-TESS evaluation. University supervisors would meet for a T-TESS post-conference with the teacher mentor and teacher candidate after each evaluation to discuss the evaluation and provide specific support and feedback, based on the results. Support would be provided by both SHSU and the district, based on individual needs. In order to ensure these 10 teacher candidates are ready for hire, each will take the EC-6 Core TExES representative exam in spring 2019 and the actual content exam at the end of the spring semester. If passed, candidates will take the Bilingual or SPED supplemental and the PPR in the summer of 2019. Any candidate that fails the EC-6 Core, supplemental exams, or the PPR in any area will be provided individual support by SHSU faculty/staff and will be provided Certify Teacher software at no charge to the candidate. The goal is to ensure that all candidates have TExES exams completed prior to fall 2019, if possible.

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 [10]	X $22,000 =	220,000
Number of candidates participating in an intensive pre-training service program [ ]	X $5,500 =	[ ]

Total Request for Pathway 3 [220,000]

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

Personnel: faculty and university supervisors including benefits	52,960.00
	4,000.00

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Substitute contract pay for mentor training	4,000.00

SUPPLIES AND MATERIALS (6300)

textbooks and materials @ 400.00 per semester per candidate (including summer)	12,000.00
Certify Teacher software @ 25.00 x 10	250.00
TExES exam costs @ 120.00 per exam (3 for each candidate) x 10	3,600.00
TK20 license x10	1,000.00

OTHER OPERATING COSTS (6400)

Student Tuition - 12 hours fall 2019/9 hours spring 2020 x 10 teacher candidates and stipends	90,000.00
Travel for in-state conferences and mileage to LEA for stakeholder meetings	4,000.00
University Supervisor travel $200 each semester x 10	3,990.00
Summer tuition (up to 9 hours) to complete required coursework x 10	32,000.00

Total Direct Costs [ ]

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

Indirect Costs 22,200

TOTAL AMOUNT REQUESTED   220,000

Total Direct Costs plus Indirect Costs

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA	County-District Number
Huntsville ISD	236902
New Waverly ISD	236901
Caldwell ISD	026901
Splendora ISD	170907

Pathway 3 Attachment

2019–2021 Grow Your Own Grant Program, Cycle 2
RFA #701-18-106; SAS #277-19

Grow Your Own Grant
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.

10

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 teaching

Question 1: 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.
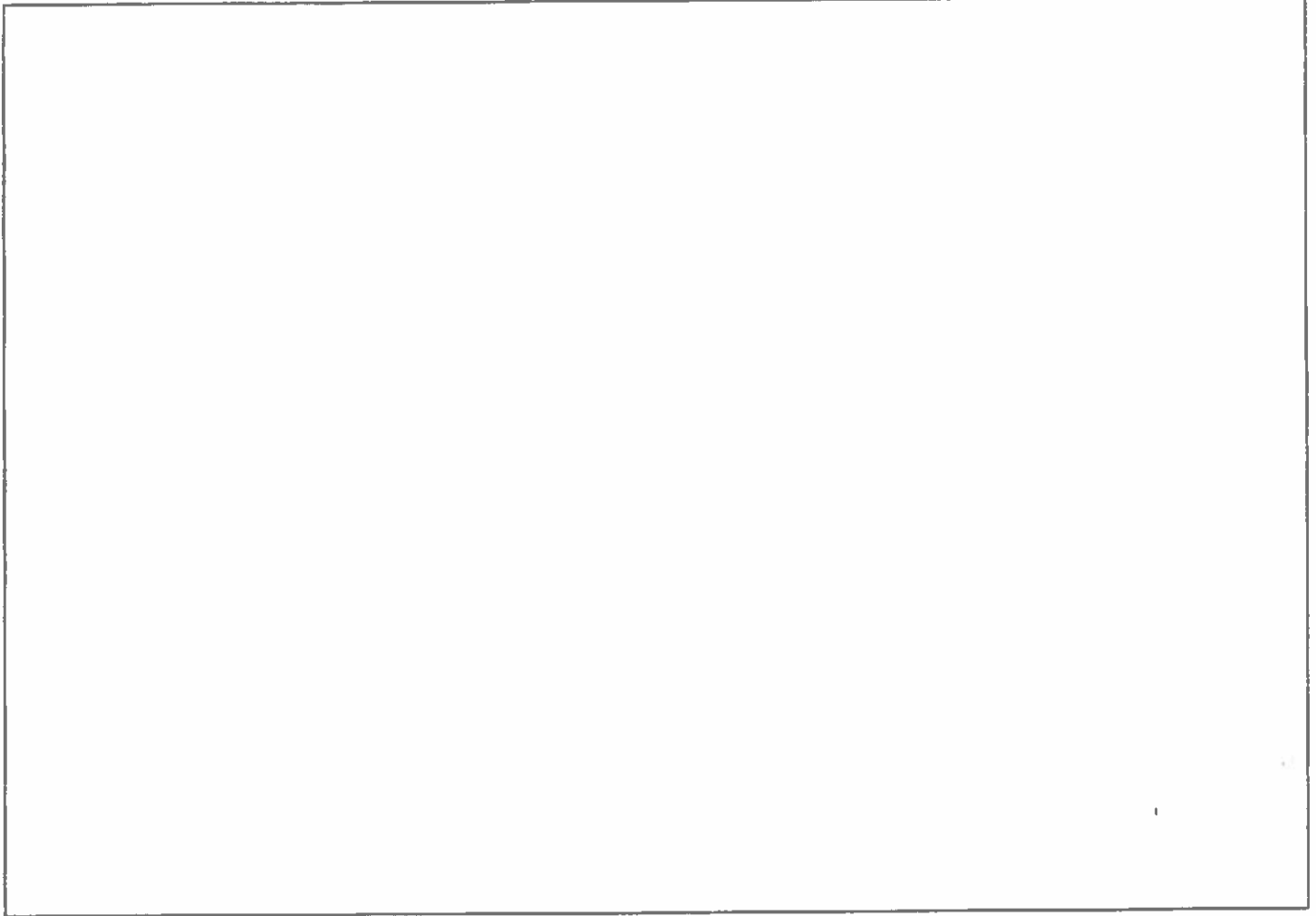
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Bilingual and SPED teacher candidates who meet all selection criteria and agree to a year-long residency in one of the
following districts: Huntsville ISD, Caldwell ISD, New Waverly ISD, or Splendora ISD. All of these rural districts have
agreements with the Sam Houston EPP to participate in this year-long residency grant.

