



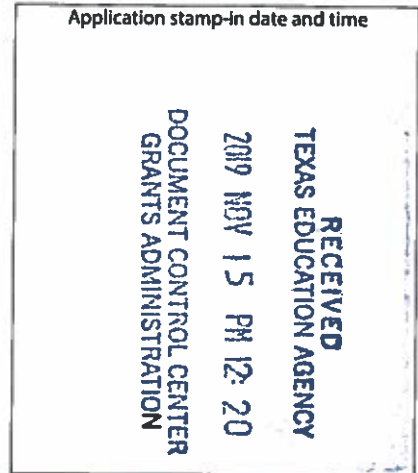
**2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019**

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 86th 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



Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

**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.

7020-2022-96

701-18-106-053

**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
Over the past 3 years 91% TAMUT certified teachers have taken jobs in the region, but only 16.4% in 2018 chose rural remote/distant districts.	<b>PROMOTING TEACHING AS A PROFESSION IN RURAL AREAS</b> Develop an awareness of teaching as a profession by enhancing early field experience in rural areas and providing HS students early teaching career experience; promote teaching in rural areas.
Out of 8 districts in Cass Co., 5 are rural (student population is 126-888); 4 districts received an accountability rating C and below. Of the 10 TAMUT residents in the Co., 8 were placed in the non-rural dist.	<b>DEVELOPING THE KNOWLEDGE/ SKILLS FOR RURAL EDUCATION.</b> Prepare students to develop the skills to meet the particular needs of rural students through quality and rigorous coursework and high-quality year-long clinical experiences that include on-going observation and monitoring, and mentoring.
Gap in teacher representation of student diversity: In 2018, Pewitt had 13% Hispanic students and 1.3% Hispanic teachers; Linden had 7.6% -0% and Bloomburg 4.7%-0%. County's teacher attrition is 25%.	<b>STAY IN, RETURN TO, COMMIT TO THE LOCAL COMMUNITY.</b> Facilitate teacher recruitment by (i) recruiting eligible clinical candidates from the community, with roots to the community, or with expressed interest in rural education, (ii) receiving districts' support to hire successful candidates and to add TAFE chapter.

**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.

1. Integrate learning outcomes in foundational education courses that require observations to develop an awareness of the culture of and teaching in rural contexts. 2. Develop and/or strengthen existing HS Education and Training program leading to an Associate of Arts in Teaching. 3. Promote rural education. 4. Implement year-long clinical residence that includes continued support, monitoring/assessment, field sup./mentor training and collaboration. 5. Administer teacher disposition assessment to measure candidates' growth in knowledge of the culture of and teaching in rural areas. 6. Obtain commitment by 3 candidates to year-long clinical residency and 3-year full-time teaching assign. in partner districts. 7. Finalize MOU agreement and shared governance for planning, implementation and assessment of program actions.

**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

1. Sign MOU between TAMUT and districts in the Cass Co. coalition and among TAMUT and partner colleges—Texarkana College (TC) and Northeast Texas Community College (NTCC); develop the GYO program action and sustainability plan. 2. Approve the integration of learning outcomes including observations and demonstrated awareness of the culture of and teaching in rural areas. 3. Draft plan for improvement of existing/implementation of ISDs' education and training program. 4. Develop a database of identified needs and demographics. 5. Identify and recruit GYO pathways HS students and prospective TC/NTCC transfers for continued advising and mentoring. 6. Identify and recruit eligible clinical candidates; obtain commitment by 3 candidates to full-time position for 3 years at district of placement. 7. Identify EPP field supervisor and cooperating teacher (mentor teacher); begin onboarding/training for field superv. and mentor. 8. Administer baseline dispositions assessment to pathways students. 9. Complete TEA survey of participants; complete benchmark report.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

1. Start the implementation of SLOs, field experience in rural districts in Educ1301/2301, Ed311; begin plan to implement TAFE chapter at ISDs. 2. Initiate placement Cohort 1 (3 clinical residents) (candidates will receive "proficient" in 3 of the 4 domains in observation evaluations and will show increase in dispositions assessment); continue residents' ongoing coaching and academic support towards graduation and certification. 3. Continue ongoing academic support and mentoring to pathways HS students, prospective college transfers, and EPP candidates (TAMUT Future Teacher Association FTA will be actively involved in recruitment/coaching efforts). 4. Start identification of Cohort 2; continue to identify and recruit students in the pathways. 5. Continue mentor/supervisor training. 6. Review database; identify districts' employment needs for AY 2021-2022. 7. Hold a quarterly governance meeting to review plan, evaluate and adjust program development (additional meetings will be called for as needed). 8. Complete TEA survey of participants; complete benchmark report.

**Third-Quarter Benchmark**

1. Continue field experience in rural districts in foundation/lab courses and administration of dispositions assessment; demonstrate increase of student interest in teaching in small and rural districts. 2. Cohort 1 will demonstrate successful completion of residency cycle (residents will receive "proficient" in all 4 domains in observation evaluations, will be certified soon after graduation in Spring 2021, and will receive job offer at campus of placement). 3. Begin HS student registration to education and training course sequence; register first group to attend regional and state TAFE events/competitions (TAMUT FTA will continue active involvement). 4. Continue academic advising, support and mentoring of students in the GYO pathways; continue to identify and recruit students to the program. 5. Identify districts' employment needs for AY2022-2023; recruit Cohort 2 students. 6. Hold partner governance meetings to review plan, evaluate and adjust program development and review sustainability plan. 7. Complete TEA exit survey of first cohort; complete benchmark report.

**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.

1. Quarterly data will be collected and evaluated in order to determine progress on implementation of strategies towards attainment of smart goals and areas that need improvement, in particular:
  - Impact on participating students and potential candidates, mentor teachers, districts, and IHEs education program
  - action plan for recruitment, retention, selection and support for diverse students in GYO pathways
  - sustainability plan actions taken and areas of improvement towards program continuation after grant period (including coordination of local resources and ability for increased capacity for progress and program strength)
  - implementation of the clinical component: quality of onboarding and training, mentoring and coaching, field supervision, (e.g connecting to prior assessment, actionable feedback) and site coordination, as well as the quality of communication channels among members of the \*ILT committee for continued program monitoring (\* The Instructional Leadership Team--ILT is composed of TAMUT field supervisor, mentor teacher, clinical teacher, and the principal)
  - impact of teaching as a profession in rural areas through We Teach Texas campaign and regional media.
2. Four ILT meetings will be held each semester to assess clinical teacher growth, coursework preparation, preparation towards certification, and intervention plan if required.
3. EPP will collect data from disposition assessment of students in GYO pathways (HS students, prospective college transfers, and EPP candidates) to determine baseline in teaching in rural areas and initial identification of target residents.
4. Partner meetings will be held at the end of the quarter and as needed to assess program as aforementioned.

It is predicted that the most challenging goal to meet is the recruitment of students. Thus, it is necessary to implement aggressive recruitment efforts--enhanced experiential learning activities, active participation in transfer fairs and career events; for HS students, mentoring younger peers, buddy program, and implementation of monetary incentives, and active involvement of TAMUT FTA as mentors and coaches; campaign to increase support from local businesses; informational meetings with families about financial incentives (loan forgiveness, academic scholarships).

**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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner 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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- 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. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

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

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 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 2020-2022 Grow Your Own Grant Program, Cycle 3 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.
- The LEA will not collect tuition or fees from students as per the program guidelines.

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

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 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 no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

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

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- 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 Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- 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, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 1:** Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

Located in Bowie County and with a population of 37,225 in 2015, Texarkana is the largest city in Northeast Texas, a region comprised of mainly rural and town locales and a few urban clusters. The majority of school districts in Bowie County are rural. Establishing the Cass County Coalition for GYO will be used as a model for serving districts in Bowie county districts. Initially, the grant seeks to serve 3 districts (Atlanta, Bloomburg, and Pewitt) in a coalition of 8: Bloomberg ISD, Atlanta ISD, Queen City ISD, Pewitt CISD, Avinger ISD, Linden-Kildare CISD, McLeod ISD, and Hughes Springs ISD.

