



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

Application stamp-in date and time

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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 **Mesquite Independent School District** CDN **057914** Vendor ID **1756002054** ESC **10** DUNS **071379846**

Address **3819 Towne Crossing Blvd.** City **Mesquite** ZIP **75150** Phone **9722886411**

Primary Contact **Tammy Zeller** Email **tzeller@mesquiteisd.org** Phone **9728825575**

Secondary Contact **Leigh Farley** Email **lfarley@mesquiteisd.org** Phone **9728827348**

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):

- | | |
|--|--|
| <input type="checkbox"/> Grant application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification |
| <input type="checkbox"/> General Provisions and Assurances | <input type="checkbox"/> Lobbying Certification |
| <input type="checkbox"/> Application-specific Provisions and Assurances | <input type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. David Vroonland** Title **Superintendent**

Email **dvroonland@mesquiteisd.org** Phone **972-882-7311**

Signature  Date **11/09/2018**

Grant Writer Name **Tammy Zeller** Signature  Date **11/09/2018**

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

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

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701-18-106-047

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
The district is in need of highly qualified candidates that mirror the student demographics of our growing population.	Identify, recruit and provide stipends to five current paraprofessionals in our school district who have shown an interest in teaching in our hard to fill areas. The paraprofessionals must have a minimum of 60 credit hours towards a Bachelor's degree.
Create a long-term plan for teacher shortages in hard to fill content areas.	In 2016-2017, Mesquite ISD implemented a guaranteed teacher contract program to Education and Training students that meet specific requirements. Our hope is to grow our own teachers in high need areas including Secondary, Math, Science, Special Education and Bilingual Education.
Expand dual credit course offerings for Education and Training.	Mesquite ISD will partner with our local college to establish a dual credit agreement for Education and Training courses which will give our students a head start on their degree.

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.

By the end of the 2021 school year, Mesquite ISD will have a fully engaged long-term plan to reduce teacher shortages in high need areas and is growing an incoming teacher population that more closely mirrors that of the student population.

By the 2021-2022 school year, Mesquite ISD will hire 100% of the five paraprofessionals who successfully obtained their teaching certification. This will help the district ensure we have highly trained teachers in our schools that better mirror our district's student demographic.

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

Ensure Education and Training instructors are dual credit credentialed. Student recruitment activities for the 2019-2020 school year include visits and presentations to elementary, middle and high school students and 8th grade students complete their four-year high school plan. Set goal for Education & Training program to increase 20% in enrollment. High school Education and Training students are actively involved in TAFE state competitions. Increase TAFE recruitment efforts at the high school as well as extend into middle schools by partnering with middle school teachers and registrars. Set goal for TAFE participation to increase 25% for the 2019-2020 school. Upon successful completion of requirements, eligible graduating seniors are recognized in June 2019 by the Mesquite ISD school board with their guaranteed teacher contracts.

- Enroll five candidates in the program/receiving stipends to complete their bachelor's degree and or/teacher's certification, and have each program participant sign the MOU. Assign a mentor to the five candidates to offer support throughout the pr

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

Students have completed the first dual credit course for the Education and Training pathway. Evaluate successes and areas of improvement for dual credit alignment and update/revise curriculum as needed. Plan for implementation of second dual credit course. Student recruitment activities for the 2019-2020 school year include visits and presentations to elementary, middle and high school students and 8th grade students complete their four-year high school plan. Set goal for Education & Training program to increase 20% in enrollment. Continue TAFE recruitment efforts at the high school as well as extend into middle schools by partnering with middle school teachers and registrars. Set goal of TAFE participation to increase another 25% for the 2020-2021 school year. Upon successful completion of requirements, eligible graduating seniors are recognized in June 2020 by the Mesquite ISD school board with their guaranteed teacher contracts. • Verify enrollment of five paraprofessionals in the bachelor's degree and teacher certification program for 2019-2020. • Verify signed MOUs by all

Third-Quarter Benchmark

By the end of the 2020-2021 school year, MISD will see a 40% increase in the Education and Training program student enrollment and a 50% increase in TAFE participation. In addition to our ongoing guaranteed teacher contract program, MISD will have a comprehensive dual credit program for Education and Training students. Required performance data measures will be collected and submitted to TEA.

- All five program participants have received their Bachelor of Arts and certification or their teaching certifications.
- 100% of paraprofessional participants and campus principals will have completed the TEA developed bi-annual survey.
- 100% of paraprofessional participants have successfully completed requirements and met MISD's hiring standards as a full time teacher.

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.

With regard to Pathway 1, MISD will collect and evaluate data in the following areas:

Course enrollment

PEIMS

Dual Credit enrollment and course completion

TAFE membership and competition results

Guaranteed Teaching contract numbers

Student enrollment in college

Tracking former students

If benchmark goals are not being met, the MISD GYO advisory council will develop an action plan to ensure continued growth in enrollment and TAFE membership.

When looking at program needs and objectives the committee looked at several components. Such as paraprofessionals and program participants, recruitment, enrollment, commitment, academic plan development, and adjustment.

Data will be collected through district surveys at the beginning of the grant and administered quarterly throughout the grant period. All surveys will be administered in a timely manner with 100% participation anticipated.

