



**2023 -2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 24, 2023**

NOGA ID [Redacted]

Authorizing legislation **GAA, Article III, Rider 40, 87th Texas Legislature**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 24, 2023**.

Application stamp-in date and time

Grant period from **August 1, 2023-April 30, 2025**

Pre-award costs permitted from **the award announcement date to the grant start date**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
  2. Signed Letter of Commitment or MOU
  3. Letter from EPP Partner(s)
- Please the program guidelines for further details on the required attachments.**

**Amendment Number**

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

**Applicant Information**

Organization **The Ector County ISD** CDN **068901** ESC **18** UEI **EE6J KZ Y1KPX1**

Address **802 N. Sam Houston Ave.** City **Odessa** ZIP **79761** Vendor ID **75-6001362**

Primary Contact **Mindy Rogers** Email **mindy.rogers@ectorcountysd.org** Phone **432-456-0000**

Secondary Contact **Susan Lara** Email **susan.lara@ectorcountysd.org** Phone **432-456-0074**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Deborah Ottmers** Title **Chief Financial Officer**

Email **deborah.ottmers@ectorcountysd.org** Phone **432-4569499**

Signature *Deborah J. Ottmers* Date **4/19/2023**

**Shared Services Arrangements**

Shared services arrangements (SSAs) are not permitted for this grant.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that 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.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program Requirements and Program-Specific Assurances as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

**Program Priority Requirement**

For districts/charters that are or have engaged in an ESF diagnostic process during or before the 2022-2023 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below.

Not Applicable

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The Ector County ISD (ECISD) is located in Odessa, TX, mid-way between Ft. Worth and El Paso. ECISD serves a diverse population of 33,300 students, including 79% Latino, 3% African American, 14% White and 4% other ethnicities. In ECISD, approximately 62% of students are low-income, while 63% are considered at risk for failure. The mission of ECISD is "to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society." To meet this ambitious mission, ECISD needs highly qualified teachers to provide excellent opportunities for student growth and knowledge. Furthermore, ECISD needs to continuously strive to offer a variety of pathways to teaching that can meet the demand for and eliminate the shortage of teachers throughout the district. It is notable that when school started in the fall of 2019, there were 356 teacher vacancies, while in the fall of 2021, there were 340 teacher vacancies. As the school year began in 2022, there were 75 teacher vacancies, with a "teacher fill rate" of 96%. This reduction in vacancies is due greatly to the various pathways to teaching provided through the district and in collaboration with The University of Texas of the Permian Basin (UTPB), an approved EEP for the residency program and ECISD's own teacher certification.

ECISD employs around 2,000 teachers each year, approximately 400-500 of whom, are newly hired educators. Traditional University certification programs are struggling to meet the demand for teachers in the region and a state-wide shortage perpetuates the need for innovative routes to certification, tailored to the district's needs. The residency program offers a unique opportunity for aspiring teachers, in that it provides a full year of paid preparation, serving under a highly effective mentor teacher. Through the "Opportunity Culture" model, resident teachers work in various capacities with small and large groups, as paraprofessionals, tutors and, occasionally as substitutes. This work is done under the guidance of a Multi-Classroom Leader (MLC), who oversees instruction for large groups of students, using resident teachers and paraprofessional "instructional facilitators." Resident teachers observe the school year from start to finish, receive excellent mentoring and modeling, with pedagogy and subject matter solidified through the vetted EPP at UTPB. Research shows that stronger classroom experiences with diverse groups of students result in best practices and better retention of beginning teachers. Teacher residents are paid for their field experience in lieu of student teaching, which enables them to offset their living expenses, while working with district staff and a highly qualified MLC mentor teacher (Dooley, 2022: TASB). Student teaching is typically for a semester or less, while the residency program offers a full year of experience prior to becoming the teacher of record. The district benefits from acclimating aspiring teachers to the district and preparing them more proficiently for work in ECISD. Preparation through the teacher residency program can alleviate the shortages, not only by filling vacancies; moreover, highly qualified teachers with excellent preparation are less likely to abandon their teaching careers. Thus, the retention of teachers prevents high numbers of vacancies in future years.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Coordinator of Talent Development, is responsible for key on boarding, and professional learning, including Teacher Residencies.	Required experience: 3 years of teaching, project management, organizational and communication skills. Bachelor's Degree requires, (preferred: Masters degree), & Teacher Residency or similar program experience.