Shared governance will include field supervision, coaching, mentoring, data sharing, onboarding and training, in-site visits, and regular collaborative meetings. It will include the field supervisor, the residents, the mentor teachers, and other key stakeholders in TAMUT and the partner colleges and districts. Governance will be maintained during the grant period and strengthened for continuation beyond the funding cycle; it will be sustained through regular collaborative meetings and personal/electronic/phone conversations to share data, assess program actions and make adjustments as needed. The areas that will be assessed include: (i) the quality of the residency, of the mentoring, coaching and field supervision (areas such as connections with prior feedback and areas that needed improvement; actionable feedback), (ii) the resident’s ability to improve as noted in the observation document, in the dispositions assessment and informal observation of candidate’s performance, (iii) the program’s ability to retain residents, (iv) data sharing and assessment (e.g. demographics, high-needs areas), (v) actions to strengthen/develop and implement TAFE chapters and HS student participation, and (vi) ability to increase recruitment of students in GYO pathways.

The grant will not only help improve the quality of beginning teachers and teaching in the region, but also the overall quality of clinical teaching at TAMUT.

**PROGRAM REQUIREMENT 2:** Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Recruitment begins with strategies for developing an awareness of teaching as a profession and the rewards of working in rural communities.

TAMUT EPP recruitment will target the students at the High Schools, at TC and NTCC, and at TAMUT who meet these initial requirements: 1. HS students who have expressed a desire to participate in education and training program; 2. TC and NTCC students seeking an associate degree in arts or in education; 3. college-eligible para-professionals working in the partner districts and those who have started seeking admission to TC or NTCC; 4. TAMUT students who are seeking admission to resident teaching, with a focus on pre-candidates who graduated from Cass Co. high schools and those who are residents of the county; 5. TAMUT students in their junior year with expressed interest in rural education.

TC, NTCC and TAMUT junior students will participate in field work in rural schools in education courses—observations, and presentations by HS administrators, teachers; participation in tutoring/coaching at the schools. HS students interested in teaching will be encouraged to participate in TAFE, which will provide another avenue for recruitment.

College transfer officers, education recruiters and education faculty will participate regularly in HS and TC/NTCC career fairs and activities to promote rural teaching as a profession and recruit students to follow the rural educator pathway. Ethnic minority faculty and recruiters will encourage diverse student participation. Open houses for families will be integrated with hosts representing the diverse student populations.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 2 CONTINUED:**

TAMUT's eligible candidates entering their final year will be identified and encouraged to apply to the GYO program. A rigorous process will be applied for clinical teacher resident selection.

PROGRAM REQUIREMENTS: (i) proficient score in writing sample and oral interview, (ii) min. GPA of 2.8, (iii) junior status with no grades below "C" in required degree and certification courses, and (iv) success in PPR test.

PROFESSIONAL RESPONSIBILITIES AND DISPOSITION REQUIREMENT: (i) growth by 10% in dispositions assessment\*, (ii) 500-word essay by candidate describing why they came to be interested in rural education, how interest has developed and expectations about a position at the ISD, (iii) demonstrated involvement in EPP's FTA, activities with children, and community service involvement. \*See TAMUT's Disposition Assessment in Appendix 1.

Application will be submitted on TK20 platform. TAMUT faculty will convene to select the best-qualified candidates to recommend for application to residency.

**PROGRAM REQUIREMENT 3:** Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

TAMUT will recommend the best-qualified applicants for clinical teaching residency. Pre-selected candidates will submit an application through the LEAs' HR office, including résumé with record of participation in student organizations, mentoring/tutoring, community involvement, transcripts, and demonstrated match between needs area and certification area. Candidate must also submit two professional letters of recommendation that corroborate their professional responsibilities and dispositions, their coachable skills, and a desire to teach in a rural community. The candidate's essay will also be part of the application packet.

Candidates who score higher on the application rubric will be called for an interview; the goal is to select clinical teacher residents whose strengths align with the district's mission and vision and the unique characteristics of both the community and the campus.

District HR and Administration in collaboration with TAMUT representative will interview the candidate and together will identify selected residents for placement. Interview will assess the candidate's proficiency in the core characteristics of successful first year teachers: perceived level of enthusiasm and dispositions, coachable skills, flexibility and ability to make actionable feedback, level of professionalism and ability to communicate, leadership quality, culturally-sensitive mindset, and relatedness to the district/campus's mission and vision and to the distinctive characteristics of the campus and the community.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 4:** Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

The LEA's support of residents receiving a stipend is key in fulfilling residents' responsibilities, persistence, cultural mindset growth, and the development of knowledge of the community and campus's unique characteristics. The LEA must assure that the clinical resident is given an opportunity to meet TAMUT's program requirement of experiences involving activities with students outside of the classroom, experiences with the families and family inclusion, and community involvement.

There will be ongoing contact with the campus principal during the clinical teaching year. 1. The principal will be part of the Instructional Leadership Team (ILT), thus, they are expected to be present during the meetings; a focus will be given to the resident's level of persistence and an ability to apply feedback from mentor and field supervisor, to self-regulation skills, self-reflection and skills to develop a pro-active attitude. 2. After each formal observation, the field supervisor and the mentor are expected to meet with the principal to report the effectiveness of instruction; key areas to be assessed include instructional practices, positive learning environment, and professional responsibilities. The resident is present at the reporting meetings. 3. The campus principal will conduct one formal observation per semester with follow up assessment; they are encouraged to also perform uninformed walk-ins towards the end of each semester when the candidate is expected to be leading the instruction; a post-observation will follow.

The quality of the resident's preparation is largely determined by the quality of the mentor and the mentoring process. Mentors must model a variety of effective teaching methodologies. By applying the TAMUT EPP's co-teaching model, the mentor will be given more responsibility for increasingly demanding assignments, with the resident as the leading teacher; the mentor will assist the candidate move from conducting initial observations to full responsibility for teaching. In addition to assignments related to classroom instruction, the clinical resident will participate in department, school and district meetings, parent meetings, area team planning, professional activities, and other administrative and academic functions of the job.

**PROGRAM REQUIREMENT 5:** Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The clinical teacher MOU will include the following essential commitment areas: 1. Meet all requirements for admission to clinical teaching and certification requirements. 2. Demonstrate professional dispositions at proficient level at all times during the clinical experience. 3. Obtain a Proficient-to-Accomplished assessment in all teaching assignments during clinical residency. 4. Participate and show active involvement in TAMUT's FTA and TAFE events during year-long residency. 5. Participate in quarterly shared-governance meetings. 6. Commit to return to the school district for a minimum of 3 years upon condition of fulltime teaching assignment by LEA. 7. Repay in full all money awarded during residency if resident withdraws or is asked to withdraw from the GYO program.

The TAMUT/LEA MOU will include the following essential areas. The LEA agrees to: 1. Select quality mentors and provide high-quality mentor teacher supervision. 2. Work with EPP to equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. 3. Work with EPP on ways to support clinical residents in fulfilling responsibilities, persisting in the program, and excelling in their role. 4. Share data and employment needs to sustain program implementation and assessment. 5. Hire and retain candidates who reach satisfactory completion of the program and/or job performance.