Mesquite ISD will develop a Grow Your Own committee who will meet quarterly to review the survey data and evaluate the program. The committee will maintain a waiting list of potential participants if there is ever a need for a participant to be replaced.

The program manager will ensure the Grow Your Own program is on track and that all fiscal practices are consistent with state and local requirements for the program.

The committee will collect a report on all mandatory performance measures outlined within the program guidelines document as required.

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 ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant 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 1 funding must submit the Pathway 1 Attachment with the application

Mesquite ISD has a successful Education and Training program at each of our five comprehensive high schools. The five instructors were selected by their campus principals based on their reputation for years of excellence in the classroom, proven track record for student achievement, commendable evaluations, and commitment as a TAFE sponsor and mentor to their students. While our current Education and Training instructors no longer mirror the fast growing diversity of our student population, they embrace and value the differences in others and do an excellent job of securing observation and internship opportunities with highly qualified MISD elementary and middle school instructors that do represent the diversity of our population. All but one Education and Training instructor hold a Master's degree in Education and that instructor is in the process of completing her coursework requirements.

Mesquite ISD is developing the MOU for teachers that receive the stipend and welcome TEA's consultation regarding extenuating circumstances and forgiveness policies. As of grant submission, our plan is to include the following description:

"Instructors awarded the stipend must commit to employment with the district for three (3) years beyond the grant completion date or refund the amount received at the rate of one-third (1/3) for each year not served."

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of 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 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Meet with all paraprofessionals during their district staff development session providing information about the Grow Your Own Grant.

GYO committee will create a rubric to identify potential candidates to participate in the program. The rubric will include evaluation ratings from their supervisor, involvement in school activities, recommendations from colleagues, and their specific area of certification to meet the needs of the district.

GYO committee will develop a participant application that includes demographic information of applicants as well as where they are in their education journey.

Upon selection into the program, paraprofessionals will sign the MOU that states they will commit to Mesquite ISD for a minimum of three years in a full time teaching role.

A mentor will be provided to offer support and guidance. The mentor and participant will meet monthly to ensure the participant is achieving steady progress towards the completion of goals.

During quarterly GYO committee meetings, reports will be reviewed to ensure individual paraprofessional goals are being met.

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	5	X \$11,000 =	55,000
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019	5	X \$6,000 =	30,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			85,000

PATHWAY TWO

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

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			55,000
Request for Pathway 1			85,000
Total Combined Request for Pathways 1 & 2			140,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

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

PAYROLL COSTS (6100)**BUDGET**

5 dual credit Education and Training teachers (1 per each high school)- 5 high schools	55,000
5 paraprofessionals earning a bachelor's and certification	55,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TAFE & regional competitions for 2 years	9,000
Teacher Institute travel and registration for required personnel	11,000

SUPPLIES AND MATERIALS (6300)

Consumable supplies for administration of Education & Training courses, TAFE, and recruitment	10,000

OTHER OPERATING COSTS (6400)

Total Direct Costs 140,000

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

Indirect Costs**TOTAL AMOUNT REQUESTED** 140,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

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

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Mesquite ISD currently has a successful Education and Training program at each of our five high schools. In recent years, we have seen a slight decline in the course enrollment numbers as well as a shortage of teacher applicants in specific content areas.

Student recruitment activities for the Education and Training program include visits and presentations to elementary, middle and high school students. Our students are already actively engaged in the elementary schools through their grade level observation and internship placements. In addition, many of our elementary schools host career days and Education and Training students will attend these special events to showcase their program and talk about the teaching profession. Elective courses at the middle school level in MISD are evolving to better educate 7th and 8th grade students on the variety of career options and programs of study at the high school level. High school counselors partner with the middle school teachers and registrar to discuss these options and assist 8th grade students in completing their four-year high school graduation plan. Education and Training students are visible on the middle school campuses through their observations and internships as well as facilitating the education and promotional efforts for the Career and Technical Education programs through presentations and bulletin board displays.

Using the efforts listed above, our goal by the end of the 2020-2021 school year is to have a 40% increase in the Education and Training program student enrollment and a 50% increase in TAFE participation. In addition to our ongoing guaranteed teacher contract program, MISD will have a comprehensive dual credit program for Education and Training students. By partnering with our local community college and universities, our Education and Training students will have the opportunity to complete a four-year degree with teacher certification starting their career in Mesquite ISD as teachers in high need areas including Secondary, Math, Science, Special Education and Bilingual Education.

We currently have five Education and Training instructors in Mesquite ISD. Each instructor was selected by their campus principal based on their reputation for excellence in the classroom, proven track record for student achievement, commendable evaluations, and commitment as a TAFE sponsor and mentor to their students. All but one Education and Training instructor hold a Master's degree in Education and that instructor is in the process of completing her coursework requirements for her Master's degree. All five instructors regularly attend local, regional and statewide professional learning workshops and TAFE Advisor trainings throughout the school year and will attend the TEA-lead Teacher Institute in June 2019.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