The SHSU EPP will hold a recruitment meeting for all EC-6 Bilingual and SPED teacher candidates that would be on
track to participate in a year-long residency program from August 2019 – May 2020. The information session would
be held the week of January 21, 2019, the week after students are back in school. A text message and email will be
sent out, as soon as the EPP is notified of the grant through the Campus Connect student management system. The
system will filter all EC-6 Bilingual and SPED teacher candidates that are registered for Literacy Block in spring 2019.
These candidates would be ready for Content Methods Block in fall of 2019, qualifying them to participate in the
program. An application form will be provided during the information session. During the session, participants would
be provided the qualifying criteria and information about the districts involved in this program. Note: all applicants
must be willing to go to one of the four districts provided; however, the form would allow them to indicate a first,
second, and third choice.

A selection committee including SHSU faculty and administrators and district personnel would review all applications
and determine eligibility, based on a 2I75 GPA or higher, full admission to the EPP, and preparation for completion of
courses prior to fall 2019. The committee would then set up face-to-face interviews. In addition to these interviews,
candidates would provide two letters of support from previous faculty in the COE and one outside community
member letter of support. Interviews would take place the following week for all qualifying candidates. The
committee would choose the 10 recipients based on strength of candidates interview, letters of support, and
willingness and need for participation. The 10 would then be contacted and provided an agreement between the
candidate and district, committing to a minimum of two years teacher in the district following the year-long
residency, if the candidate meets all district requirements and the district has an opening in the certification area.
SHSU faculty/staff would meet with the identified districts to select quality mentors for each candidate. Mentors
would agree to four mentor trainings, two in the fall and two in the spring, on effective coaching and co-teaching.
Substitute pay would be included through the grant to support the district in these trainings. Since the SHSU EPP has a
year-long residency model in place, these EC-6 Bilingual and SPED candidates would be included in the year-long