**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 2020-2022 Grow Your Own Grant Program, Cycle 3 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 Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 =

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of high schools with existing Education and Training courses in 2019-2020  X \$8,000 =

Number of high schools without existing Education and Training courses in 2019-2020  X \$10,000 =

Number of high schools offering dual credit Education and Training courses in 2020-2022  X \$10,000 =

**Total Request for Pathway 1**

**PATHWAY TWO**

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

Number of Pathway 2(a) candidates pursuing a teacher certification only  X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification  X \$13,000 =

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 Pathway 3(a) candidates participating in a year-long clinical teaching assignment  X \$22,000 =

Number of Pathway 3(b) 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**

Field Supervisor (3 candidates)	7,500
<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	900
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Clinical teacher stipends (3 residents)	45,000
Travel expenses for TAFE conferences, mileage to LEA for partner meetings	9,500
Professional development for field supervisor	3,100
<input type="text"/>	<input type="text"/>

Total Direct Costs

**Indirect Costs**

**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

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

**2020-2022 Grow Your Own Grant Program, Cycle 3  
Pathway 3 Program Attachment**

**Pathway 3: Support for Meaningful Year-Long Clinical and Intensive Pre-Service Teacher Training**

**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
- EPP research-based program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio

▪ Historical data on the success of the EPP

**Northeast Texas: A High-Needs Area**

Texas A&M University – Texarkana (TAMUT) is a regional university that serves Northeast Texas. The Center for Research, Evaluation & Advancement of Teacher Education (CREATE) shows that TAMUT’s newly-certified teachers stay in the region (93.9 graduates in 2016, 92.7% in 2017). The grant gives the institution the opportunity to serve rural remote and distant districts in the region with small number of students and a gap of teacher representativeness of student diversity. In recent meetings (Oct., 2019) with County districts Bloomberg ISD, Atlanta ISD, Queen City ISD and Pewitt CISD, the districts expressed concerns over recruitment and retention of quality teachers. As a result, we are developing a Cass County Coalition in which we will focus on preparing teachers for rural schools in the county.

Cass County houses 8 districts, 5 of which are small and rural, have low teacher representativeness of student diversity, and show high attrition rates. These are the small district profiles: Avinger, a rural/remote district, serves 126 students, with 0% Hispanic teachers to 5.6% Hispanic students; Bloomburg, a rural/distant district, serves 277 students, with 0% Hispanic teachers to 4.7% students in this ethnic group; Linden-Kildare a rural/remote CISD, serves 696 students of whom 7.6% are Hispanics and a representation of 1.5% teachers; McLeod, a rural/distant district, serves 378 White majority and 100% White teachers; Pewitt CISD, a rural/remote CISD district serves 888 students of whom 13% are Hispanic and a representation of Hispanic teachers at only 1.3%; a similar gap is observed among the African American group.

Texas districts showed an attrition rate relative to student population– the smaller districts show the most critical levels of retention, particularly for beginning teachers. Districts with a student population 500-999 had an attrition rate of 34.3% and those under 500 students showed a beginning teacher attrition of 34.5 % (TEA, PEIMS data). District economics are a reflection of the region economic gap.

Evidence of TAMUT EPP Success

*First Year Teacher Retention.* TAMUT shows consistent high retention at the state level. The 2013-2017 CREATE report shows that TAMUT elementary and high school first-year teachers, had a lowest attrition rate among all CREATE’s public and private universities, for-profit and non-profit ACPs, and the state.

Comparison of Teacher Retention Trends, First-Year Retention of First-Year Teachers by School Level 2013-2017 High

Entity/ Organization	Number Teachers <sup>1</sup>	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
TAMU - Texarkana	23	100.0	91.3	82.6	82.6	78.3	21.7
CREATE Public Universities	1386	100.0	92.7	87.6	81.3	77.8	22.2
CREATE Private Universities	188	100.0	92.6	84.0	77.7	71.3	28.7
For Profit ACPs	1790	100.0	87.3	79.6	72.1	68.3	31.7
Non-Profit ACPs	646	100.0	89.0	74.1	66.9	61.9	38.1
State Total	4644	100.0	90.0	82.2	75.5	71.9	28.1

<sup>1</sup>Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.  
<sup>2</sup>Texas data only tracks public school employment.

School

Comparison of Teacher Retention Trends, First-Year Retention of First-Year Teachers by School Level 2013-2017 Elementary School

Entity/ Organization	Number Teachers <sup>1</sup>	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
TAMU - Texarkana	45	100.0	97.8	91.1	82.2	84.4	15.6
CREATE Public Universities	3520	100.0	95.0	91.4	86.7	82.8	17.2
CREATE Private Universities	343	100.0	91.5	88.0	81.3	76.1	23.9
For Profit ACPs	1634	100.0	91.2	84.0	78.9	74.9	25.1
Non-Profit ACPs	912	100.0	91.7	80.9	71.5	66.2	33.8
State Total	7830	100.0	93.5	88.1	82.6	78.2	21.8

<sup>1</sup>Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.  
<sup>2</sup>Texas data only tracks public school employment.  
<sup>3</sup>Numbers less than 10 are not represented on this figure.

**Ability to certify graduates.** EPP success is also demonstrated in reporting that includes graduates who are certifies upon graduation.

REPORTING YEAR (undergraduate and graduate)	Graduation Year	Total Teacher Education Graduated	Total Graduates Certified	Not Certified but Graduated
2015-2016	2015	19	85% (N16)	3
	2016	34	94% (N32)	2
2016-2017	2016	20	90% (N18)	2
	2017	35	94% (N33)	2
2017-2018	2017	15	100%	0
	2018	19	100%	0
2018-2019	2018	19	100%	0
	2019	34	94% (N32)	2

**Partnerships.** Another area of success is shown in evidence by productive partnerships in the region. In 2010, TAMUT downward expanded from a two-year (junior & senior) transfer institution, also including Master's degrees, to a four-year comprehensive university. Even though a four-year institution, we still serve a large number of transfer students from community colleges in the region including Texarkana College (TC), Northeast Texas Community College (NTCC), Paris Junior College (PJC) and University of Arkansas Community College at Hope in Texarkana. With our transfer schools we have MOUs that are reviewed regularly by the university and degrees programs and have support staff assigned to each school a minimum of half-time.

**Region 8 Service Center:** TAMUT has strong relationship with our service center and meet regularly to assess trends and educational issues that affect the region. The Dean and Associate Dean of the College of Arts, Sciences and Education (CASE) attend monthly superintendent's meetings held at the Region 8 Service Center. In addition, we have an MOU with Region 8 for our Ratliff Superintendent Certification Academy partnership. Due to the success of the Ratliff Academy, Region 8 and TAMUT leadership met with superintendents and principals to discuss opportunities for

a principal academy. Discussions are ongoing as TAMUT transitions to the new Principal as Instructional Leader curriculum and testing requirements.

District formal partnerships. *Texarkana ISD* – TISD pays for Master’s degrees in Curriculum and Instruction for eligible teachers. As part of this partnership, A&M-Texarkana and TISD co-teach STEM strategy classes (ED 591 & 592). Because of changes in Master Teacher Certifications in Texas, we are in the process of reviewing our current processes and directions to develop an MOU. Meetings are held with district professional development staff to discuss specific district needs. *Mount Pleasant ISD* – As a result of our Dec 2018 Advisory Meeting, A&M-Texarkana faculty assigned to NTCC campus have been working with MPISD to develop a clear pathway to teaching from middle school to high school to community college (NTCC) to teacher certification at A&M-Texarkana. As a result, A&M-Faculty are supporting curricular and instructional needs for dual credit courses taught through NTCC that provide foundational content prior to students entering the teacher preparation program.

*TAMUT Future Teacher Association (FTA): A successful student organization.* TAMUT’s FTA has two chapters within the university, one at the main campus and one at the satellite campus at NTCC. Both constitute an active body of students and faculty advisors. FTA participates in recruitment events on campus and area career fairs for high school students. FTA has presented at CSOTTE conferences, the most recent being in 2016 and 2018. FTA worked actively in the alignment of the Discovery Place Museum’s activity centers the standards in Arkansas and Louisiana Common Core, Texas Essential Knowledge and Skills (TEKS), and Oklahoma Academic Standards. This project, which was presented at 2016 CSOTTE conference, led to the publication of the paper “Extending Experiential Learning Opportunities in Teacher Education: Connecting Preservice Teachers and their Communities through Project-Based Collaborations” in *Currents in Teaching and Learning*, Oct. 2018, Vol. 10 Issue 2, p. 78-87.

