



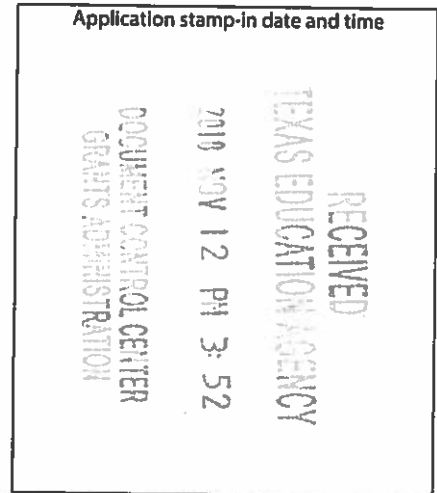
2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

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

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

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



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

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature Digitally signed by Sinclaircd1 Date: 2018.11.06 09:53:46 -0600 Date

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

Shared Services Arrangements

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

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Martinsville ISD, a rural LEA in deep east Texas, often has 0-1 well-qualified applicants for full-time teaching positions.	The Stephen F. Austin State University Educator Preparation Program will partner with Martinsville ISD to develop four well-qualified teacher candidates through a year-long clinical teaching experience designed to facilitate increased entry of qualified diverse applicants at Martinsville ISD.

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.

The James I. Perkins College of Education educator preparation program (EPP) will address Texas teacher shortages by facilitating increased entry of well-qualified, diverse candidates into full-time teaching positions in deep east TX rural school districts by successfully partnering with Martinsville ISD to:

- Provide four clinical teachers interested in making a long-term commitment to full-time teaching positions in Martinsville ISD. The clinical teachers will be from hard to staff areas as identified by Martinsville.
- Provide quality field supervision for the clinical teachers.
- Support the Education and Training class(es) delivered at Martinsville High School.

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

Four teacher candidates will:

- Be identified and recruited to participate in the year-long clinical teaching experience.
- Log at least 30 hours in their classroom placement and maintain a weekly reflection journal identifying what they learned.
- Teach at least one lesson and receive at least a rating of "Developing" on each dimension of the TTESS Planning and Instruction Domains.
- Average a rating of 4 (on a scale from 1-5) on the SFASU candidate dispositions assessment instrument as scored by the field supervisor and cooperating teacher.
- Meet with the Education and Training class teacher at the high school to discuss key topics and dates for presenting "Why I Want to be a Teacher" in the Education and Training class.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Each candidate will:

- Log at least 30 hours in their classroom placement and maintain a weekly reflection journal identifying what they learned.
- Teach at least two-three lessons and receive at least a rating of "Developing" on most dimensions of the TTESS.
- Average a rating of 4 (on a scale from 1-5) on the SFASU candidate dispositions assessment instrument as scored by the field supervisor and cooperating teacher.
- Identify at least one date to present "Why I Want to be a Teacher" in the High School Education and Training class.

A date will be set to have the students enrolled in the Education and Training course visit the SFASU campus for a tour and opportunity to meet with educator preparation program faculty and teacher candidates.

Third-Quarter Benchmark

Each candidate will:

- Log at least 30 hours in their classroom placement and maintain a weekly reflection journal identifying what they learned.
 - Teach at least two lessons and receive at least a rating of "Developing" on most dimensions of the TTESS.
 - Average a rating of 4 (on a scale from 1-5) on the SFASU candidate dispositions assessment instrument.
 - Deliver a 15-20-minute presentation on "Why I Want to be a Teacher " in the High School Education and Training class.
- Students in the HS Practicum in Education and Training course will be able to identify at least 2-3 things they learned/ gained from their participation in the SFASU campus for a tour.

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.

All stakeholders (candidates, cooperating teacher, field supervisor and principal) will be able to identify ways the partnership has been beneficial and identify aspects to improve.

Data gathered from the following assessments will be used to determine the extent to which (a) the clinical teachers are well qualified, (b) the EPP is taking steps to prepare well qualified teacher candidates: TTESS, disposition assessments, the evaluation of the EPP survey by the clinical teacher, cooperating teacher, and principal.