**Goals, Objectives, and Strategies**

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

Goal One: Using a combination of district and external funding, ECISD will develop a financial plan for sustaining the teacher residency program, supporting at least 15 candidates annually, by May, 2025.

Objective 1a: By May, 2025, ECISD will produce a high quality model for a sustainable, year-long Teacher Residency Program, including placement with a high effective mentor teacher, preparation through a vetted EEP (UTPB); and, guidance from a Technical Assistance Provider, Region 18, ESC TxCEE.

Objective 1b: By may of 2025, ECISD, UTPB and Region 18 ESC TxCEE will review and revise the Teacher Residency implementation model to ensure the most efficient execution possible for the program.

Goal Two: ECISD and its partners UTPB and Region 18 TxCEE will prepare a recruitment strategy to attract highly qualified candidates for the Teacher Residency Program.

Objective 2a: ECISD and UTPB will advertise Teacher Resident positions to teacher education candidates, working toward bachelor's degrees and certifications, using strategies such as: targeted email to ECISD employees; posting information in the UTPB Career Services Office Career software; targeted emails from UTPB faculty; large group recruiting events at UTPB; posting openings on various job opportunity sites, such as Texas Workforce's "workintexas.com;" posting announcements on the district website; and, individual advising sessions at UPTB.

Objective 2b: ECISD and UTPB will provide public information about the program by hosting group information meetings, (both virtual and face to face); posting program brochures and handbooks on their website; by emailing detailed information to interested candidates; and finally, through meetings with candidates individually or in small groups.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

In general, teacher residents are placed in the classroom under a fully certified, multi-classroom leader (MCLs) and university faculty member. MCLs are part of the Opportunity Culture Model, that develops various levels of paraprofessional and new professionals as teachers. Performance measures for residents include: demonstrating a strong working knowledge of subject matter in the areas to be taught and analyzing and using student achievement data to guide planning and instruction. Additionally, planning, developing and implementing lesson plans reflect continuity of instruction, providing for small and large groups; and, recognize individual and group differences. Other desired outcomes are to maximize student learning, use AVID strategies, use a variety of formal and informal instructional strategies and provide constructive feedback. Residents are expected to apply technology as a teaching tool and as a resource, as well as demonstrate effective classroom management skills, effective written and oral communication and; in general, understand and perform the duties and responsibilities of a teacher. Professionalism is expected, including addressing issues of diversity and equality, performing duties in a professional manner and identifying opportunities for personal and professional growth, as a part of their required performance assessment. As a part of their assessment, residents compile a portfolio of artifacts to demonstrate required competencies, which are submitted to the university.

Residents are given formative and frequent feedback from the MCLs and formal evaluations from the university professor and MCL. Walk-throughs, examination of lesson plans, discussions related to planning, instruction and classroom culture are examples of formative and frequent feedback that residents receive. MCLs provide frequent, rigorous feedback to residents on analyzing student learning data and changing instruction to ensure high-growth learning for every child. MCL's provide constructive feedback and evaluative activities, including residents' self-evaluation, goal setting and clarifying instructional planning and feedback.

Formal evaluation is done through the Texas Teacher Evaluation and Support System (T-TESS), which focuses on providing continuous, timely, formative feedback to educators so that they can improve their practice. The T-TESS Rubric consists of four primary domains: planning, instruction, learning environment and professional responsibilities. Sub-domain areas are codified in the T-TESS appraisal document. Five levels of performance effectiveness are used to rank performance: distinguished, accomplished, proficient, developing and improvement needed. T-TESS descriptors are bulleted descriptions of teacher/student behavior that characterize distinct performance levels, which are used to evaluate residents.