*TAMUT Lab School:* The lab school allows pre-service teachers to observe in various educational settings. This affords the students a well-rounded exposure to real life teaching and student engagement. The use of professional competencies is key to the process and students make connections to the pedagogy and teacher expectations throughout their experience. The lab also prepares students to be successful in the PPR exam. The GYO program seeks to expand the lab school to rural remote/distant campuses in the region. It seeks to afford students with experience in rural settings. It creates an opportunity for students who want to return to their community, develop proficiency in dispositions for teaching, the level of enthusiasm for rural education, and for others, expand their knowledge of the distinctive characteristics of rural schools and of the culture of their communities.

*Our recognition of a gap in the institution’s ability to recruit and retain underrepresented teacher candidates.* A gap area that the university has experienced is the recruitment and retention of underrepresented groups. Application to the program from ethnic and socio-economic underrepresented groups has historically been low. The grant gives TAMUT an opportunity to recruit students from partner districts areas from these demographic and socioeconomic groups and grant them an opportunity for advancement into a teaching career.

- EPP Research-based Student Teaching Program Structure

#### **MISSION OF TAMUT’S TEACHER PREPARATION PROGRAM**

The Office of Field Experiences works collaboratively with school districts, assuring that all prospective teachers acquire the following proficiencies\*:

1. The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs, and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

*\*Proficiencies taken from Learner-Centered Schools for Texas, Texas Education Agency, February 1994.*

The A&M-Texarkana Office of Field Experiences currently includes the following field-based sites as participants: Atlanta ISD, Chapel Hill ISD, Daingerfield-Lone Star ISD, Gilmer ISD, Harts Bluff, Hooks ISD, Hughes Springs, Liberty-Eylau ISD, Marshall ISD, Mt. Pleasant ISD, Mt. Vernon ISD, New Boston ISD, Pewitt ISD, Pittsburg ISD, Pleasant Grove ISD, Queen City, Redwater ISD, Texarkana ISD, Hallsville ISD, Harleton ISD, Kilgore ISD, Longview ISD, White Oak ISD. **RESEARCH-BASED INSTRUCTIONAL RUBRIC.** The EPP uses T-TESS and Danielson Framework and rubrics to guide coursework, mentor candidate and evaluate lessons. The observation document includes the following domains and a scale from Needs Improvement to Distinguished to assess the expectations in each domain:

1. Domain I - Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Domain II - Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence through completion of Lesson Plans, Unit Plans, Project Completion and ILT Feedback.
3. Domain III - Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback through Project Completion and ILT Feedback.
4. Professional Practices and Responsibilities

See Observation document, Forms 242T and Form 100 in Appendix 2.

**SUPERVISION AND FEEDBACK:** Field supervision and support requires a minimum of feedback cycles at least 5 times per semester, with 3 observations documented. The mentor teacher must conduct a minimum of 3 formal observations, with 2 documented. There must be a pre-observation meeting to discuss teaching expectations and a post-observation to assess instruction. See specific responsibilities of mentor, field supervisor and principal in Appendix 3.

- *Field Supervisor to Teacher Candidate Ratio.* All full time faculty teaching EPP courses in Education, Reading, Special Education and Bilingual/ESL Education are required to have one clinical resident per semester. Full time faculty have a ratio of 4-6 residents for one course load. Under no circumstances a field supervisor will have more than 10 residents.

**REQUIREMENTS FOR ADMISSION TO SECOND SEMESTER OF CLINICAL TEACHING:**

- Successful completion of first semester of clinical teaching
- PPR and content exams taken successfully
- GPA of 2.8

**STUDENT LEARNING OUTCOMES (SLOs)**

1. University Student Learning Outcomes: By the end of the program, students will demonstrate knowledge of TEA Educator and Instructional Standards required for the Subject/Grade Level certification seeking through completion of Lesson Plans, Project Completion and ILT Feedback.
2. State Educator and Instructional Standards for Certification sought, including TAC119, Rule228.30:
  - 2.1 Reading instruction, including instruction that improves students' content literacy
  - 2.2 The code of ethics and standard practices for Texas educators,
  - 2.3 The skills and competencies captured in the Texas teacher standards, including:
    - 2.3.1 Instructional planning and delivery
    - 2.3.2 Knowledge of students and student learning

- 2.3.3 Content knowledge and expertise (candidates have passed their content TExES)
- 2.3.4 Learning environment
- 2.3.5 Data-driven practice
- 2.3.6 Professional practices and responsibilities (candidates have passed the PPR TExES exam)
- 2.4 Instruction in detection and education of students with dyslexia (addressed at Mid-Term Seminar)
- 2.5 Instruction in detection of students with mental or emotional disorders.(addressed at Mid-Term Seminar).

**SECOND SEMESTER of Clinical Residency Requirements**

**Content:** Plan and participate in Co-Teaching as follows:

- **Week 1 -3** – Participate in One Teach/One Observe, One Teach/One Assist, Station, Parallel and Team Teaching – with Candidate gradually acting more often as the primary teacher for at least one unit of study or content area. The first ILT meeting and a lesson evaluation should take place during this time period. Plans for weekly visits to Sped or Bilingual classrooms should be arranged for Candidates interested in seeking sped and bilingual certification. Participate in planning sessions with grade level or department teams and all duties assigned to the Cooperating Teacher.
- **Week 4-7** – Continue as in weeks 1-3, adding participation in assessments that drive instruction. Analyze data to plan several Supplemental and Differentiated Teaching lessons. One lesson evaluation by the Cooperating Teacher and one by the Field Supervisor should be scheduled (ILT may determine that the last two lesson evaluations are in the two weeks of lead teaching) followed by the second ILT meeting. Lesson plans and weekly reflections should evaluate the use of these new strategies and the growth of the Candidate.
- **Week 8-15** – Two weeks of teaching should be led by the Candidate as required by TEA. Lesson feedback by the cooperating teacher should be ongoing with one formal lesson evaluation by the Cooperating Teacher and a third lesson evaluation by the Field Supervisor. A 3<sup>rd</sup> (final) ILT meeting will be conducted to finalize the requirements and check Tk20 submissions. At this important culminating meeting, all ILT members should agree that the Candidate is ready to have his/her own classroom, is competent to juggle all the demands of teaching in a public school classroom, and should be recommended to become certified to teach in the State of Texas. A campus administrator and the Director of the Teacher Preparation Program may be included in this final appraisal if there is a discrepancy in the ILT’s assessment.
- Continue to document participation in School, Family Involvement and Community Experiences throughout the semester as described:

<b>School Experiences (Document a greater depth of experience over Block 1 requirements)</b>
Attend/participate in school professional development, training or professional workshop
Participate in morning, lunch or afterschool duty
Attend/participate in department or team meetings
Spend an hour with a school support person: school nurse, school counselor, administrator (principal, assistant principal), librarian or media specialist
Tutor a student during non-instructional time
Other experiences approved or required by ILT
<b>Family Involvement Experiences (Document a greater depth of experience over Block 1 requirements)</b>
Attend P.T.O. Meeting
Participate in parent-teacher conference
Attend family or Back-to-School night
Attend an ARD Meeting (with parent permission)
Other experience approved or required by ILT
<b>Community Experiences (Document a greater depth of experience over Block 1 requirements)</b>
Attend school board meeting
Attend extracurricular event in which students participate (academic competition, athletic event, play, musical performance, Special Olympics, Runnin’ WJ, etc.)
Visit a local organization utilized by students from assigned school (e.g. YMCA, Boys and Girls Club, etc.)
Other experience approved or required by ILT

**Professionalism/Ethical Responsibilities:** Demonstrate professionalism as outlined in Professional Outcomes.

- Adhere to public school calendar and campus rules and regulations.
- Attend 5 mandatory seminars (see course schedule): First Week Orientation (August/December), Mid-Term Seminar (Oct/Feb), TK20 Tuesday (Nov/Mar), How to Get a Job Seminar (only in April), Final Survey/Celebration (Dec/May); Other opportunities, as announced, like T-TESS or guest speakers.
- Documentation of 72 days; (Annotated Agenda) of 3 ILT Meetings called and led by Teacher Candidate. Field Supervisor may attend in person (preferred) or via Skype/FaceTime, if absolutely necessary.
- Successful ratings on form #100, Professional Development Expectations.
- Meet TEA Code of Ethics and TPP Professional Expectations.
- Write and send 12 weekly reflections to Field Supervisor. Think about: *What did you learn about teaching this week? What went well? How can you use this experience to grow? What will classroom management look like in your own classroom? What behavior triggers can you notice?*
- During weeks 8-15, a 15-45 minute video of an effective lesson should be planned, video recorded and saved as a YouTube link. A link to the lesson video and a password need to be at the top of the Critical Analysis paper.