When recruiting for the Education and Training program, MISD administrators, counselors and instructors look for students that are highly motivated, exhibit natural leadership abilities, show compassion for their peers and community, and have expressed an interest in the career of education. Bilingual students, students that excel in mathematics and/or sciences and nontraditional (male) students are also sought for the program. Student attendance, citizenship, grades, discipline and class ranks are also considered in the student recruitment process. Mesquite ISD currently offers three courses in the Education and Training pathway – Principles of Education and Training, Instructional Practices in Education and Training and Practicum in Education and Training. In addition to program education and recruitment efforts at the elementary and middle school level, juniors and seniors in the Education and Training program have targeted the Business Information Management (BIM) classes on each high school campus to recruit for the Education and Training program and TAFE organization since these classes are highly populated with freshmen. Education and Training students use other media resources for recruiting purposes including posters, promotional videos, live announcements, community service projects and celebrations of student success at TAFE competitive events as well as successes in the classroom. Education and Training students actively participate in Mesquite ISD's Read, Play, Talk initiative which focuses on early literacy and family engagement. Education and Training students also assist with childcare supervision and activities at MISD hosted Parent and Community presentation events throughout the school year.

MISD's most successful initiative to peak parent and student interest in the Education and Training program is our Guaranteed Teacher Contract program which began under the direction of our Superintendent, Human Resources and Career and Technical Education departments in 2016-2017. Students that successfully complete the Education and Training program of study and maintain a high academic standard are guaranteed a teaching position in Mesquite ISD upon earning a bachelor's degree and college/university recommendation for a standard teaching certificate. Each June, graduating seniors that have met the high school program requirements are recognized at the MISD school board meeting in front of teachers, parents and community members.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Mesquite ISD has a long running successful partnership with Eastfield College located in Mesquite, TX. Our plan is to work with the college to provide dual credit courses for the Education and Training program. Eastfield College currently offers an Associate of Arts in Teaching that directly transfers to the University of North Texas – Dallas allowing students to earn a four-year degree and teacher certification. Students that wish to earn their Associate's degree at Eastfield and transfer to another university to complete their Bachelor's degree will be allowed to do so. Dual Credit Plan for Education and Training courses:

2018-2019 School Year Plan

November-December 2018

- Work with Eastfield College representatives to develop a dual credit agreement for Instructional Practices in Education and Training and Practicum in Education and Training.
- Align high school Education and Training courses with college courses

January-February 2019

- Credential current Education and Training instructors
- Develop course scope and sequence and course syllabus

March-April 2019

- Lead dual credit application sessions with incoming students and process applications.
- Submit all student applications to Eastfield College.
- TSI testing for incoming students.

May-June 2019

- Train current Education and Training instructors in dual credit, blackboard, e-campus and e-connect.

2019-2020 School Year Plan

August 2019 - May 2020

- Launch first dual credit course aligned with Instructional Practices in Education and Training.
- Train students in blackboard and e-campus.
- Certify dual credit rosters.
- Maintain gradebook throughout course.
- Evaluate student progress throughout the course.
- Evaluate course effectiveness – student outcomes; feedback from students, parents, instructors and administration
- Lead dual credit application sessions with incoming students and process applications.
- Submit all student applications to Eastfield College.

- TSI testing for incoming students.
- Prepare for second course aligned with Practicum in Education and Training.

2020-2021 School Year Plan

August 2020 – May 2021

- Launch second dual credit course aligned with Practicum in Education in Training
- Launch dual credit course aligned with Instructional Practices in Education and Training.
- Train students in blackboard and e-campus.
- Certify dual credit rosters.
- Maintain gradebook throughout course.
- Evaluate student progress throughout the course.
- Evaluate course effectiveness – student outcomes; feedback from students, parents, instructors and administration
- Lead dual credit application sessions with incoming students and process applications.
- Submit all student applications to Eastfield College.
- TSI testing for incoming students

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Each participant will have the option to seek certification with their chosen EPP that Mesquite ISD has a partnership with. MISD has a partnership with: Texas Teachers, iteach, Region 10, ECAP, and ACT-Houston@ Dallas. We will ensure flexibility of placement of paraprofessionals in their role in the area they are seeking certification. The plan will include locating the para in their job/ position to allow them training, observations, and on the job experiences according to their needs for certification. A cohort approach will be utilized as required/ needed by the EPP.



MESQUITE INDEPENDENT SCHOOL DISTRICT

David Vroonland, Ed.D., Superintendent of Schools

May 15, 2018

Dear Ready, Set, Teach Senior:

It is very exciting to know that you are in the Ready, Set, Teach program this year. I'm sure your parents and teachers are extremely proud of your accomplishments and so am I. I hope the years you've spent in Mesquite ISD have served you well and have prepared you for the next phase of your life.

At this time, I'm sure you're busy finalizing college plans and making decisions about life after college. Mesquite ISD puts an enormous amount of time and energy into providing you with amazing opportunities. The Ready, Set, Teach program is one of many programs in our district that promotes the culture and excellence for which this district has become so well known. I want you to know that our vision of, "Excellence Always", is something our district deeply believes in for all MISD students.

Each year, approximately 20-25% of the new teachers we hire are former MISD students. What an excellent example of the commitment our district has to its students! I would like to extend an opportunity to you to come back and join the ranks of the numerous former MISD students who have chosen to start their teaching careers here. **Our plan is to take this one step further and guarantee that you will have an opportunity to come back and teach in Mesquite ISD after you graduate from college.** There is a set of criteria that has to be met for this to happen. Some of our high needs teaching areas at this time are bilingual education, special education, foreign languages, secondary math and science, and certain specialty areas in Career and Technology Education. Annual stipends and signing bonuses are also offered in some of these teaching areas in an effort to recruit and retain quality teachers.