**Budget Narrative**

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

The purpose of this program is to build a permanent model for the Teacher Residency Program, to effectively reach the goals and needs of the district, ensuring financial commitment and sustainability. Pursuant to this purpose, grant funds are requested for a part-time coordinator to develop a financially sustainable, high quality Teacher Residency model, that can be effectively implemented to assist the district in developing at least 15 new, fully certified teachers per year. The grant funds will be used to pay for 30% of the salary and fringe benefits of a "Talent Development Coordinator" for the 2023-24 and 2024-25 school year to develop this model.

**Statutory/Program Requirements**

**1. Description of partnership foundations:** Applicants may have one or more EPP partners on the 2022 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information:

- o How many years have you been engaged in a residency partnership?
- o How many residents have you placed each year of that partnership?
- o Describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and mentor teacher supports. How often do you meet with your partners to review this data? As a partnership, how do you manage follow-up and response to data?
- o Please describe any other key features of your partnership's progress toward building a residency program.

The Texas Center for Educator Excellence (TxCEE), a non-profit working in collaboration with the Education Service Center in Region 18, focuses on improving student achievement in Texas schools by improving human capital through data aggregation, evaluation calibration and professional training. This enables educators to improve student achievement by aligning district resources and increasing educator effectiveness through training, coaching and instructional support. ESC Region 18-TxCEE is an approved Technical Assistance Provider for the Texas Strategic Staffing Teacher Residency Program. The University of Texas of the Permian Basin is an approved Educator Preparation Program (EPP) provider for teacher certification and for the Texas Teacher Residency program. UTPB offers bachelor's degrees and teaching certification in a variety of areas. Selected teacher residents may complete a paid, year-long teacher residency program in ECISD through the Opportunity Culture Model implemented in selected schools throughout the district. Multi-Classroom Leaders (MCLs), who are typically assigned larger classes for increased compensation, are used to facilitate Opportunity Culture and the Teacher Residency program.

US PREP, a coalition of universities, is a teacher preparation model that implements a shared leadership council to help universities and school districts with planning for 14 essential teacher preparation components, focused mentoring, best practices, integration of clinical experience & coursework; and a coherent vision for teaching and partnerships. UTPB works in consultation with US PREP to provide a high-quality teacher residence program.

The Teacher Residency program in ECISD has been in existence for two years, having been established in the fall of 2021. The paid teacher residents are currently funded through a TCLAS grant (Decision 5) for \$1,000,000 from the Texas Education Agency for the 2021-24 school years, as well as from local funds of \$10,000 per resident teacher. ECISD partners for the Teacher Residency Program are ESC Region 18- TxCEE, and UTPB, in consultation with the US PREP Coalition and Public Impact, LLC's Opportunity Culture model. ECISD has been engaged with partners in implementing the Teacher Residency Program for the past two years. During this time, UTPB placed 12 residents in ECISD during the 2021-22 school year and 14 residents during the 2022-23 school year. For the 2023-24 school year, 20 resident teachers are being recruited.

UTPB and ECISD have scheduled meetings three to four times annually, where discussions have been held related to the data, coursework, scheduling for the resident teachers and other key components of the program. Changes and adaptations are made based on these discussions. In addition, monthly meetings are held with UTPB faculty and ECISD MCLs to work out details, logistics, issues and areas for continuous improvement. Recently, ESC Region 18-TxCEE joined the collaborative and is providing technical assistance. Currently, meetings are occurring monthly with Region 18-TxCEE to examine practices and revise activities, employment policies for residents and general design of the program. Ongoing meetings will be held at least quarterly between the three entities after this work is complete. Data is reviewed at each meeting and shared issues and concerns are negotiated with each partner providing assistance in problem solving and review of the data. The residency program represents a unique partnership with external input and planning for UTPB from a high quality teacher education coalition, US PREP; and, Public Impact, an LLC providing guidance and assistance to ECISD as Opportunity Culture is implemented in select schools.