**Other Requirements:**

- TPP Training Meeting Senate Bill 460 and 866 (Statements adapted for course, as appropriate): Introductory training in the *education of students at risk for suicide or with other mental or emotional disorders and the inclusion of mental health concerns in coordinated school health efforts* (SB 460, Sept. 1, 2013), and training on *effective multisensory strategies for teaching students with dyslexia* (SB 866, Sept. 1, 2012).

**Other Standards met:**

- State Instructional Standards: Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Skills (CCRS), Prekindergarten Guidelines and English Language Proficiencies.
- TExES Standards
- English Language Learner Standards
- Technology Standards
- STAAR Standards

See the specific roles of the clinical resident, the mentor, the field supervisor, the ILT and the principal in Appendix 3.

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

- ❑ An articulation of shared governance, including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers
- ❑ Signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates

#### Shared Governance

Texas A&M-*Texarkana* has a history of success collaborating with Northeast Texas Community College and *Texarkana* College. We understand the need to continue to collaborate in this endeavor to improve rural education and to continue serving small and rural districts in our area. Partners will embed in foundational courses in education Educ1301 and Educ2301 and TAMUT's lab school courses a minimum number of required field experiences at rural districts and SLOs that require students to demonstrate developing awareness of the culture and teaching in rural contexts.

Together, we will identify the students who express an interest in a teaching career in rural districts to continue mentoring the student in that direction and becoming candidates for year-long residency at partner districts. Students from underrepresented group will be particular targets for recruitment to the program. Initially, 3 students who have completed their junior year and meet the admission requirement for residency will be selected to lead the first group of residents in year-long clinical teaching. Students will be closely advised so they can successfully complete degree coursework and testing requirements for certification.

Partner districts have expressed the desire to form a coalition to work together to better prepare teacher candidates and improve retention in their districts focused on meeting the needs of their students. HS students who are interested in joining the TAFE chapters in their districts will be given the opportunity to mentor and tutor younger students. Students in Future Teacher Association will work with HS students in this endeavor.

The grant team, composed of LEA representatives, TAMUT representatives and the field supervisor, the mentor teachers, TC and NTCC representatives, and the clinical candidates will participate in a quarterly meeting to assess the program and ensure consistency in the implementation of the SMART goals, and take a different course action if needed. Additional meetings will be called for if needed to guarantee program success.

#### Field Supervision

The program will select 3 clinical residents for 3 districts in the coalition. One experienced faculty will be selected to the role. It is the goal of the field supervision and in-site coaching to build the capacity of the clinical teacher, develop their level of enthusiasm and dispositions towards rural education, to enhance the resident's level of flexibility and ability to take feedback and action, professionalism and to foster persistence. Another important take from the experience is to prepare the candidate build knowledge of content area and best practices for teaching rural students. The role of the field supervisor, the resident's faculty advisor, and the site's mentor teacher are essential in attaining these goals. To build the grant's Field Supervision component, TAMUT will largely adopt features of the current EPP Program Structure. EPP uses T-TESS and Danielson Framework and rubrics to guide coursework, mentor candidate and evaluate lesson.

The quality of the resident's preparation is to, a great extent, determined by the quality of the mentor and mentoring process. In this regard, the first important consideration is the mentor selection criteria. These include a match among the resident certification, the mentor expertise and need's area; minimum teaching experience and demonstrated instructional effectiveness (TTESS assessment), exceeding ability to provide personal and instructional support. LEA and EPP will develop a clear plan for mentor growth that includes initial training and ongoing professional support. The mentor teacher must conduct a minimum of 3 formal observations, with 2 documented.



There must be a pre-observation meeting to discuss teaching expectations and a post-observation to assess instruction.

*The university field supervisor* is a member of the university faculty who will work with the clinical teacher and the cooperating teachers at the assigned campus. The primary role of the university field supervisor is to facilitate reflection and assessment activities for the teacher candidate, to assist cooperating teachers in planning and coordinating assignments and activities with clinical teachers, to foster communication between the university and the LEA, and to assist the ILT develop ways to ensure the clinical teacher success. Thus, TAMUT will select a field supervisor with demonstrated knowledge of the culture of the rural communities, experience in field supervision, demonstrated mentoring capacity, and a strong record of success mentoring students. Field supervisor will conduct a minimum of 6 in-person and on-site observations per semester.

Campus principal will conduct a formal observation with follow up assessment. Other observations will be informal walk-ins as needed. Observation assessment will be documented in for 242T Clinical Teacher Observation Report.

Observations and monitoring will focus on the domains of planning, effective instructional practices, creating a positive learning environment, and professional responsibilities. Another area of focus in the assessment will be the resident's level of persistence and an ability to apply feedback from mentor and field supervisor on self-regulation skills, self-reflection and skills to develop a pro-active attitude. An important feature of the program is the assessment of recorded observations. These assessments will be held as part of the ILT team to take advantage of differences in criteria and enhanced reflection and feedback for the resident.

The process includes a pre-observation conference a week before the observation to discuss expectations; the pre-conference will be guided by questions such as (i) *What will your students learn during your lesson?* (ii) *How will you know if your students have been successful?* (iii) *What will you want me to look for during my observation?* A post-observation will be conducted immediately and no later than 2 days after the observation; post-conference will include questions such as (i) *On a scale 1 – 10, how close was your lesson to your ideal lesson?* (ii) *What would you have changed to move this lesson closer to a 10,* (iii) *What would the students be doing differently?* .

#### Site Coordination

The grant partners will ensure that entities involved in academics, recruitment, hiring, and administration are informed about the TAMUT-Cass Co. Coalition GYO program, processes involved, party responsibilities and rights. Each partner will name a campus program coordinator and main point of contact who will ensure effective communication and efficient coordination of each step of the process. The field supervisor and mentor will inform the principal on each campus at all times of the student progress, observation reports and will be invited to the ILT meetings to work on the growth plan for the resident. TAMUT's Office of Field Experiences Coordinator and the LEA Site Coordinator will work together to coordinate resident placements. The LEA site coordinator will also monitor the progress of the resident and contributes to mentor training. TAMUT's field experience coordinator will also assist in recruitment of students to clinical teaching, help coordinate professional development training of cooperating teachers, help coordinate interviews and participates of assessing resident admission to placement, and will be the university's representative to TAFE conferences.

#### Data Sharing

*Secured filing system:* TAMUT clinical teaching uses TK20 software to submit to keep all the documentation pertaining to residency: binders and portfolio. The binder is the collection of all the documentation pertaining observation documents, ILT meetings, lesson plans, decisions. The Mentor, the Field Supervisor, the Principal will have access to Clinical Teacher's TK20 site. The resident progress performance report will be communicated at the quarterly meetings. In order to keep all the other data related to the grant secured by sharable among governance members, we will use Syncplicity, an application that has been deemed secure for storing and sharing data.