You have a bright future ahead of you and I know you are working hard to complete your senior year. Please think about this great opportunity that lies ahead for you. Our Personnel office staff are available to assist you and answer any questions you might have. **Please make plans to attend the June School Board meeting at which time you will receive your official letter of intent to hire.** Thank you for a job well done! We look forward to seeing you at the Board meeting in June.

Warmest regards,

Dr. David Vroonland
Mesquite ISD Superintendent

3819 Towne Crossing Blvd.
Mesquite, TX 75150

972-288-6411
www.mesquiteisd.org

Boh Nicholas
Deputy Superintendent

Treva Franklin, Ed.D.
Assistant Superintendent

Kathryn Bohling
Assistant Superintendent

Lanny Frasier
Assistant Superintendent

Karyn Cummings, Ed.D.
Assistant Superintendent

Denise Kutch, Ed.D.
Assistant Superintendent

Ready-Set-Teach Guaranteed Contract Requirements

- 1) Enrolled in the Ready-Set-Teach Program during the Junior and Senior year.
- 2) Earn an “A” or “B” in the Ready-Set-Teach! course and have an overall GPA of 3.0 upon graduation.
- 3) Receive the recommendation of the teacher(s) in the program
- 4) Contract is contingent upon the student earning a bachelor’s degree and being recommended by the college or university for a Standard Certificate (must complete a traditional Student Teaching Program through a university – Alternative Certification programs will not qualify).
- 5) Contract is for the school year following college graduation and recommendation for Texas certification by the college/university.
- 6) Contract is void due to any of the following:
 - Failure to have an overall GPA of 3.0 upon graduation
 - Employment as a teacher occurs in any district other than the Mesquite ISD
 - Criminal History Record is determined as unacceptable by the district
 - Failure to provide satisfactory references for employment upon completion of the program. (Satisfactory references from student teaching experience must be provided)
- 7) Student must notify the Personnel office during the last semester before their expected graduation date to begin the placement and assignment process in the Mesquite ISD.
- 8) Full legal validation of the contract does not occur until action is taken by the Board of Education of the MISD upon placement in a position.



Education &
Training

2018-2019
Public Service Endorsement
Education

Grade	Language Arts	Math	Science	Social Studies	Required CTE Courses	Potential Certification
9 th	English 1	Algebra 1	Biology or Environmental	World Geography or World History	Business Information Management I	
10 th	English 2	Geometry	Biology or Approved 2nd Year Science	U. S. History	Principles of Education & Training	
11 th	English 3	Approved 3rd Year Math	Approved 3rd Year Science	<u>Government Economics</u>	Ready, Set, Teach I	
12 th	English 4 or Approved 4th Year English	Approved 4th Year Math	Approved 4th Year Science		Ready, Set, Teach II	

Career & Technical Student Organizations:

TAFE—Texas Association of Future Educators
 FCCLA—Family Career & Community Leaders of America
 SkillsUSA

Dual Credit Offerings:

English 3
 English 4
 U. S. Government

*Additional dual credit courses offered at individual campuses.

Required Electives:

Fine Arts
 Health
 Speech
 Foreign Language
 Physical Education

Additional Recommended Electives:

Child Development (One Credit)
 Interpersonal Studies (One Credit)

Sample Careers	High School	On the Job Training	Certificate	Associate's Degree	Bachelor's Degree	Advanced College Degree	Average Annual Salary	Source:
Teachers			x		x		\$ 50,650	For further information on any of the careers click the career link or go to www.bls.org
Librarian						x	\$ 57,680	
Instructional Coordinator					x	x	\$ 62,460	
Teacher Assistants	x			x			\$ 25,410	
Post-secondary education					x	x	\$ 75,430	

Equal access to Career and Technical programs and activities is assured students in the Mesquite Independent School District without regard to race, color, national origin, gender, or disability.



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- (16) An institution is not required, under the provisions of THECB dual credit section, to offer dual credit courses for high school students.
- (17) The student must meet all admissions criteria of the college. In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.
- (18) It is important for students to maintain a good academic standing as grades could impact a student's admission when transferring into four year colleges/universities.
- (19) Eligibility and academic standing are reviewed for continued participation in dual credit courses and the student is required to maintain satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental/guardian and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.
- (20) Students must discuss with their Dual Credit Advisor/Counselor if they wish to withdraw from their college course(s). Students who decide to withdraw must submit the required withdrawal form to the Dual Credit Advisor/Counselor or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of F.
- (a.) Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.
- (21) Dual Credit High Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt they should take care when selecting additional courses to be transferred toward a Baccalaureate degree. House Bill 1172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.
- State limits are:
- For students entering public Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).
 - For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

Attachment A

- (22) Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

B. Faculty Qualifications

- (1) The college must select instructors of dual credit courses. This faculty must be regularly employed faculty members of the college or must meet all criteria established for credit instruction in the DCCCD, including SACSCOC criteria. The approval procedures used by the college to select faculty must be the same as that used for faculty teaching at the college campus.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the college campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors including attending orientations, faculty meetings, and staff development/training activities.
- (4) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction and Grading

- (1) Courses offered for dual credit must be THECB approved college-level academic courses and/or THECB college-level workforce education courses and are in agreement with the current Texas Education Agency's (TEA) guidelines for graduation requirements in the State of Texas. Students may take no more courses for dual credit than permitted by these TEA course graduation guidelines.
- (2) The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.
- (4) Dual Credit students who retake a dual credit course or enroll in a concurrent (non- dual credit) course will pay tuition for such courses.