If the benchmarks or summative SMART goals do not show progress, stakeholders will:

1. Discuss and identify ways to improve the process
2. Consider identifying ways to better measure outcomes
3. Create an action plan to support making the improvements identified in #s 1 and 2

Statutory/Program Assurances

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

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

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

PATHWAY 2- The applicant assures the following:

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

PATHWAY 3- The applicant assures the following:

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

Statutory/Program Requirements

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

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

The SFA James I. Perkins College of Education Office of Assessment and Accountability identified an LEA partner for the 2018-19 GYO Grant Pathway 3 by contacting Martinsville ISD, a rural LEA in deep east TX. Once contact was made the Associate Dean of Assessment and Accountability, Educator Preparation Manager, and Field Experience Clinical Teacher Placement Officer met with the Secondary School Principal to determine needs and interest in establishing a partnership. As a result, Stephen F. Austin State University and Martinsville ISD agreed to establish a partnership. The goal for the current application 2019-21 GYO Pathway 3 is to continue the partnership with Martinsville, and grow by adding two more clinical teachers to the GYO Pathway 3 grant year-long clinical teaching experience. The following summarizes key action steps for growing our partnership with Martinsville ISD.

The Associate Dean, Educator Preparation Manager and Field Experience Clinical Teacher Placement Officer will contact and work closely with the LEA to conduct a needs assessment designed to identify teacher vacancies and demographics of the student and teacher population.

The Associate Dean, EPP program coordinators, and LEA administrators will collaborate to determine and then match the LEA with clinical teachers for their hard-to-staff areas, while taking into consideration the diversity of the teacher candidates, as well as the teachers and students at the LEA.

The Educator Preparation Manager and Field Experience Clinical Teacher Placement Office will identify clinical teacher candidates by communicating with EPP coordinators and making visits to educator preparation classes to recruit candidates interested in making a long-term commitment to full-time teaching positions in the deep east TX rural school district.

All interested candidates will meet with their EPP coordinator and the Associate Dean of Assessment and Accountability to learn more about the option to and criteria for participating in a year-long clinical teaching experience at Martinsville.

All stakeholders (The Associate Dean, LEA administrators/faculty, EPP Manager, Clinical Teacher Placement Coordinator, EPP program coordinators) will help select and support the GYO 2019-21 year-clinical teachers through their experience.

SFASU is also in the process of establishing affiliation agreements with the following community colleges: Angelina College, Houston CC, Panola CC, and Tyler CC. Such efforts serve to support the long-term goal of SFASU facilitating recruitment of additional diverse candidates to teach in rural East TX LEAs beyond this project (TEA Grow Your Own Grant for 2019-21).

An MOU approved by SFASU Legal Counsel Damon Derrick, the LEA and the clinical teacher will indicate the following:

Following his/her clinical teaching placement for the 2019-20 school year, _____ clinical teacher agrees to return to the LEA for the 2020-21 school year as a full-time teacher, if a position is available and (a) the candidate deems the position is a good fit for him/herself, and (b) Said LEA deems the candidate to be the most qualified applicant.

Pathway Selection and Participation

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

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

PATHWAY TWO

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

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$11,000 =	<input type="text"/>
			Request for Pathway 2 <input type="text"/>
			Request for Pathway 1 <input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text" value="4"/>	X \$22,000 =	<input type="text" value="88,000"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text" value="88,000"/>

Request for Grant Funds

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

PAYROLL COSTS (6100)

BUDGET

4 clinical teachers (CT) @ \$15,000 each	60,000
Supervision CTs: 4 field supervisors + 4 cooperating teachers @ \$1850 (salary and fringe benefits)	19,240
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

30 miles round trip @ .54 = \$16.20 per visit X 8 visits= \$129.60 per clinical teacher x 4	518.4
Consumable supplies to support Ed and training coursework	2,000
CTSO teacher and student memberships	1,000
Travel to at least 1 TAFE or FCCLA competitive event	1,631

OTHER OPERATING COSTS (6400)

Teacher candidate certification exams, application and finger printing \$600 per CT x 4	2,400
LEA high school student field trip to Stephen F. Austin State University	1,210.6
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

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

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

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

4

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

Year-long clinical teaching

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

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

The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.

The SFA Educator Preparation Program is currently accredited by TEA and the National Council for Accreditation of Teacher Education (NCATE).

National Council for Accreditation of Teacher Education (NCATE)

The SFA EPP earned accreditation from the National Council for Accreditation of Teacher Education (NCATE) in 2014 and will have the next site visit for Council for Accreditation of Educator Preparation (CAEP) accreditation in Spring 2021. In that process, the following programs achieved a status of “Recognized” through 2020 by the specialized program area (SPA) national associations listed below.