#### Onboarding and training

For training TAMUT will select faculty who (i) have extensive experience and knowledge in the mentoring process, (ii) knowledge in rural education and the culture rural families and communities, and (iii) training in mentoring and

experience using the Texas Teacher Evaluation and Support System T-TESS. Principals of local high schools will also be invited to the lead some training sessions. The field supervisor selected to the program, the resident's faculty advisor and the mentor teacher will participate of the training. Additionally, grant funds will be used for training for the faculty supervisor who will share learning with the mentor. Funds will also be used for paying substitute teachers for time release for mentor training.

Professional development will aim to improve the mentor's ability to build the capacity of their mentee. Training will include research-based strategies for quality mentorship, communication and data sharing procedures. It will target areas such as how to develop a trusting relationship with the mentee, strategies for enhancing the mentor's analytical skills to determine resident's areas of growth, for developing coaching skills including, such as how to communicate and provide applicable feedback. Coaching skills will also include ways to enhance the mentee's self-reflection skills, and objective and applicable feedback. The mentor teacher will be given release time to attend in-person training at district sites.

## APPENDIX 1

### Teaching DISPOSITIONS ASSESSMENT

The program will use TAMUT's existing teacher candidate dispositions assessment.

#### Texas A&M University - Texarkana Teacher Education Dispositions Survey Candidate Self-Assessment

**Context:** The professional dispositions of all TAMUT Teacher Education candidates are assessed throughout the program. Candidates self-assess their own dispositions upon admission to the program. Additionally, faculty and cooperating/mentor teachers assess candidate professional dispositions throughout their specific program. Should a candidate demonstrate unacceptable professional dispositions, procedures in the TAMUT Teacher Education Handbook are followed.

**Instructions to the candidate:** Complete the Dispositions Instrument by selecting the specific level which best represents your own performance for each item. This instrument is designed to indicate and provide feedback on the extent to which your professional dispositions reflect the following core values defined in The Professional Dispositions Statement for Educator Preparation: (a) academic excellence, (b) potential for becoming a life-long learner, (c) collaboration and shared decision-making, (d) openness to new ideas, diversity, innovation, and change (e) integrity, responsibility, diligence, and ethical behavior (f) service that enriches the community.

**Standards:** CAEP 1, INTASC 9, INTASC 10, CAEP 3, CAEP 5

Texas A&M University - Texarkana Teacher Education Dispositions Survey  
Candidate Self-Assessment

	Target: Behavior is characteristic of me (the candidate) and is always observed (3pts)	Acceptable: Behavior is usual for me (the candidate) and is almost always observed (2pts)	Unacceptable: Behavior is not usual for me (the candidate) and is rarely or never observed (1pts)
<b>Academic Excellence</b>			
1. I regularly attend class or the field experience / clinical practice site and is on time.	Attends all classes or the field experience / clinical practice site regularly and is always on time.	Attends classes or the field experience / clinical practice most of the time, and is on time or has a valid reason when delayed/late.	Does not attend classes or the field experience / clinical practice regularly, is rarely on time and offers no valid reason when delayed/late.
2. I actively participate in required activities.	I always actively participates in required activities without prompting or reminders.	I actively participate in required activities most of the time and may need prompting or reminders occasionally.	I passively participate in required activities and consistently needs prompting or reminders.
3. I submit quality assignments on time.	I submit work (assignments) that exhibit above what is required on time, every time.	I submit work (assignments) meeting expectations on time most of the time.	I submits work (assignments) that frequently does not meet expectations and/or work is late or not submitted much of the time.
4. I exhibit strong communication skills.	I always uses verbal and written communication that is clear, correct, and appropriate.	My verbal and written communication is clear, correct, and appropriate the majority of the time.	My verbal and written communication is not clear, correct, and appropriate the majority of the time.
5. I show evidence of a willingness to examine, question, and develop my ideas about presented information.	I always critically examine, question and develop my own ideas about presented information in professional and appropriate ways.	I regularly examine, question, and develop my own ideas about presented information in ways that are professional and appropriate.	I rarely examine, question and develop my own ideas about presented information and/or do this in ways that are not professional and appropriate.
<b>Potential for Becoming a Life-Long Learner</b>			
6. I am curious and interested in development and growth as an educator.	I always seek ways to learn more about my profession and set goals for improvement.	I consistently seek ways to learn more about my profession and set goals for improvement.	I do not seek ways to learn more about my profession or set goals for improvement.
7. I show evidence of engaging in learning beyond the minimum requirements.	I demonstrate independence and initiative to extend my own learning without direction.	I extend my own learning with direction.	I rarely engage in learning beyond the minimum requirements.
8. I show evidence of a commitment to continuous experiential learning and development related to my career.	I always learn from critical reflection on career related experiences.	I learn from reflection on career related experiences most of the time.	I do not reflect on experiences in ways that support career related learning and development.
<b>Collaboration and Shared-Decision Making</b>			

Texas A&M University - Texarkana Teacher Education Dispositions Survey  
Candidate Self-Assessment

3

9. I am skilled at using verbal and non-verbal communication with others.	I always express ideas clearly, articulately, and appropriately in conversation or discussion.	I express ideas clearly, articulately, and appropriately in conversation or discussion most of the time.	I rarely express ideas clearly, articulately, and appropriately in conversation or discussion.
10. I receive feedback or criticism from others in a professional manner and use this information for improvement.	I always seek and receive feedback or criticism from others in a professional manner and use this information for improvement.	I receive feedback or criticism from others in a professional manner and use this information for improvement most of the time.	Most of the time I do not receive feedback or criticism from others in a professional manner and/or rarely use this information for improvement.
11. I value and contribute to the group process.	In group settings I always listen, am open to others' ideas, am prepared, make quality contributions and may play a leadership role.	In group settings I listen, am open to others' ideas, am prepared, and contribute most of the time.	In group settings I do listen, am not open to others' ideas, am not prepared, and/or do not contribute most of the time.
<b>Openness to New Ideas, Diversity, Innovation, and Change</b>			
12. I treat everyone with respect.	I always demonstrate respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.	I demonstrates respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. most of the time.	I rarely demonstrate respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
13. I recognize my own biases.	I am able to identify at least two of my own biases and discuss how I take action to minimize each.	I am able to identify at least one of my own biases and discuss how I take action to minimize it.	I do not recognize his or her biases.
14. The way I convey my thoughts indicates that I embrace others' viewpoints and invite others to safely share their views.	I always communicate in ways that show I value diverse ideas even when they may be different from my own.	I consistently communicate in ways that show I value diverse ideas even when they may be different from my own.	I rarely communicate in ways that show I value diverse ideas even when they may be different from my own.
<b>Integrity, Responsibility, Diligence, and Ethical Behavior</b>			
15. I show evidence that I understand what constitutes ethical and professional behavior.	I pay careful attention to and always follow professional policies. I am a role model for others to follow.	I follow professional policies but may require some prompts or reminders.	I do not follow professional policies and always require prompts and reminders.
16. I show evidence that I recognize and approach situations with an understanding	I independently recognize different perspectives and analyze situations to provide best solutions under	I recognize different perspectives and analyze situations to provide best solutions under particular	I do not recognize different perspectives or analyze situations to provide best solutions under particular

**Texas A&M Univeristy - Texarkana Teacher Education Dispositions Survey  
Candidate Self-Assessment**

of ethical responsibility.	particular circumstances according to the standards of practice and ethics of my field.	circumstances according to the standards of practice and ethics of my field but may require guidance from others at times.	circumstances according to the standards of practice and ethics of the field.
17. I accept responsibility for my actions.	I independently take responsibility for own actions.	I take responsibility for own actions most of the time but may require some prompting.	I rarely take responsibility for own actions. I deny any wrong-doing and may even blame others.
<b>Service That Enriches the Community</b>			
18. I use my time and talents to serve in a way that enriches my personal and professional growth and benefits others.	I consistently participate in service related efforts/projects to help the campus, profession, children, youth, families, and/or community.	I sometimes participate in service related efforts/projects to help the campus, profession, children, youth, families, and/or community with guidance.	I rarely participate in service related efforts/projects to help the campus, profession, children, youth, families, and/or community.
19. I show evidence of consciously making connections and creating relationships with others in the community.	I consistently make connections and create relationships with others in the community.	I sometimes makes connections and creates relationships with others in the community with guidance.	I rarely make connections and create relationships with others in the community.