**Statutory/Program Requirements (Cont.)**

**2. Description of goals for paid teacher residencies and strategic staffing models:** After reviewing the Program Elements section beginning on page 7, describe you and your EPP partner's existing or proposed shared goal for teacher resident placement. How will paid teacher residencies support your broader talent strategy as a component of your overall strategic plan and goals?

ECISD developed a robust five-year strategic plan to be the north star for all district operations and innovations. One focal point of the strategic plan is to invest in talent, and the development of the Human Capital Division was essential to mitigating ongoing talent challenges. It is the goal of Human Capital to attract and recruit talent as well as support and encourage employees to reach their full potential through professional learning. We help improve employee performance and create pathway opportunities, ultimately increasing employee retention." (Talent Development Website, ECISD, 2023) One of ECISD's key strategic plan components is investment in talent development. As a part of the Human Capital development strategies, a variety of pathways to teaching in ECISD are offered through efforts in the Human Resources and Talent Development Departments. These options enable a district the size of ECISD, with a history of prior teacher shortages, to cultivate multiple pipelines to meet a diverse set of talent development needs. Pipelines for teachers are developed on a rolling basis to address general teacher shortages and high need area teacher shortages for the district with UTPB, Odessa College and other entities. ECISD teacher pipelines include The Teacher Residency Program in collaboration with Opportunity Culture and Traditional University Based Certification The Odessa Pathway to Teaching, an internally operated Texas teacher certification program with internships for highly qualified applicants holding a bachelor's degree. Future Teachers of Odessa is a program where qualified high schoolers, who are aspiring teachers, may complete up to 78 credit hours at Odessa College and UTPB, toward a bachelor's degree and certification by the time they graduate from high school. The Para to Teaching model assists paraprofessionals to complete bachelor's degrees and certification. OC2UTPB Teaching in 3 is an accelerated pathway to a bachelor's degree and certification in 3 years. UPWARD is an ECISD program that encourages candidates to complete bachelor's degrees, allowing for flexible work hours to accommodate courses; and, it can be used in conjunction with one of the pathways to certification.

In ECISD, there is an ongoing demand for teachers, tutors and paraprofessionals, as well as a need for substitute teachers. ECISD needs students from diverse populations to mirror its own student diversity. UTPB shares the goal of high-quality teacher preparation through paid, year-long residencies, addressing diversity and excellence in instructional practices. ECISD's need to recruit committed professionals from diverse ethnicities can be enhanced by UTPB's teacher candidates, the majority of whom are people of color. Approximately 70% of UTPB students are first generation college students, a population that often seeks employment while attending college. Traditionally, UTPB students have often worked as substitute teachers and tutors as their course schedules allowed. Additionally, a significant number of ECISD paraprofessionals seek teaching credentials at UTPB through a variety of opportunities provided by online and evening courses, with support from scholarships, grants and other financial aid. While these activities have a long history in the district, plans for the Teacher Residency Program are to streamline opportunities through a structured and intentional high-quality educational-work experience, designed specifically to meet the needs of the residents and ECISD staffing.

The residency program offers a unique opportunity to participate in a high-quality teacher education program, with a strong teacher mentor program, enabling candidates "earn while they learn" during the residency year. Residents begin their first year of teaching with confidence, having spent a year working under a highly effective mentor teacher. It is an excellent option for senior level students and/ or for career changers who aspire to teaching. The high-quality coursework, combined with a year of paid field-based teaching, effectively prepares new teachers, likely resulting in a higher level of retention. While recruitment is an important component to eliminating teacher shortages, retention is paramount to retaining experienced teachers. Higher retention levels prevent the perpetual teaching shortages created by low quality preparation programs where teachers leave the profession after only a few years.