cohort in fall 2019 to complete all remaining coursework and be included in this program. Teacher candidates would meet their mentor in the summer of 2019 and participate in district training with the mentor. In addition, the districts would agree to allow teacher candidates to participate in new teacher training prior to the first day of school. Teacher candidates would assist in setting up the room and participating in faculty meetings with the mentor. Teacher candidates would be embedded in all campus experiences from day one with the mentor and be in the classroom on Mondays, Wednesdays, and Fridays and in coursework on Tuesdays and Thursdays during fall 2019. In the spring of 2020, teacher candidates would co-teach with the mentor a full five days a week. An SHSU faculty and university supervisor would each be assigned a teacher candidate in the fall 2019. Faculty would meet provide specific training in classroom management, all content pedagogy, and the co-teach model. The university supervisor would participate in training with the teacher mentor and would evaluate candidates each quarter, using the T-TESS evaluation. University supervisors would meet for a T-TESS post-conference with the teacher mentor and teacher candidate after each evaluation to discuss the evaluation and provide specific support and feedback, based on the results. Support would be provided by both SHSU and the district, based on individual needs. In order to ensure these 10 teacher candidates are ready for hire, each will take the EC-6 Core TExES representative exam in spring 2019 and the actual content exam at the end of the spring semester. If passed, candidates will take the Bilingual or SPED supplemental and the PPR in the summer of 2019. Any candidate that fails the EC-6 Core, supplemental exams, or the PPR in any area will be provided individual support by SHSU faculty/staff and will be provided Certify Teacher software at no charge to the candidate. The goal is to ensure that all candidates have TExES exams completed prior to fall 2019, if possible.

Sam Houston State University EPP strives to provide individual and small group learning environments and support in the field. For field experiences prior to clinical teaching, faculty have no more than 25 in the field and conduct a minimum of one T-TESS evaluation, one meeting with the mentor teachers, and one disposition assessment. In semester-long clinical teaching, university supervisors are assigned no more than eight clinical teachers each semester. They are trained in T-TESS evaluation, including pre and post conferencing, and participate in a day-long orientation each semester. The year-long pilot group includes 12 Bilingual teacher candidates with one faculty and 6 EC-6 with one faculty member. The district and EPP met and chose quality mentors who would be willing to have clinical teachers prior to the beginning of the semester in professional development and to be involved in professional development themselves throughout the year. There are four trainings (two in the fall and two in the spring) for mentors on coaching, CRT practices, and co-teaching. These faculty conduct four governance meetings per year (two in the fall and two in the spring) in collaboration with the district to review data and make recommendations for program improvement. The schedule is attached. In the midst of all these changes, building positive and collaborative district partnerships, analyzing data and making changes for improvement, and primarily, providing the most effective courses and field experiences to ensure our teacher candidates are the best prepared in the state.

Question 2: 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.

- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

Each of the four districts have committed to a collaborative partnership with the SHSU EPP to ensure a positive experience and to meet specific goals and outcomes of this grant. Each district agrees to participate in collaborative mentor placements, mentor trainings, co-teaching model with clinical teachers, data meetings to analyze and make program improvements for both the EPP and the district. In addition, districts agree to hire these candidates, if the candidate meets all certification and district requirements and if the district has an opening. Signed letters of agreement are attached.

Each of the 10 candidates will assigned a faculty and a university supervisor to provide feedback and support to both the teacher candidate and the teacher mentor. District personnel, including the principal, will co assess, a minimum of one teacher candidate T-TESS evaluation. This shared evaluation will assist in aligning goals and objectives from both institutions that will strengthen programs. Candidates will be placed in the year-long cohort model, being piloted now. Faculty and university supervisors will follow the year-long residency model described above with one exception; trained university supervisors will conduct four evaluations in the field. The faculty member will conduct on evaluation in a co-assessing model with the university supervisor in the fall.

Partner LEA(s)

Testing Success Plan

Request for Re-take I

- Consultation Appointment with JH
    - Analysis of ETS score report and Test Remediation & Report Form
- Recommendation to TPLT

Request for RE-take II

- Assignment of Faculty Mentor
- Content Remediation TimeLine
- Academic Success Center Review Sessions with WB
- Consultation Appointment with JH
    - Analysis of ETS score report and Test Remediation & Report Form
- Recommendation to TPLT

Request for Re-take III

- Consideration of (Choose 2)
    - Independent Study Course
    - Career Services Intervention
    - COE Specific Study Resource Library
- Assignment of Faculty Mentor
- Content Remediation TimeLine
- Academic Success Center Review Sessions with WB
- Consultation Appointment with JH
    - Analysis of ETS score report and Test Remediation & Report Form
- Recommendation to TPLT

Request for Re-take IV

- Consideration of (Choose Additional 2)
    - Repeat Coursework
    - Career Services Intervention
    - COE Specific Study Resource Library
- Assignment of Faculty Mentor
- Content Remediation TimeLine
- Academic Success Center Review Sessions with WB
- Consultation Appointment with JH
    - Analysis of ETS score report and Test Remediation & Report Form
- Recommendation to TPLT
    - Consider offering student the waiver application of four-time re-take limitation of certification examinations.