Early Childhood-Grade 6 (EC-6): Association for Childhood Education International (ACEI)
Early Childhood-Grade 6 Online (EC-6 Online): ACEI
Middle Grades (MLG): Association for Middle Level Education (AMLE/NMSA)
Middle Grades (MLG Online) (AMLE/NMSA)
Early Childhood MEd: National Association for the Education of Young Children (NAEYC)
Elementary Education—Reading MEd: International Reading Association (IRA)
Principal: Educational Leadership Constituent Council (ELCC)
Superintendent: ELCC
Deaf & Hard of Hearing: Council for Exceptional Children (CEC)
Visual Impairment and Orientation and Mobility (CEC)
Educational Diagnostician (CEC)
7-12 English Education: National Council of Teachers of English (NCTE)
EC-12 Physical Education (Society for Health and Physical Educators, SHAPE AMERICA)

Table 1 below includes TExES Exam pass rates from 2017 (the latest available to date). For 2017 the range of pass rates was 88.9-100% across all SFA Educator Preparation Programs (EPPs). Table 2 indicates an overall EPP pass rate of 99%.

Table 1. 2016-2017 TExES Exam pass rates by certification area

2016-17 TExES Exam Pass Rates	Tests Taken	Tests Passed	Pass Rate %		Tests Taken	Tests Passed	Pass Rate %
Agricultural Science and Tech 6-12	3	3	100	Music EC-12	37	37	100
Art EC-12	5	5	100	PPR EC-12	345	342	99.1
Core Subjects 4-8	3	3	100	Physical Education EC-12	23	23	100
Core Subjects EC-6	151	151	100	Principal	175	175	100
Dance 8-12	4	4	100	Reading Specialist EC-12	5	5	100
Deaf and Hard of Hearing	11	11	100	School Counselor	2	2	100
Educational Diagnostician EC-12	40	38	95.0	Science 4-8	1	1	100
English Language Arts and Reading 4-8	7	7	100	Social Studies 4-8	4	4	100
English Language Arts and Reading 7-12	6	6	100	Social Studies 7-12	3	3	100
Generalist EC-6	5	5	100	Special Education EC-12	31	31	100
History 7-12	6	6	100	Superintendent	18	16	88.9
Life Science 7-12	3	3	100	Braille	20	20	100
Mathematics 4-8	17	17	100	Visually Impaired	20	20	100
Mathematics 7-12	2	2	100	Theatre EC-12	6	6	100

Table 2. SFA EPP overall pass rate.

SFA EPP 2017-2018	Tests Taken	Tests Passed	Pass Rate %
Total	953	946	99.3

Figure 1 below displays the percentage of SFA EPP candidates who passed tests broken down by gender and ethnicity. As indicated in Figure 1, 80% is the TEA acceptable pass percentage and SFA's percentage of tests passed across all demographic variables (gender and ethnicity) ranges from 98%-100%.

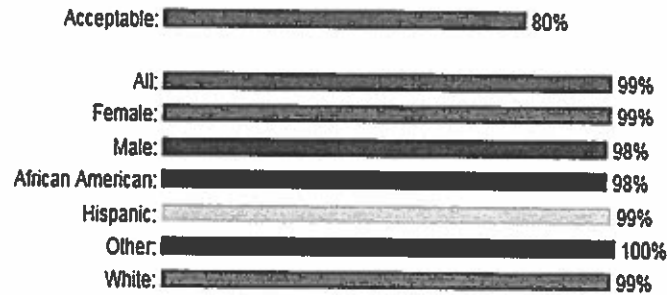


Figure 1. TExES exam pass percentages by gender and ethnicity

The TEA assessment system annual performance (ASEP) report for 2017 shown in Table 3 below serves as further evidence related to the quality of the SFA EPP. Data in the 2017 ASEP in Table 3 suggests strong retention rates for gender and ethnicity.

Table 3. TEA assessment system annual performance (ASEP) report for 2017.