**Statutory/Program Requirements (Cont.)**

**3. Commitment of local resources:** Please review the Program Elements section on page 7 of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation supports year? Be sure to provide information about the designation of a strategic staffing design lead, whose role will be co-funded by this grant opportunity. Provide a description of your plan to track and maintain evidence of that staff member's time and effort toward strategic staffing project management.

DESIGN PROCESS: ECISD and its partner EEP, UTPB, will commit to designing a sustainable model for the Teacher Residency program, using Public Impact's Opportunity Culture Model and input from US PREP coalition model for universities, facilitated by ESC Region 18-TxCEE, the technical assistance provider. Meetings for further refining and developing the model are already in progress, as evidenced by a half day meeting on April 10, 2023, where ESC Region 18 TxCEE facilitated the dialog for the first time, along with previous meetings held between ECISD and UTPB throughout the two-year partnership. Areas for improving the current practices, building a sustainable model and improving mentor (MCL) teacher skills, logistics and scheduling were identified and discussed and will be targeted for development in future planning meetings. One more meeting is planned in April and an additional meeting in May, 2023 is planned for the three entities. This will assist ECISD and UTPB in preparing for the 2023-24 school year with fidelity to the Teacher Residency program and adjustments to meet the teacher education coursework schedules and needs of the district. Three future all day meetings will be scheduled once the grant is funded, with 4-5 virtual 1-2 hour meetings scheduled throughout two year period.

The lead for the project is the Talent Development Coordinator, who will be responsible for scheduling these planning sessions, keeping minutes, communication logs between meetings and facilitating the needs of ECISD students, resident teachers and multi-classroom leaders impacted by the Teacher Residency Program. Time and effort tracking will be done by the Payroll department through standardized reporting procedures for time and effort, with input on duties and activities from the Executive Director of Talent Development. Logs of activities, minutes of meetings and planning documents will serve as further evidence of time and effort toward the Teacher Residency Program. The Strategic Staffing Design Lead is the Talent Development Coordinator for ECISD, who will oversee the residency program. S/he is responsible for the successful execution of key on-boarding, induction, and professional learning activities in ECISD. The Coordinator is a key member of the district's Talent Development team, whose mission is to support the recruitment, growth, and retention of teachers and to provide a high-quality educational experience for students in teacher education pipelines, such as Opportunity Culture and Teacher Residency. The Coordinator will synthesize evaluation and observation data and will develop performance reports to inform professional learning strategies. Additionally, planning logistics of New Teacher Orientation, induction-year development, and supporting teachers in various certification pipelines, including teacher residency, certification test preparation and collaboration with universities, Technical Assistance Providers and consultants. The candidate will have a bachelors degree (masters preferably), 3 years of experience teaching, experience with project management and strong interpersonal and organizational skills. Critical thinking, problem solving and analysis of performance data, along with planning actions to provide sustainability to programs like Opportunity Culture and Teacher Residency are required skills.

IMPLEMENTATION SUPPORTS: ECISD plans to use a combination of duties, including paraprofessional duties, 4 hours of tutoring and substitute teaching (amount to be determined) for a limited amount of time each week to be able to institutionalize the program with local salary streams from the three areas. ECISD will provide flexible scheduling, allowing the residents to attend class up to two afternoons per week. While these are the current plans, future negotiations and meetings will determine exact plans for sustaining and institutionalizing the program.