June 1, 2018

Via Email with delivery/read receipt

This is official notification that **Sam Houston State University** was assigned the following status under the Accountability System for Educator Preparation Programs (ASEP) at the May 18, 2018 State Board for Educator Certification (SBEC) meeting:

Accredited

This status was issued by the SBEC under authority of Texas Education Code Section 21.045 based on data from the 2016-2017 academic year. The status is effective from the date it was approved by the SBEC until the next annual accreditation ratings are approved by the SBEC based on 2017-2018 academic year data or other SBEC action.

The table below shows the percentage of students who passed certification examinations.

Year	All	Female	Male	African American	Hispanic	Other	White
2017	93%(576)	93%(493)	93%(83)	78%(56)	89%(145)	96%(11)	96%(364)

Your program must develop an action plan that describes the steps your program will take to address deficiencies in meeting the required performance standard of 80% in the accountability groups listed above for 2016-2017. In addition, your action plan should address the following certification fields that did not meet the 80% performance standard during the 2016-2017 academic year:

Year	Certification Field	Taken	Passed	Percent
2017	Social Studies (7-12)	5	3	60
2017	Theatre (EC-12)	3	2	66.67

Additional information regarding the contents of the action plan is attached. Action plans must be sent to your program specialist no later than 45 calendar days following the date of this notice.

Educator Preparation Program Action Plan Template

This template is provided as a guide for an educator preparation program (EPP) to develop, implement, monitor, and adjust an action plan that will assist the EPP in meeting or exceeding one or more Accountability System for Educator Preparation Programs (ASEP) performance standards that the EPP did not meet during the identified academic year. If required by 19 Texas Administrative Code §229.4, the EPP must submit an action plan to the appropriate Texas Education Agency staff no later than 45 calendar days following the date of the action plan notice.

Performance Standard Deficiency	Program Component	Activities or Initiatives	Resources	Person(s) Responsible	Implementation Date(s)	Measurable Performance Indicators

Program Components:

(A) ownership and governance of the EPP;

(B) criteria for admission to the EPP;

(C) EPP curriculum;

(D) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;

(E) certification procedures;

(F) assessment and evaluation of candidates for certification and EPP improvement;

(G) professional conduct of EPP staff and candidates;

(H) EPP complaint procedures; and

(I) required submissions of information, surveys, and other accountability data.

SHSU Teacher Capstone Portfolio

Purpose

The purpose of the SHSU Teacher Capstone Portfolio is to evaluate teacher candidates' knowledge and skills in the areas of learners and learning, content knowledge, instructional practice, and professional responsibility. The portfolio provides candidates with an opportunity to display the best examples of their abilities related to these categories and to reflect upon their growth over the course of their teacher preparation program.

Timeline

Students are introduced to the portfolio in Content Methods, EDUC 1101, or CISE 3384. In the following semesters, students are encouraged to begin adding assignments, observations, videos, and/or assessments (referred to as artifacts). The portfolio is submitted for evaluation 6 weeks prior to the end of the semester before the candidate plans to Student Teach.
The portfolio is evaluated by faculty in the following weeks, and scores are returned to candidates prior to beginning Student Teaching. Should a candidate receive an unsatisfactory score, the candidate will be asked to revise the portfolio and resubmit it within the first 6 weeks of Student Teaching. A faculty mentor will be assigned to the candidate to guide them through the resubmission process.
Candidates will **not** be recommended for Texas Teacher Certification without first receiving a satisfactory score on their SHSU Teacher Capstone Portfolio. Due dates are outlined in the chart below.

Student Teaching Semester	First Submission Due	Resubmission Due (If Necessary)
Spring 2018	November 10, 2017	February 26, 2018
Fall 2018	April 6, 2018	October 1, 2018
Spring 2019	October 26, 2018	February 25, 2019
Fall 2019	March 29, 2019	September 30, 2019
Spring 2020	November 1, 2019	February 24, 2020

Portfolio Organization

The portfolio is aligned to the InTASC Model Core Teaching Standards and is organized into 4 sections: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. Each section is comprised of a group of InTASC standards, which is outlined in the table below.