ASEP Annual Performance Report for the year of 2017				
	Applied	Admitted	Retained	Completed
All	692	675	1099	628
Female	551	535	863	512
Male	141	140	236	116
African American	79	70	125	66
Hispanic	103	100	174	64
Other	21	19	31	23
White	489	486	769	475

Additional information related to quality includes the SFA EPP Benchmarks and admission criteria and described below:

SFA Initial Certification Benchmarks and Assessments

Benchmark I: Admission to Program

- Admission to Educator Certification Program (specific admission criteria are below)
- Initial Disposition Checklist by Candidate
- Candidate acknowledges understanding and willingness to adhere to the Texas Educator Code of Ethics

Benchmark II: Field Experience/Clinical Practice

- GPA requirements met (2.75)
- Candidate Work Sample (Fall 18 start date for MAT with initial cert)
- Candidate effect on PK-12 learning
- Disposition by Faculty
- Departmental Proficiency Exam (Except ACP/PB uses PACT)

Benchmark III: Program Exit

- GPA requirements maintained
- Texas State Certification Exams
- PPR
- TExES (Except ACP/PB uses PACT)
- Final Evaluation of Field Experience/Clinical Performance
- Program Evaluation/Classroom Mentor
- Program Evaluation/Candidate
- Final Dispositions Checklist/Candidate
- Final Dispositions Checklist/Classroom Mentor
- Final Dispositions Checklist/University Faculty

Benchmark IV: Follow Up

- Follow-up Employer Survey (TEA Principal Survey)

SFA EPP Admission Criteria: (Initial Licensure)

- Meet GPA requirements based on first registered semester at SFA:
 - If first registered prior to Fall 2013: Must have and maintain 2.5 overall GPA or last 60 hours (including transfer hours)
 - If first registered during or after Fall 2013: Must have and maintain 2.75 overall GPA or last 60 hours (including transfer hours)
 - SFA does not allow admission to the EPP with a GPA of less than the criteria listed above
- Minimum 60 credit hours completed with required GPA
 - Includes transfer hours and SFA hours

- Minimum 12 credit hours completed in teaching field with required GPA
 - 4-8 and SED Science/Math must have 15 credit hours
- Minimum 12 credit hours at SFA with required GPA
- Successful completion of the Educator Preparation Admissions Interview (Elementary Education) or other screening instrument (Secondary and All-Level)
- TSI complete/exempt or basic skills scores in reading, written communication, and mathematics must be achieved from one of the following tests or a combination thereof and have been taken within the past FIVE (5) years
 - TSI
 - Reading Score – 351
 - Writing Score – 363 and 4 on the essay
 - An essay score of 5 or higher results in a passing writing score regardless of the multiple-choice score
 - Math Score – 350
 - ACT
 - Composite Score – 23
 - Verbal (Reading) or Math Score – 19
 - SAT
 - Math Score – 530
 - Reading and Evidenced-Based Reading and Writing – 480
- Students must read and adhere to the Texas Educator Code of Ethics found in the Texas Administrative Code Chapter 247.2
- Students must read and agree to the Professional Dispositions Statement for Educator Preparation found at <http://coe.sfasu.edu/documents/eppdispositions>
- A non-refundable fee of \$100 will be charged to the student's mySFA student account for each EPP application submitted
- A non-refundable fee of \$35 will be charged to the student's mySFA student account for the Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) technology fee
- An applicant who is transferring from another EPP must meet the criteria listed above as well as submit a [TEA Candidate Transfer Form](#).

The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

EPP Program Structures

SFASU is a comprehensive university with a breathtaking campus nestled among the tall pines of deep east Texas in historic Nacogdoches. The university provides transformational learning experiences as a means to prepare students for the challenges of living in a global community.

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, Secondary Education and Educational Leadership, as well as the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs. PCOE prepares approximately 600 educators each academic year across 45 different educator certifications each offering graduates field experience opportunities across the state of TX. Through collaborative strategic planning that included faculty, students, and administrators, PCOE defines excellence as competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development.

In addition to a clear but unique definition of excellence, PCOE is committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Curriculum Related Information

SFA EPP Initial Certification Coursework Requirements:

Candidates must receive a minimum of 300 clock-hours of coursework and/or training that allows candidate to demonstrate proficiency in:

- designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- organizing a safe, accessible, and efficient classroom;
- establishing, communicating, and maintaining clear expectations for student behavior;
- leading a mutually respectful and collaborative class of actively engaged learners;
- meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflecting on his or her practice; and
- effectively communicating with students, families, colleagues, and community members.