D. Location of Dual Credit Classes

- (1) Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the college shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

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- (3) Colleges must comply with SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) requirements as it relates to courses taught off college location.
- E. Composition of Dual Credit Classes**
 - (1) Dual Credit courses must be taught on the college and/or the high school campus.
 - (2) Dual credit classes may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would include high school credit-only students, may be allowed by meeting one of the following conditions:
 - a. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or
 - b. If the high school credit-only students are College Board Advanced Placement students or International Baccalaureate students; or
 - c. If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.
- F. Student Services**
 - (1) High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
 - (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
 - (3) High school students in dual credit courses needing accommodations due to the presence of a disability are responsible for contacting the Disability Services Office of the sponsoring college and high school. Dual credit course location will determine responsibility for provision of academic accommodations authorized by College Disability Services Office (DSO). Specific accommodations on the high school campus requiring classroom personnel or technology will be authorized by College DSO and provided by the high school. Accommodations for courses offered at the college will be provided by the college. College will follow 504 of the Rehabilitation Act of 1973.
 - (4) If a student is enrolled simultaneously in college and high school in a dual credit program, the two schools may share information regarding the student. This complies with 34 CFR 99.34(b).
- G. All other services provided to college students will be provided to high school students enrolled in dual credit courses.**
- H. Eligible Courses**
 - (1) A Community College may grant a student credit for a dual credit course only if the course is offered in the college's core curriculum; Career and Technical Education (CTE) courses that apply to any certificate or associate degree offered by the institution; and, courses with the following rubrics: ACCT, ARCH, BUSI, COSC, CRU, ENGR, ENGT, RNSG, BCIS, and foreign language courses.
 - (2) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB. Course name and number are subject to change.

Attachment A

- (3) Dual credit classes must be equal in quality and rigor to classes on the college campus.
- (4) Textbooks, textbook access codes, required course supplies/Instructional tools and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the college.
- (5) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
- (6) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus.
- (7) Colleges will not receive formula funding from the state for PHED 1164 dual credit course. Legislation does not restrict higher education institutions from enrolling dual credit students in PHED 1164, but state funding will not be provided to the college.
- I. Transcription of Credit. Transcription of dual credit courses on a college transcript should be handled exactly as it is for other college-level courses.
- J. Funding
 - (1) State funding for dual credit courses will be available to the public school district and the college based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - (2) The college may claim funding for students getting college credit in core curriculum, select academic courses, career and technical education, and foreign language dual credit courses approved by and in keeping with Texas Higher Education Coordinating Board policies. This provision does not apply to students enrolled in approved Early College High School programs.
- K. Salaries - The college may contract to pay the high school for educational services. The high school determines the compensation for its dual credit approved instructors.
- L. Tuition and Cost- By written agreement with various high schools, the College District is authorized to offer dual credit enrollment classes to high school students as permitted by Chapter 130 of the Texas Education Code. The Chancellor or designee is authorized to enter into these agreements.
- Tuition Scholarship:
 - (1) In Dallas County High Schools- A signed Dual Credit Agreement between the college and the school district, charter school, private school, or home school must be on file and indicate students enrolled in dual credit courses shall not pay tuition. One tuition scholarship per dual credit course per student is allowed. Tuition scholarship is not awarded to high school students enrolled in concurrent college courses where only college credit is awarded. Dual Credit Agreements will be made with school districts, charter schools, private schools, or home schools located within Dallas County. Tuition scholarship is not awarded for repeated courses. Student and/or high school are responsible for tuition and additional costs of any repeated course(s).
 - (2) Out of Dallas County In State High Schools- A signed Dual Credit Agreement may be made with a school district, charter school, private school, or home school located outside of Dallas County and within the state of Texas. Students who are attending

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the out-of-county school and enrolled in dual credit courses will be charged tuition at the DCCCD in-county tuition rates. Parent is responsible for tuition in full, unless high school offers to sponsor/scholarship student tuition. Educational institutions file Form 1098-T for each student they enroll and for whom a reportable transaction is made for dual credit courses, including online dual credit courses and repeated dual credit courses. To the extent dual credit courses are to be offered outside of Dallas County and within the State of Texas and involve additional costs for specialized equipment or supplies, the written dual credit agreement shall specify the additional course costs associated with same.