Section	Standards
The Learner and Learning	**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences
	Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content	**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice	**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility	**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Within each section, candidates may submit up to 3 artifacts (5 for Content) that demonstrate their knowledge and skills related to the standards assessed in the section. *EC-6 candidates include content evidence for English Language Arts, Math, Science and Social Studies.* A list of suggested artifacts is included in Appendix A; however, candidates may choose to include any artifacts that they believe best represent their abilities. Candidates will also be asked to write a 300-500 word rationale for each section that explains how the artifacts demonstrate the candidate's ability to meet the InTASC Model Core Teaching Standards. Guiding questions to prompt candidates' thinking are provided below:

Section	Guiding Question(s)
The Learner and Learning	How do these artifacts demonstrate your ability to understand how learners grow and develop and to ensure inclusive instruction that supports learning, collaboration, engagement, and motivation?
Content	How do these artifacts demonstrate your content knowledge and ability to create content appropriate instruction that makes interdisciplinary connections while engaging learners in critical thinking, creativity, and collaborative problem solving?
Instructional Practice	How do these artifacts demonstrate your understanding of the connections between planning, instructional strategies, and assessment?
Professional Responsibility	How do these artifacts demonstrate your ability to engage in your professional learning needs? How do these artifacts demonstrate your ability to seek opportunities to advance the profession?

Students can access the electronic portfolio in Blackboard through the Teacher Preparation Program organization. Help videos are available on the SHSU College of Education YouTube channel, and students can request additional technical help by calling 936-294-4070 or emailing tk20@shsu.edu.

Evaluation

Candidates' submissions are scored using a rubric that is aligned to the InTASC Model Core Teaching Standards. Candidates will receive a score for each of the InTASC categories and Written Communication with an overall score of up to 20 points. A copy of the rubric can be found in Appendix B. A score of 12 with at least a 2 for each category is considered sufficient for portfolios submitted in Fall 2017 and Spring 2018. Should a candidate receive less than a 12 or lower than 2 in any category, the candidate will be required to revise and resubmit following the procedures outlined above. After an analysis of AY 2017-2018 submissions, the passing standard may be raised.

Appendix A: Potential Artifacts

EC-6 Elementary

- SIOP Lesson Plan
- Case Study
- Creative Arts Portfolio
- TAPR/Contextual Factors Paper
- Project Based Learning Units
- Lesson Plans
- Project Learning Tree Professional Development
- Technology Project
- Child Development Essay
- Field Report
- Field Experience Reflection
- Unit Plans
- Legacy Project
- Classroom Design
- Early Childhood Cognition Binder
- Creative Arts Portfolio
- Functional Behavior Assessment
- Dance Portfolio
- Philosophy of Teaching
- First Week Plan
- Classroom Management Plan
- This We Believe Paper
- Differentiated Instruction Plan
- Parent Newsletter
- Professional Development Portfolio
- If you are seeking bilingual certification, you must have a least one artifact in Spanish. Potential artifacts include a parent letter, lesson plan or podcast in Spanish.

4-8 Middle School

- SIOP Modified Lesson Plan
- Unit Plan
- Middle School Philosophy Paper
- Contextual Factors Paper
- Lesson Plan
- Case Study
- Portfolio Matrix
- Genre Study Writing Workshop and Reflection
- Emerging DDPs
- Unit Plan
- *This We Believe* Reflection
- Project Learning Tree Professional Development & Reflection
- Burke Reading Interview Write Up
- Middle School Interview
- Analysis of Student Learning
- First Day of School Plan
- Classroom Design
- Writer's Workshop
- Book Review
- Choice Board
- Professionalism Evaluation
- Observations/Evaluations of Teaching
- Article Reviews
- Parent Communication Newsletter
- Modeling Projects

Secondary and All Level

- Lesson Plans
- Recorded lesson (Audio/Video) lesson
- Assessment Plan
- Attendance Documentation (Conference, workshop, seminar)
- TEKS Bloom Activity Rubric
- Article Analysis
- Visual Literacy Project
- Philosophy of Education
- Case Law Summary Report
- Workstation Activities
- Reading Response
- Why I Chose Teaching Essay
- Success Story Essay