SFA EPP Initial Certification Field-Based Experience Requirements:

Candidates have completed the field-based experience requirements prior to clinical teaching

- Teacher candidates complete required field-based experiences
 - Each teacher candidate must complete a minimum of 30 hours field experience

- Field based experience via electronic transmission or other video or technology-based method meets requirements
 - Up to 15 clock hours of field based experience in an approved setting per TAC 228.35(e)(1)(B) via electronic transmission or other video or technology based method is allowed on a case-by-case basis and with the approval of the candidate's program coordinator.

Supervision and Feedback Frequency and Structures

Quality Supervision

Field Supervisors

- Field Supervisors complete the Field Supervisor Observation Training created by TEA.
- During the course of 28-weeks, field supervisors complete the following: (note this is different from the GYO Pathway 3 clinical teacher field supervision described in the next section of the this proposal)
 - At least one informal observation
 - At least three formal observations using the T-TESS evaluation system
 - At least Three pre-conferences focused on the planning domain within the T-TESS rubric
 - At least three post-conferences focused on the instruction, learning environment and/or professional practices and responsibilities domains within the T-TESS rubric
 - Final Dispositions assessment developed by the EPP and the SFA Professional Educator's Council
 - EPP evaluation assessment to determine the extent to which they feel SFASU prepared the candidate to be a successful beginning teacher.

The following schedule of observations for fall 2018 serves as evidence related to feedback frequency:

Observation Schedule

Split Assignment Schedule:

Round one of observations:

Recommended completion date for first formal observation: September 14, 2018

Recommended completion date for second formal observation: October 11, 2018

Round two of observations:

Recommended completion date for first informal observation: flexible

Recommended completion date for third formal observation: December 6, 2018

Single Assignment Schedule:

Recommended completion date for first informal observation: Flexible

Recommended completion date for first formal observation: September 24, 2018

Recommended completion date for second formal observation: October 28, 2018

Recommended completion date for third formal observation: December 6, 2018

Cooperating Teachers

Cooperating teachers are sent an online training module using Qualtrics to complete within three weeks of being assigned a clinical teacher. This training provides an overview of evidence-based effective teacher candidate feedback topics and structures. Cooperating teachers are also provided with the following handbook that includes (but is not limited to) contact information, roles, expectations, assessment information, how to access the SFA EPP online data management system and a suggested schedule and topics to guide feedback to clinical teachers.

[http://coe.sfasu.edu/documents/Mentor Teacher Handbook 18 19.pdf](http://coe.sfasu.edu/documents/Mentor_Teacher_Handbook_18_19.pdf)

Key assessments completed by the cooperating teaching include:

- EPP evaluation assessment to determine the extent to which it feels SFASU prepared the candidate to be a successful beginning teacher.
- Final Dispositions assessment developed by the EPP and the SFA Professional Educator's Council.
- A content specific teaching rubric (secondary/all-level only)

Field supervision to teacher candidate ratio

The SFA EPP Field supervisor to teacher candidate ratio is 6:1.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

- The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

- **The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.**

Year-Long Clinical Teaching Experience Overview

The SFA James I. Perkins College of Education Associate Dean of Assessment and Accountability, EPP Manager, and Clinical Teacher Placement Officer will coordinate with the EPP programs involved and the LEAs to establish and maintain the partnership.

In this partnership the SFA EPP will develop four well-qualified teacher candidates through a year-long clinical teaching assignment at Martinsville ISD, a rural east TX LEA. The clinical teaching assignment will be a minimum of 28-weeks. Clinical teachers will be assigned both a field supervisor, employed by SFA, and a cooperating teacher employed by the LEA.

- The SFA James I. Perkins College of Education Associate Dean of Assessment and Accountability, EPP Manager, and Clinical Teacher Placement Officer will work with LEA administrators to identify cooperating teachers who are master teachers, and who can produce the following evidence if needed: Evaluations that include evidence of student learning, campus or district reports that include evidence of student learning, letters of recommendation that include evidence of student learning.
- All field supervisors and cooperating teachers will attend a 6-hour clinical teacher/field supervisor orientation hosted on the SFA campus and complete additional trainings as described in question 1 above.
- The year-long clinical teaching experience will include: (See the application for additional assessment information)

Semester One:

- An initial meeting at the LEA to review roles and responsibilities. This meeting will include the SFA Associate Dean of Assessment and Accountability, Educator Preparation Manager, and/or Clinical Teacher Placement Officer, LEA campus administrator(s), field supervisors, cooperating teachers, and clinical teachers.
- Clinical teachers will be placed with their cooperating teacher and accrue at least 90 hours in the classroom (while continuing to take any coursework needed to be at the school fulltime the second semester). The expectation is that the experience include progression from observation to teaching lessons.