- (3) Students may take no more dual credit courses than permitted by the TEA course graduation guidelines.
- M. For the purposes of dual credit, neither the high school nor the college should charge the other any expenses associated with the use of facilities unless specified expenses are included within the Dual Credit Agreement.
 - N. College may charge ISD or high school (public, private, charter or home) as specified in agreement for the cost of textbooks, textbook access codes, specialized equipment, required course supplies, instructional tools and the cost of additional DCCCD personnel to assist in labs/classrooms. Students will be responsible for the cost of textbooks, textbook access codes, required course supplies, instructional tools, and liability insurance fee when such costs are not being provided by the ISD or high school.
 - O. Students may initially take all three component areas of the college's Texas Success Initiative Assessment (TSIA) at no cost and re-test once within each of the three component areas at no cost. For additional testing, student or high school will pay for re-test costs.
2. The college may contract with school districts as outlined above to provide remedial courses for students enrolled in a public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The college may not waive tuition for remedial courses unless approved by the DCCCD Board.
 3. Sexual misconduct involving HS students and/or College faculty or students shall be addressed by both the HS and the College. The HS shall promptly report to College administration any complaints of sexual misconduct made by or against a student, employee or guest of the College. All other misconduct, behavioral problems, and any disciplinary measures resulting therefrom concerning HS students while at the College/ High School are the sole responsibility of the HS. College shall report in writing such disciplinary problems to the HS Administration. College may, at its sole discretion, refuse to admit students with a history of disciplinary problems. Sexual misconduct is any act of sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any other conduct that threatens the health and safety of any person on the basis of actual, expressed or perceived gender identity.
 4. Students attending classes on a DCCCD campus must present proof of immunization for bacterial meningitis. Sec. 51.9192 of the Education Code and §21.613 of the TAC states that students must receive a bacterial meningitis vaccination or present the appropriate exemption. Meningococcal conjugate vaccine MenACWY) and meningococcal polysaccharide vaccine

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(MPSV4) are state approved for this requirement. THECB has noted that vaccination with the MenB vaccine should not replace routine vaccination with MenACWY vaccines.

5. As rules and regulations are subject to change, please refer to the DCCCD web catalog at <http://www.1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

Revised March 2018 DCCCD/Educational Policy 2018-19 vgh

Attachment B

MISD Courses	PEIMS Number	HS Credit	Eastfield College Courses	DCCCD Course Number	DCCCD Credit Hours
English 3 **	03220300	.5 credit .5 credit	Composition I Composition II	ENGL 1301 ENGL 1302	3 3
English 4**	03220400	.5 credit .5 credit	Composition I Composition II	ENGL 1301 ENGL 1302	3 3
English 4**	03220400	.5 credit .5 credit	British Literature I British Literature II	ENGL 2322 ENGL 2323	3 3
Independent Study in Math	03102500	.5 credit .5 credit	College Algebra Plane Trigonometry	MATH 1314 MATH 1316	3 3
French 1 **	03410100	.5 credit .5 credit	Beginning French I Beginning French II	FREN 1411 FREN 1412	4 4
French 2 **	03410200	.5 credit .5 credit	Intermediate French I Intermediate French II	FREN 2311 FREN 2312	3 3
Spanish 3 **	03440300	.5 credit .5 credit	Beginning Spanish I Beginning Spanish II	SPAN 1411 SPAN 1412	4 4
Spanish 4 **	03440400	.5 credit .5 credit	Intermediate Spanish I Intermediate Spanish II	SPAN 2311 SPAN 2312	3 3
American Sign Language 1 **	03980100	.5 credit .5 credit	Beginning Sign Lang. I Beginning Sign Lang. II	SGNL 1301 SGNL 1302	3 3
Chemistry**	03040000	.5 credit .5 credit	Intro. to Chemistry I Intro. to Chemistry II	CHEM 1405 CHEM 1407	4 4
U.S. History**	03340100	.5 credit .5 credit	U.S. History I U.S. History II	HIST 1301 HIST 1302	3 3
U.S. Government **	03330100	.5 credit	Federal Government	GOVT 2305	3
Special Topics in Soc.Studies: Texas Government**	03380002	.5 credit	Texas Government	GOVT 2306	3
Economics **	03310300	.5 credit	Principles of Economics	ECON 2301	3
Psychology **	03350100	.5 credit	Introduction to Psychology	PSYC 2301	3
Communication Applications **	03241400	.5 credit	Intro Speech Communication	SPCH 1311	3
MISD CTE Courses	PEIMS Number	HS Credit	Eastfield College Courses	DCCCD Course Number	DCCCD Credit Hours
Automotive Technology II- Automotive Service	13039700	2 credits	Introduction to Automotive Technology	AUMT 1305	3
Automotive Paint & Refinishing	13039900	2 credits	Basic Metal Repair	ABDR 1419	4
Graphic Design and Illustration	13008800	1 credit .5 credit	Intro. To Computer Graphics & Digital Imaging I or Computer Illustration (Courses do not transfer to a four year college.)	ARTC 1325 and ARTC 1302 ARTC1353	3 3 3
Business Information Management I	13011400	1 credit	Business Computer Applications	BCIS 1405	4
Engineering Design and Presentation	13036500	.5 credit .5 credit	Special Topics in Drafting and Design Basic Computer-Aided Drafting (Courses do not transfer to a four year college.)	DFTG 1491 DFTG 1409	4 4
Child Guidance	13024800	2 credits	Child Dev. Associate Training Child Dev. Associate Training II	CDEC 1317 CDEC 2322	3 3
MISD CTE Courses	PEIMS Number	HS Credit	El Centro College Courses	DCCCD Course Number	DCCCD Credit Hours
Principles of Health Science or Health Science Theory/Health Science Clinical	13020410	2 credits	General Health Professional Management	HRPS 2231	2
Practicum in Health Science/EMT	13020500	2 credits	Emergency Medical Tech. Basic Clinical Emergency Medical Tech.	EMSP 1501 EMSP 1160	5 1
Practicum in Health Science/ Pharmacology (Must be taking Anatomy & Physiology concurrently)	13020500	2 credits	Pharmacology for Health Professions	HPRS 2300	3
Medical Terminology	13020300	1 credit	Medical Terminology for Allied Health	HPRS 2302	3
MISD CTE Courses	PEIMS Number	HS Credit	Cedar Valley College Courses	DCCCD Course Number	DCCCD Credit Hours
Practicum in Marketing	13034800	2 credits	Coop Ed Marketing/Mktg Mgt.	MRKG 1381	3