ECISD is currently providing local funds of \$10,000 per resident, as well as support for salaries through a TCLAS grant to support the program financially. In efforts to sustain the Teacher Residence Program, ECISD plans to combine local funding with external expansion funding to be able to meet the goals set in the April 10 meeting of recruiting residents for the future, which are: 20 in 2023-24; 25 in 2024-25 and 30 in 2025-26. Using a grant writer, external funding streams will be leveraged with local funds and applications will be submitted to assist in growing and sustaining the program over time. This will assist ECISD in better meeting its teacher staffing and professional development needs. A high-quality residency program is more likely to result in greater teacher retention, due to the year-long experience that provides candidates a unique training opportunity to work in a paid position under Multi-Classroom Leaders (mentor teachers). The mentoring program will be developed through shared training and preparation of Multi-Classroom Leaders. UTPB is committed to moving all teacher education candidates into a year-long residency program, eliminating traditional one semester student teaching by 2025. This will provide strength, depth and high-quality residencies for candidates in years to come.

**Statutory/Program Requirements (Cont.)**

**4. Commitment to shared communication:** Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? For example: evidence of communication logs, shared meeting agendas, etc.

Communication and open dialog is key to cultivating a productive partnership, especially when working with human capital. The grant coordinator will maintain regular communication with all parties in the collaborative and will serve as the liaison for ensuring timely interaction, leading to completion of the grant activities and to sustaining the teacher residency program. This will be done by proposing a slate of meetings in September, 2023, to hold throughout the year. This will ensure key stake holders in ECISD, UTPB and TxCEE are aware of the required meetings and will commit to the times well in advance of the planned meetings. Each meeting will be conducted with a shared agenda outlining the activities to be accomplished during the designated time. Meeting notes will be kept by all parties and maintained via shared documents and/or email. Three full days of face to face sessions will be planned, along with 4-5 two hour virtual or face to face meetings will be the minimum meeting requirement. Minutes of each meeting will be recorded and distributed to all stakeholders. Along with regular scheduled meetings, the team will utilize email, phone conversations and shared documents for planning. All meetings, calls, emails and participation in shared planning documents will be documented by the grant coordinator through sign-in sheets, electronic files and paper files.

**5. Strategic staffing technical assistance:** The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district, such as, for example, substitute teaching or para-professional responsibilities. How do you see the design and implementation of strategic staffing models with teacher residents as a way to support immediate instructional needs in your LEA? Additionally, please describe the rationale you share with your partner(s) for seeking technical assistance for the purpose of designing and implementing strategic staffing models.

Technical assistance in the planning is valuable, because while students may seek employment through ECISD and the district welcomes their services, random employment opportunities cannot substitute for a carefully structured high-quality teacher residence. University and district input into a sustainable model for teacher education students at UTPB, is critical to advancing the preparation program at UTPB and to developing ECISD's future teacher workforce. Multi Classroom Leaders are typically assigned more students per class when a teacher resident and or other paraprofessional is present, so duties as a paraprofessional with individual students and small groups will be assigned from the beginning of the residency. The model will continue with gradual assumption of large group instructional responsibilities, leading to a planned "solo" period. Finally, a few hours per week will be devoted to tutoring small groups or individuals. In addition to the paraprofessional duties, a limited number of days will be allowed for substituting teaching. The rationale is to provide differentiated experiences in a variety of grade levels with different student populations throughout the year. Once the model is fully developed, revenue streams for the Teacher Residency Program salaries will be allocated from substitute teaching funds, paraprofessional salaries and tutorial monies that are currently budgeted in ECISD. By reallocating these funds, along with external grants that can help grow the program, ECISD residents can not only fulfill the duties of the positions described above, but an excellent model of paid field experience can be develop to benefit the residents, UTPB and ECISD. In addition to the current \$10,000 of local funds allocated for each resident, ECISD is planning to examine using local substitute teacher funds, as well as the \$10,000 pr. resident in local funds currently allocated, to supplement resident salaries as state funding diminishes. Finally, discussions of using residents 4-5 hours a week as tutors are underway to be able to allocate tutorial funds to resident salaries. The quality and amount of time invested in the preparation of residents, is likely to result in better teacher retention and development in years to come.

**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**