Semester Two:

- Clinical teacher returns to work with the same cooperating teacher and is at the school teaching fulltime all or most lessons each day.
- When not directly teaching, clinical teachers will be assisting and observing in classes, with one period per day being reserved for preparation time.

In compliance with the Texas Administrative Code (TAC), clinical teachers will be required to complete the following online trainings:

- Mental Health Training

- Suicide Prevention Training
- Alcohol Abuse Training
- Dyslexia Training

In addition, clinical teachers will complete an online training on the T-TESS evaluation system that is used by the field supervisors during observations and the T-TESS Professional Practices and Responsibilities Teacher Goal Setting and Professional Development form.

Field Supervision during the course of 28-weeks

Quality supervision will be provided throughout the year-long clinical teaching assignment and include the following:

Field supervisors will complete the following items each semester of the clinical teaching: (minimum of 6 visits)

- At least three formal observations using the T-TESS evaluation system (The TTESS is a research-based rubric that will be used to guide instruction)
- At least three pre-conferences focused on the planning domain within the T-TESS rubric
- At least three post-conferences focused on the instruction, learning environment and professional practices and responsibilities domains within the T-TESS rubric
- At least three informal observations (may be less than 45 minutes)
- A Mid-term and final professional dispositions assessment developed by the EPP and the SFA Professional Educator’s Council

Cooperating teachers and an LEA campus principal will complete the following:

- EPP evaluation assessment to determine the extent to which they feel SFASU prepared the candidate to be a successful beginning teacher.
- Final Dispositions assessment developed by the EPP and the SFA Professional Educator’s Council.

All data will be maintained electronically with both the LEA and EPP having access to the information via the SFA EPP data management system LiveText and LiveText Field Experience Module.

Partner LEA(s)

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

Partner LEA	County-District Number
Martinsville ISD	174909

AFFILIATION AGREEMENT

THIS AGREEMENT, is entered into by and between STEPHEN F. AUSTIN STATE UNIVERSITY, an institution of higher education of the State of Texas, hereinafter referred to as University, and Martinsville hereinafter referred to as Cooperating Agency.

WHEREAS, University, in need of field instruction facilities for the teaching students enrolled in its program in *Field Experience, Internship, Practicum and Clinical Teaching*, has expressed its interest in using the facilities of the Cooperating Agency.

WHEREAS, Cooperating Agency has field instruction resources appropriate for use in teaching *Field Experience, Internship, Practicum and Clinical Teaching* to students in the program of the University.

NOW THEREFORE, for and in consideration of the individual and mutual promises of the parties hereinafter set forth, it is agreed as follows:

SECTION I

University agrees to:

1. Be responsible for the educational requirements of the *Perkins College of Education, Educator Preparation Program* within the field instruction of the Cooperating Agency.
2. Provide qualified faculty to monitor and evaluate the learning situations for student as related to the *Perkins College of Education, Educator Preparation Program* curriculum.
3. Provide qualified faculty to serve as *Field Instructor* and/or consultant in agencies or programs where a *Perkins College of Education, Educator Preparation Program* field instructor is unavailable.
4. Select University students to be placed at Cooperating Agency who have fulfilled all prerequisites, subject to approval by Cooperating Agency.
5. Establish field instruction hours for students subject to approval by Cooperating Agency.
6. Ensure that students who participate in this program maintain or are afforded insurance coverage in the minimum amounts required by Cooperating Agency.
7. Inform University students and faculty participating in the field instruction that they are required to comply with the rules and regulations of Cooperating Agency while on the premises of Cooperating Agency and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Cooperating Agency.
8. Require students to provide their own transportation, appropriate supplies, and uniforms, as applicable.
9. Be responsible for maintaining the records of students, including time sheet records, proficiency, and evaluation and counseling of students with regard to performance through faculty and the University.