**APPENDIX 2, OBSERVATION DOCUMENT FORM 242T AND FORM 100**



**Teacher Preparation Program**  
**Form 242T: Clinical Teacher Observation Report**

DATE: \_\_\_/\_\_\_/\_\_\_ TIME: \_\_\_:\_\_\_ to \_\_\_:\_\_\_ Number of Students: \_\_\_\_\_ Observation: 1 2 3 FS or CT

Co-Teaching Strategy Used \_\_\_\_\_ Subject/grade \_\_\_\_\_ Topic of Lesson \_\_\_\_\_

CLINICAL TEACHER: \_\_\_\_\_ SEMESTER & YEAR: \_\_\_\_\_

DISTRICT/CAMPUS: \_\_\_\_\_ COOPERATING TCHR: \_\_\_\_\_

EVALUATOR (PRINT NAME): \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

The following clinical teacher observation form is divided into four domains as adopted by the State Board of Education. These domains are Planning, Instruction, Learning Environment, and Professional Practice and Responsibilities. The Dimensions within each domain ensure clinical teachers have the knowledge and skills to teach in Texas public schools. Please use this form as summative evaluation of the clinical teacher's performance to date by checking the appropriate box. Use Not Applicable (NA) when the element has not been observed or is irrelevant to the particular setting/observation/evaluation.

SCALE:   \*\*Needs Improvement    Developing    Proficient    Accomplished    \*\*Distinguished

\*\*Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring Needs Improvement or Distinguished.  
 \*Clinical teacher is expected to demonstrate skills at the proficient level while developing a growth mindset toward distinguished.

Needs Improvement  
 Developing  
 Proficient  
 Accomplished  
 Distinguished

DOMAIN I: PLANNING - Evidence is apparent in the instructional lesson plan and classroom observations that the clinical teacher designs, organizes and implements clear, well-organized, sequential lessons reflecting best practice, aligning with state standards and are appropriate for diverse learners.					
<b>Standards &amp; Alignment:</b> The clinical teacher:					
• Aligns goals and lesson objectives to TEKS.					
• Plans activities, materials and assessments relevant to students.					
• Plans activities, materials and assessments with sufficient time for lesson and lesson closure.					
• Provides activities, materials and assessments appropriate for diverse learners.					
• Aligns objectives to the lesson's goal.					
• Integrates applicable and appropriate technology.					
<b>Data &amp; Assessment:</b> The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. The clinical teacher:					
• Uses formal and informal assessments are to monitor progress of all students.					
• Connects the analysis of student data to specific instructional strategies.					
<b>Knowledge of Students:</b> Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students. The clinical teacher:					
• Connects lesson to students' prior knowledge and experiences.					
• Adjusts lesson to students' strengths and gaps in background knowledge, life experiences and skills.					
<b>Activities:</b> The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. The clinical teacher:					
• Asks questions which encourage students to engage in complex, higher order thinking.					
• Organizes instructional groups based on student needs					
• Specifies individual roles within instructional groups so students understand their responsibilities.					
• Aligns activities, resources, technology and instructional materials to instructional purposes					

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Needs  
Improvement  
Developing  
Proficient  
Accomplished  
Distinguished

**DOMAIN II: INSTRUCTION – Evidence is apparent in instruction and classroom.**

**High Expectations:** The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success. The clinical teacher:

• Sets academic expectations that challenge all students.									
• Persists with lesson until there is evidence most students demonstrate mastery of objective.									
• Addresses student mistakes and follows through to ensure student mastery.									
• Provides students opportunities to take initiative of their own learning.									

**Content Knowledge & Expertise:** The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. The clinical teacher:

• Conveys accurate content knowledge.									
• Integrates learning objectives with other disciplines.									
• Anticipates possible student misunderstandings.									
• Accurately reflects how lesson fits within structure of discipline and state standards (TEKS).									
• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based).									

**Communication:** The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. The clinical teacher:

• Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers.									
• Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.									
• Provides clear explanations.									
• Uses clear and correct verbal and written communication.									
• Asks remember, understand and apply level questions focusing on lesson objective and to provoke discussion.									
• Asks probing questions to clarify learning and extend or elaborate on responses.									

**Differentiation:** The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs. The clinical teacher:

• Adapts lesson to address individual needs of all students.									
• Regularly monitors quality of student participation and performance.									
• Recognizes when students become confused or disengaged.									
• Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught.									

**Monitor & Adjust:** The clinical teacher formally and informally collects, analyzes and uses student progress data to make lesson adjustments. The clinical teacher:

• Consistently invites input from students in order to monitor and adjust instruction and activities.									
• Monitors student behavior and responses for engagement and understanding.									
• Adjusts instruction and activities to maintain student engagement.									

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Clinical Teacher: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Needs Improvement  
Developing  
Proficient  
Accomplished  
Distinguished

DOMAIN III: LEARNING ENVIRONMENT – Evidence is apparent in the classroom.				
<b>Classroom Environment, Routines &amp; Procedures:</b> The clinical teacher organizes a safe, accessible and efficient classroom. The clinical teacher:				
• Implements clear and efficient procedures, routines and transitions.				
• Guides students to actively participate in groups, manage supplies and equipment with limited teacher direction.				
• Organizes a safe classroom to support learning objectives which is accessible to most students.				
<b>Managing Student Behavior:</b> The clinical teacher establishes, communicates and maintains clear expectations for student behavior. The clinical teacher:				
• Consistently implements the campus and/or classroom behavior system proficiently				
• Expects most students to meet classroom behavior standards.				
<b>Classroom Culture:</b> The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners. The clinical teacher:				
• Engages all students in relevant, meaningful learning.				
• Encourages students to work respectfully both individually and in groups.				

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**DOMAIN IV: PROFESSIONAL PRACTICES & RESPONSIBILITIES – Evidence is available in debriefs, conferences, and daily interaction with others. (See Form 100 for documentation)**

**REFLECTION:**

Area of Reinforcement: Clinical teacher's strength demonstrated in this lesson \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Area of Refinement: Recommendations/Next Steps/Goals \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Clinical Teacher Signature: \_\_\_\_\_  
 Principal Signature: \_\_\_\_\_

## APPENDIX 3

### Roles and Responsibilities of the Candidates in Clinical Teaching

The clinical teacher's responsibilities include, but are not limited to, the following:

1. Enroll in the required courses for clinical teaching: ED496 and SPED418.
2. Adhere to the public-school calendar.
3. Work with cooperating teachers in the classroom as part of an Instructional Leadership Team. Clinical teachers will adhere to the same daily and weekly schedule as the cooperating teacher for a minimum of 72 days actively teaching P-12 students.
4. Complete a minimum of two weeks (10 days) of successful full-time teaching. Co-Teaching strategies will still be used during this time, but the candidate will assume the role the Lead Teacher for a minimum of ten days.
5. Prepare and teach a minimum of three lessons to be formally evaluated by the university field supervisor. Cooperating teachers will formally evaluate at least two other lessons. A Co-Teaching Plan and a formal Lesson Plan must be submitted to the field supervisor prior to the lesson evaluation. Lessons will be evaluated using the Lesson Observation Report for Clinical Teachers (Form 242T) and input into Tk20.
6. The clinical teacher will submit a weekly report to the university field supervisor by e-mail. This report should include an overview of the week's activities, noting any progress or problems. Reflect on teaching experiences including strengths and areas of improvement. Connect what you are seeing in the public school with what you have studied and been tested over during your education and content coursework. Consider: *What teaching strategies worked? How did you know the strategy worked? If not, how did the lesson change? What impact does this have on your thinking and expectations for your future classroom? What opportunities did you have for growth/change this week? What are your goals for the following week?*
7. Never, under any circumstances, administer corporal punishment to a student or bully a student in any form.
8. Attend all required student teacher seminars and workshops, mid-term and final sessions.
9. Complete an evaluation of the Teacher Preparation Program at the final Clinical Teachers' Meeting.
10. Attend, as appropriate, your school districts extra-curricular activities, faculty meetings, parent conferences, in-service and professional development opportunities. You are following your cooperating teacher's schedule.
11. Demonstrate all indicators of the *Proficiencies for Teachers in Learner-Centered Schools* as outlined by the State Board for Educator Certification. The record of these proficiencies will be documented on the Professional Development Evaluation form at each ILT meeting.
12. Communicate information to cooperating teachers concerning training and opportunities for teachers on their campuses.
13. Dress (in accordance with district policy), speak and act professionally in all situations in the classroom, on campus, and in the community.
14. Create and/or add to your Tk20 PORTFOLIO of professional experiences that documents the ongoing progress toward becoming a teacher.
15. Assume other responsibilities based upon ILT recommendations.