Appendix B: Rubric

Section	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
The Learner and Learning	The candidate... • Designs and modifies instruction that is tailored to individual students considering learner needs and cultural differences • Scaffolds instruction to increase the learners' development and is flexible enough to accommodate learners across varied levels of development. • Makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development • Creates instruction that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation	The candidate... • Designs instruction and provides accommodations considering learner needs or cultural differences • Scaffolds instruction that incorporates multiple modalities • Implements instruction that is developmentally appropriate and is specifically designed for individual learners • Creates instruction that supports individual and collaborative learning and encourages active engagement in learning	The candidate... • Demonstrates a growing awareness of individual and cultural differences in the classroom • Addresses a limited range of developmental levels and does not consider developmental differences among learners when scaffolding instruction • Implements instruction that is developmentally appropriate but is not specifically designed for individual learners • Creates instruction that supports individual or collaborative learning and demonstrates some knowledge of engaging students in active learning	The candidate... • Demonstrates a limited awareness of individual and cultural differences in the classroom. • Does not address differences in development and does not consider developmental differences among learners when scaffolding instruction • Engages learners in activities that are developmentally inappropriate. • Does not create instruction that supports individual or collaborative learning and demonstrates limited knowledge of engaging students in active learning
Content	The candidate... • Demonstrates an in-depth knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) • Uses multiple representations and explanations of key ideas in order to connect them to varied learner backgrounds • Creatively uses examples, illustrations, graphics, and technology to make interdisciplinary connections • Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving	The candidate... • Understands the central concepts, tools of inquiry, and structures of the discipline(s) • Provides content explanations that are appropriate for various leaners • Makes interdisciplinary connections to promote content learning • Engages learners in critical thinking, creativity, and collaborative problem solving	The candidate... • Displays misconceptions of the central concepts, tools of inquiry, and structures of the discipline(s) • Provides content explanations that are only appropriate for a limited student population • Makes vague or superficial reference to interdisciplinary connections • Engages learners in limited critical thinking, creativity, or collaborative problem solving	The candidate... • Has superficial knowledge of the content, which leads to learner misunderstandings • Uses instructional strategies that are inappropriate for the discipline • Makes no reference to interdisciplinary connections • Does not engage learners in critical thinking, creativity, or collaborative problem solving

Section	4: Exceeds Expectations	3: Meets Expectations	2: Approaching Expectations	1: Does Not Meet Expectations
Instructional Strategies	The candidate… • Develops and uses multiple assessments of student performance to make inferences about leaners' needs • Uses assessment data to design instruction that is tailored to individual student needs and to set goals that are developmentally appropriate • Creates learning experiences that are tailored to learners' needs and are appropriate for curriculum goals and content standards • Demonstrates a thorough understanding of the connections between planning, instruction, and assessment	The candidate… • Makes accurate inferences about learner performance based on data • Uses inferences to implement or design new learning opportunities • Designs instruction that is appropriate for curriculum and content standards and meets learners' needs • Connects planning, instruction, and assessment in a manner that improves student learning	The candidate… • Interprets assessment data about learner performance but makes superficial inferences • Uses analysis of assessment data to acknowledge where improvement can occur but data does not inform changes in instruction • Plans instruction that is somewhat aligned to curriculum and content standards • Demonstrates a growing ability to align planning, instruction, and assessment	The candidate… • Makes incorrect inferences about learner performance based on assessment data • Assessment data are not used to design instructional strategies • Instructional plans are inappropriate for the content or grade level • Misaligns planning, instruction, and assessment
Professional Responsibility	The candidate… • Analyzes his/her learners' performance and seeks professional growth opportunities that are well-suited to his/her learners' needs • Models and teaches safe, legal, and ethical use of information and technology • Seeks appropriate leadership roles and opportunities to advance the profession (student organizations, etc.)	The candidate… • Seeks professional growth opportunities that are appropriate to his/her certification area and learners • Understands safe, legal, and ethical use of information and technology • Participates in multiple opportunities to advance the profession (student organizations, etc.)	The candidate… • Occasionally seeks professional growth opportunities that are somewhat appropriate to his/her certification area • Has misconceptions about safe, legal, and ethical use of information and technology • Seeks limited involvement in activities that advance the profession	The candidate… • Does not seek appropriate professional growth opportunities • Inappropriately uses information and technology and does not promote ethical decision making • Does not seek involvement in activities that advance the profession
Written Communication	• Demonstrates a consistent command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions • Minor errors, if any, do not detract from fluency or clarity	• Demonstrates an adequate command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions • Any minor errors create few (if any) disruptions in fluency or clarity	• Demonstrates a partial command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions • Errors are distracting, creating minor disruptions in fluency or meaning	• Demonstrates little or no command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions • Serious and persistent errors create disruptions in fluency and sometimes interfere with meaning