SECTION II

Cooperating Agency agrees to:

1. Provide a qualified *Field Instructor* with sufficient time to supervise and monitor the student's field instruction and the delivery of client system services. If a *Perkins College of Education, Educator Preparation Program* *Field Instructor* is unavailable, University faculty is permitted to serve as such or as a consultant.

2. Provide initial and updated information to University on Cooperating Agency policies and procedures, staffing, and organization related to the field instruction, and provide orientation sessions to inform University students and faculty concerning the rules and regulations of Cooperating Agency.
3. Permit the use of Cooperating Agency material in University classroom discussions and assignments, subject to approval of the faculty member and subject to assurances by University to maintain the confidentiality of all Cooperating Agency material in compliance with federal and state laws.
4. Retain responsibility for the delivery of services to its client systems: therefore, the agency reserves the right to refuse the use of resources to any faculty member or student whom it deems is unable to provide a reasonable standard of practice or who violates the policies and procedures of the Cooperating Agency.
5. Comply with applicable state and federal workplace safety laws and regulations. If an University student is exposed to an infectious or environmental hazard or other occupational injury while in Cooperating Agency facilities, Cooperating Agency, upon notice of the incident from the student, shall provide the emergency care as Cooperating Agency provides to its employees. If Cooperating Agency does not have the resources to provide such emergency care, Cooperating Agency shall refer the student to the nearest emergency facility. University shall inform the student that the student will be responsible for any financial charges generated.
6. Allow Cooperating Agency Field Instructor/Representative to participate in the Field Instruction training conducted by the Perkins College of Education, Office of Assessment and Accountability.
7. Provide designated physical resources for the field instruction student to carry out his/her responsibilities.
8. Provide 30 hours to 180 days of field instruction experience for the student, within the dates of which define the semester, on the SFASU academic calendar for Perkins College of Education, Educator Preparation Program students, and submit in a timely manner evaluation records and other written material associated with the experience.
9. Be responsible for assisting student with field seminar related assignments.
10. Obtain and maintain all licenses required for Cooperating Agency and ensure that all Cooperating Agency personnel are appropriately licensed.

SECTION III

It is mutually agreed upon that:

1. University and Cooperating Agency will cooperate in this undertaking and will promote their mutual interest in *Field Experience, Internship, Practicum and Clinical Teaching* education.
2. Cooperating Agency may discontinue placement of a student who is not judged to have requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in activities at Cooperating Agency, upon communication with University.
3. A yearly joint evaluation of the program will be conducted, and, when appropriate, revise the program to meet University's curriculum requirements and the standards of the accrediting entity.
4. Each party shall provide and maintain open channels of communication relative to the field instruction through designated representatives.
5. The parties shall ensure that educational experience provided is consistent with the curriculum requirements of University and with the standards of the accrediting entity for the school or department of University in which the students are enrolled.

6. In compliance with federal and state law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and/or University policy, University and Cooperating Agency may not discriminate on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, veteran status, sexual orientation, gender identity, or gender expression in the administration of policies, programs, or activities; admission policies; or other programs or employment.
7. This Agreement does not prevent Cooperating Agency from participating in any other program, nor does this Agreement prevent University from placing University students with other entities.
8. Either University or Cooperating Agency may remove a student enrolled in the field instruction if, in the opinion of either party, the student is not making satisfactory progress in the field instruction. Any student who does not satisfactorily complete the field instruction or any portion thereof may repeat the field instruction at Cooperating Agency only with the written approval of both parties.

SECTION IV

Term of the Agreement:

1. This agreement commences on the date of last signature and continues for five (5) years.
2. Either party may terminate this Agreement upon giving 30 days' prior written notice to the other party, except that this Agreement will remain in effect as to any University student participating in the field instruction at Cooperating Agency as of the effective date of termination for so long as such student remains in the field instruction.