### Roles and Responsibilities of the Cooperating Teacher

The cooperating teacher's roles and responsibilities include, but are not limited to, the following:

1. Attend a Co-Teaching Workshop and buy into the Co-Teaching Strategies.
2. Serve as a member of the Instructional Leadership Team consisting of the cooperating teacher, a university field supervisor, and a teacher candidate.
3. Communicate and maintain electronic contact with the university field supervisor assigned to the clinical teacher, as appropriate.

4. Set the pace for the clinical teaching semester according to the experience and aptitude of the student. Evaluate lessons using Block 2 Observation Form.
5. Guide the clinical teacher's level of active participation from: observing, to team teaching, to teaching an increasing part of each day, and finally assuming full responsibility for two weeks. A co-teaching model will be implemented so that both teachers are teaching even during the two weeks that the candidate is the lead teacher.
6. During the clinical teaching semester, insure that the candidate is able to teach without the cooperating teacher's presence. This bit of independence is part of the gradual release of responsibility that insures the candidate can teach alone.
7. Provide specific information about class schedules and expectations at the ILT meetings and on a daily basis. Help candidate realize the principal's expectations for the campus and within the district.
8. Encourage independence in the clinical teacher.
9. Assess the progress of the clinical teacher and provide quality feedback continually, but not in front of the students.
10. During the student teaching, conduct at least two formal evaluations of lessons using the Lesson Observation Report for Clinical Teachers (Form 242T) in Tk20. If the clinical teacher should receive an unsatisfactory evaluation at any time, a copy of the evaluation must immediately be sent to the university field supervisor.
11. Contact the he coordinator of Field Experiences with concerns or questions.

#### **Roles and Responsibilities of the University Field Supervisor**

The university field supervisor's responsibilities include, but are not limited to, the following:

1. Meet the principal of the school for which the university field supervisor has primary responsibility during the first three weeks of the semester.
2. Communicate on an ongoing basis with all cooperating teachers on the campuses and with the Coordinator of Field Experiences.
3. Coordinate all Teacher Preparation Program activities on the campus or direct campus level questions to the Coordinator of Field Experiences.
4. Aid in orienting clinical teachers to their responsibilities at staff development sessions prior to the candidate reporting to his/her ISD site, if applicable.
5. Plan to respond to the clinical teacher's weekly reflections. Counsel the candidate through email responses, phone calls, and face-to-face meetings and consult with the cooperating teachers, as needed.
6. Serve as an ombudsman for the student.
7. During the Block 2 co-teaching/clinical teaching semester, make at least three classroom observations. These observations should include completing formal evaluations using the Block 2 Clinical Teacher Observation Report (Form 242T) in Tk20.
8. Via email, phone or Zoom/Face Time, a pre-observation conference will need to take place to review the Co-Teaching and Lesson Plan. This should take place the week prior to the lesson taught for observation.
9. After each lesson observation, an interactive conference should be held to review the lesson evaluation. This conference should be documented on the blue summary form, and the clinical teacher and the field supervisor should sign that this conference took place, noting beginning and ending time on the blue summary form.
10. Schedule and attend at least three ILT meetings for each clinical teacher during the Block #2 semester.
11. Meet with the ILT to complete the Student Teaching Completion Form (Form 250) for the purpose of assigning a grade (S or U) for the clinical teaching experience.

#### **ROLES AND RESPONSIBILITIES OF THE ILT**

The Instructional Leadership Team (ILT) is composed of the cooperating teacher, a teaching candidate, and a university field supervisor. A principal or administrative designee may also be a part of this team. The ILT

coordinates and is the on-site decision-making body for the day-to-day activities of the clinical teacher. The ILTs responsibilities include, but are not limited to, the following:

1. Facilitate communication among the members of the ILT so that the students in the classroom benefit from the activities of the program.
2. Meet to plan lessons, strategies to be used in lessons, the use of technology within the lessons, and assessment procedures related to the lessons, if possible.
3. Coordinate teaching schedules, duties, and experiences for the student/clinical teacher. This includes the Individual Curriculum Plan (see ILT Agenda and Discussion Log) and the observations in special education, bilingual education and other content area classrooms. These opportunities should assure that the candidate has a vast array of experiences to enrich their knowledge and skills.
4. Provide collaborative feedback and reflection for evaluation and growth of the clinical teacher.
5. Meet a minimum of three times during the semester. The meetings should be scheduled so that the first occurs near the beginning of the semester, the second ILT toward the middle of the semester, and the last one toward the end of student/clinical teaching experience. The candidate will be responsible for keeping notes and for all forms required at the ILT meetings.

**ILT Recommendation for Grade and Certification:**

6. Based on their professional judgment, the Instructional Leadership Team completes the Student Teacher Completion Form (250) and recommends the clinical teacher for a Satisfactory/Unsatisfactory grade and for teacher certification or not. Documentation must be completed that states specific reasons for either recommendation. Lesson evaluation and Professional Development forms should reflect the decision also.

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**ROLES AND RESPONSIBILITIES OF THE PRINCIPAL**

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The role of the principal in support of Instructional Leadership Teams at the building level is a key to the success of this final field-based experience. Facilitating schedules and meeting times to enable ILTs to plan co-teaching lessons and to collaborate is imperative. Additional responsibilities include interacting with candidates when possible and providing input to continuously improve the Teacher Preparation Program. The principal's roles and responsibilities include, but are not limited to, the following:

1. Provide adequate facilities and resources for ILT members.
2. Establish guidelines for using building facilities and resources for ILT members.
3. Provide encouragement and support for cooperating teachers. Accept and review the evaluation forms of lessons taught by the clinical teacher, keeping the information confidential. (TEA requirement) Meeting with the clinical teacher for suggestions and feedback is encouraged, but not required.
4. Establish and maintain adequate channels of communication with all levels of participants.
5. Involve university partners in school events, as appropriate.
6. Participate in Teacher Preparation Program activities, such as Co-Teaching Workshops, interviews, committee meetings and strategic planning, if time allows.
7. Provide release time for cooperating teachers for planning with program participants and staff development.

**Partner LEA(s)**

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

Partner LEA	County-District Number	Year-Long Clinical Assignment and/or Intensive Pre-Service
Avinger ISD (rural/remote; N126 students)	034-902	
Bloomburg ISD (rural/distant; N277)	034-909	Year-Long Clinical Assignment
Linden-Kildare CISD (rural/remote; N696)	034-905	
McLeod (rural/distant; N378)	034-906	
Pewitt CISD (rural/remote; N888)	172-905	Year-Long Clinical Assignment
Atlanta ISD (N1684)	034-901	Year-Long Clinical Assignment
Queen City ISD (N1037)	034-907	
Hughes Springs (N1037)	034-903	