Attachment C -- Eastfield College 2018-19

College Dual Credit Contact

Kimberly Flanders, 972-860-7183, kimberlyflanders@dcccd.edu

Payment of Services:

(1). For courses taught at a High School facility utilizing High School teachers who are qualified by the DCCCD College using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards to teach college level courses, DCCCD shall pay as follows:

(a). A minimum class size of 15 students per section is required for Dallas ISD to receive payment from the College. Compensation will be paid at \$1,000 per course. There is no pro-rating for classes with less than 15 students and no payment to the ISD will be made for classes with less than 15 students. A typical credit course can vary from 1 to 5 credit hours depending upon the course requirements.

(b). Actual attendance is based on the census date for state reporting, which is the College's 12th class day for fall semester, spring semester, and the full 10-week summer session. For the 5-week summer session I and 5-week summer session II, the census date and certification of attendance is based on the 4th class day.

(c). College will pay ISD at the end of the semester(s) or academic year. The total compensation that College pays ISD under this Agreement with College shall not exceed \$140,000 for the Initial Term. Provided, further, that the total compensation paid by the college under the Initial Term and any Renewal Terms, if any, in the aggregate, shall not exceed the sum of \$560,000.

(2). College's performance of its duties under this Agreement is specifically contingent upon receipt of adequate funding from the State of Texas and its funding sources. In the event the College District does not receive State reimbursement for contact hours generated, there shall be no payment of services.

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Attachment C – El Centro College 2018-19

College Dual Credit Contact

Karen Stills

214. 860.2033

kstills@dccc.edu

Payment of Services:

(1). For courses taught at a High School facility utilizing High School teachers who are qualified by the DCCCD College using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards to teach college level courses, DCCCD shall pay as follows:

(a). A minimum class size of 15 students per section is required for Mesquite ISD to receive payment from the College. Compensation will be paid at \$1,000 per course. There is no pro-rating for classes with less than 15 students and no payment to the ISD will be made for classes with less than 15 students. A typical credit course can vary from 1 to 5 credit hours depending upon the course requirements.

(b). Actual attendance is based on the census date for state reporting, which is the College's 12th class day for fall semester, spring semester, and the full 10-week summer session. For the 5-week summer session I and 5-week summer session II, the census date and certification of attendance is based on the 4th class day.

(c). College will pay ISD at the end of the semester(s) or academic year. The total compensation that College pays ISD under this Agreement with College shall not exceed \$45,000 for the Initial Term. Provided, further, that the total compensation paid by the college under the Initial Term and any Renewal Terms, if any, in the aggregate, shall not exceed the sum of \$180,000.

(2). College's performance of its duties under this Agreement is specifically contingent upon receipt of adequate funding from the State of Texas and its funding sources. In the event the College District does not receive State reimbursement for contact hours generated, there shall be no payment of services.

Attachment C – Cedar Valley College 2018-19

College Dual Credit Contact

Audra Barrett V. P. Instruction, 972-860-8243 audrabarrett@dcccd.edu

Payment of Services:

(1). For courses taught at a High School facility utilizing High School teachers who are qualified by the DCCCD College using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards to teach college level courses, DCCCD shall pay as follows:

(a). A minimum class size of 15 students per section is required for Mesquite ISD to receive payment from the College. Compensation will be paid at \$1,000 per course. There is no pro-rating for classes with less than 15 students and no payment to the ISD will be made for classes with less than 15 students. A typical credit course can vary from 1 to 5 credit hours depending upon the course requirements.

(b). Actual attendance is based on the census date for state reporting, which is the College's 12th class day for fall semester, spring semester, and the full 10-week summer session. For the 5-week summer session I and 5-week summer session II, the census date and certification of attendance is based on the 4th class day.

(c). College will pay ISD at the end of the semester(s) or academic year. The total compensation that College pays ISD under this Agreement with College shall not exceed \$12,000 for the Initial Term. Provided, further, that the total compensation paid by the college under the Initial Term and any Renewal Terms, if any, in the aggregate, shall not exceed the sum of \$48,000.

(2). College's performance of its duties under this Agreement is specifically contingent upon receipt of adequate funding from the State of Texas and its funding sources. In the event the College District does not receive State reimbursement for contact hours generated, there shall be no payment of services.

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education**Subchapter E. Education and Training**

Statutory Authority: The provisions of this Subchapter E issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.00222, and 28.025, unless otherwise noted.

§130.161. Implementation of Texas Essential Knowledge and Skills for Education and Training, Adopted 2015.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.
- (b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§130.162-130.166 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§130.162-130.166 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§130.162-130.166 of this subchapter shall be implemented for the following school year.