SECTION V

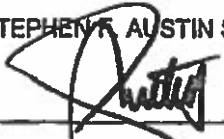
1. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA") and the field instruction, University hereby designates Cooperating Agency as a school official with a legitimate educational interest in the educational records of the students who participate in the field instruction to the extent that access to the records is required by Cooperating Agency. Cooperating Agency agrees to hold student information, including any personally identifiable student information or education records as those terms are defined under federal law, ("Confidential Data") in strict confidence and warrants to Licensee that it will use reasonable industry practices to establish and maintain adequate procedures to ensure the confidentiality and privacy of such Confidential Data from unauthorized use or disclosure in violation of FERPA and not to use or disclose Confidential Data except as permitted or required by this Agreement, as required by law, or as otherwise authorized by University in writing. Cooperating Agency further agrees not to use Confidential Data for any purpose other than the purpose for which the disclosure to Cooperating Agency was made. Cooperating Agency shall continue to maintain the confidentiality and privacy of the Confidential Data after cancellation, expiration or other conclusion of this Agreement. Upon termination, cancellation, expiration or other conclusion of this Agreement, Cooperating Agency shall return all Confidential Data to University or, if return is not feasible, destroy any and all Confidential Data. If Cooperating Agency destroys the information, it shall provide University with a certificate confirming the date of destruction of the data. Cooperating Agency shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Confidential Data received from, or on behalf of University or its students. These measures will be extended by contract to all subcontractors used by Cooperating Agency. Cooperating Agency shall, within one day of discovery, report to University any use or disclosure of confidential information not authorized by this agreement or in writing by University. Following this report, Cooperating Agency will conduct a timely and thorough investigation in an attempt to identify: (i) the nature of the unauthorized use or disclosure, (ii) the data used or disclosed, and (iii) who made the unauthorized use or received the unauthorized disclosure. At the conclusion of this investigation, Cooperating Agency will furnish a confidential written report to University indicating the results of the investigation, what Cooperating Agency has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and what corrective action Cooperating Agency has taken or shall take to prevent future similar unauthorized use or disclosure.

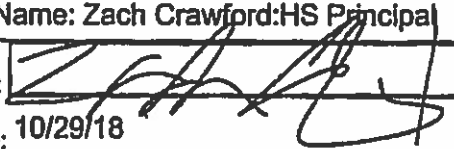
2. This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by an authorized representative of each party.
3. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
4. Each party shall excuse any breach of this Agreement by the other which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally outside the control of well-managed business, provided that the other party makes diligent efforts to expeditiously remedy the breach.
5. The substantive laws of the State of Texas (and not its conflicts of law principles) govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates.
6. This Agreement does not create a partnership or joint venture between the parties. Neither party may bind the other or otherwise act in any way as the representative of the other, unless specifically authorized, in advance and in writing, to do so, and then only for the limited purpose stated in such authorization. Employees of either party are not employees of the other and neither party's personnel are entitled or eligible, by reason of this contractual relationship, to participate in any benefits or privileges given or extended by the other party to its employees.
7. Each provision of this Agreement is severable. If any provision is rendered invalid or unenforceable by statute or regulations or declared null and void by any court of competent jurisdiction, the remaining provisions will remain in full force and effect if the essential terms of this Agreement remain valid, legal, and enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date of last signature for the term expressed above.

STEPHEN R. AUSTIN STATE UNIVERSITY

COOPERATING AGENCY


 By: ~~Dr. Baker Pettit~~ Dr. Steve Westbrock
 Title: ~~President~~ Acting
 Date: ~~6/19/2018~~ 11-5-18

By: Name: Zach Crawford:HS Principal

 Title: _____
 Date: 10/29/18

 Project Administrator

Q34. Stephen F. Austin State University/Cooperating Teacher Partnership Agreement

Q25. The purpose of this agreement is to collaboratively make assignments to meet the needs of the certification area and assign a cooperating teacher who is trained and meets the following requirements:

Campus administrators are provided the requirements of a cooperating teacher when placement requests are made by SFA. By assigning a cooperating teacher, the campus administrator is confirming that the teacher:

- Has at least three years of teaching experience
- Is an accomplished educator shown by student learning
- Is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification
- Will guide, assist, and support the candidate during the candidate's clinical teaching in areas such as:
 - planning
 - classroom management
 - instruction
 - assessment
 - working with parents
 - obtaining materials
 - district policies
 - who report the candidate's progress to that candidate's field supervisor

Campus administrator can produce the following evidence if needed:

- Evaluations that include evidence of student learning
- Campus or district reports that include evidence of student learning
- Letters of recommendation that include evidence of student learning

Q31. District:

Martinsville

Q32. Campus:

Martinsville

Q33. Date (mm/dd/yyyy):

10/29/2018

Q30. Administrator Name:

Zach Crawford

Q35. Signature:

Z. Adams

clear

Location Data

Location: [31.561095191406, -94.5]

Source: GeolP Estimation