Source: The provisions of this §130.161 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.162. Principles of Education and Training (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
 - (3) Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) demonstrate written communication;
 - (B) perform job-appropriate numerical and arithmetic application;
 - (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
 - (D) exhibit teamwork skills;
 - (E) apply decision-making skills;
 - (F) implement problem-solving techniques;
 - (G) acquire conflict management skills;
 - (H) develop leadership skills;
 - (I) demonstrate professionalism; and
 - (J) develop effective work ethic practices.
- (2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to:
- (A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support;
 - (B) analyze transferable skills among a variety of careers within the Education and Training Career Cluster;
 - (C) recognize the impact of career choice on personal lifestyle;
 - (D) develop productive work habits such as organization, time management, and initiative; and
 - (E) analyze assessment results such as an interest and ability inventory as relative to those necessary for success in education and training.
- (3) The student explains societal impacts within the education and training career cluster. The student is expected to:
- (A) investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues; and
 - (B) predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends.
- (4) The student explores careers in the teaching and training program of study. The student is expected to:
- (A) summarize the various roles and responsibilities of professionals in the fields of teaching and training;
 - (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of teaching and training;
 - (C) investigate education or training alternatives after high school for a career choice within the student's interest areas; and
 - (D) examine education or training degree plans for various occupations within the field of teaching and training.
- (5) The student explores careers in the professional support services program of study. The student is expected to:
- (A) summarize the various roles and responsibilities of professionals in the field of professional support services;

- (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;
 - (C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and
 - (D) examine education and training degree plans for various occupations within the field of professional support services.
- (6) The student explores careers in the administration and administrative support program of study. The student is expected to:
- (A) summarize the various roles and responsibilities of professionals in the field of administration and administrative support;
 - (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support;
 - (C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and
 - (D) examine education and training degree plans for various occupations within the fields of administration and administrative support.
- (7) The student experiences authentic education and training opportunities. The student is expected to:
- (A) experience educator duties and responsibilities through activities such as assisting, shadowing, or observing;
 - (B) develop instructional materials such as visuals, teacher aids, manipulatives, lesson components, and mini lessons; and
 - (C) formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education.
- (8) The student explores options in education and career planning. The student is expected to:
- (A) develop a graduation plan that leads to a specific career choice in the area of interest;
 - (B) identify high school and dual enrollment courses related to specific career cluster programs of study;
 - (C) identify and compare technical and community college programs that align with interest areas; and
 - (D) identify and compare university programs and institutions that align with interest areas.
- (9) The student documents technical knowledge and skills. The student is expected to:
- (A) assemble basic professional portfolio components such as basic resume, samples of work, service learning log, assessment results, and mock scholarship applications; and
 - (B) present the portfolio to interested stakeholders.

Source: The provisions of this §130.162 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.163. Human Growth and Development (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
 - (3) Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate written communication;
 - (B) perform job-appropriate numerical and arithmetic application;
 - (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
 - (D) exhibit teamwork skills;
 - (E) apply decision-making skills;
 - (F) implement problem-solving techniques;
 - (G) acquire conflict management skills;
 - (H) develop leadership skills;
 - (I) demonstrate professionalism; and
 - (J) develop effective work ethic practices.
 - (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:
 - (A) explain the role of theories in understanding human development;
 - (B) describe theoretical perspectives that influence human development throughout the lifespan;
 - (C) summarize historical influences on modern theories of human development;
 - (D) compare and contrast the research methods commonly used to study human development; and
 - (E) compare and contrast pedagogy and andragogy.
 - (3) The student understands the importance of prenatal care in the development of a child. The student is expected to:
 - (A) describe nutritional needs prior to and during pregnancy;
 - (B) analyze reasons for medical care and good health practices prior to and during pregnancy;
 - (C) outline stages of prenatal development;

- (D) discuss the role of genetics in prenatal development; and
- (E) determine environmental factors affecting development of the fetus.
- (4) The student understands the development of children ages newborn through two years. The student is expected to:
 - (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;
 - (B) analyze various developmental theories relating to infants and toddlers;
 - (C) discuss the influences of the family and society on the infant and toddler;
 - (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
 - (E) determine techniques that promote the health and safety of infants and toddlers; and
 - (F) determine developmentally appropriate guidance techniques for children in the first two years of life.
- (5) The student understands the development of children ages three through five years. The student is expected to:
 - (A) analyze the physical, emotional, social, and cognitive development of preschoolers;
 - (B) analyze various developmental theories relating to preschoolers;
 - (C) discuss the influences of the family and society on preschoolers;
 - (D) summarize strategies for optimizing the development of preschoolers, including those with special needs;
 - (E) determine techniques that promote the health and safety of preschoolers; and
 - (F) determine developmentally appropriate guidance techniques for preschoolers.
- (6) The student understands the development of children ages six through ten years. The student is expected to:
 - (A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;
 - (B) analyze various developmental theories relating to children in the early to middle childhood stage of development;
 - (C) discuss the influences of the family and society on children in the early to middle childhood stage of development;
 - (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;
 - (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and
 - (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
- (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:
 - (A) analyze the biological and cognitive development of adolescents;
 - (B) analyze the emotional and social development of adolescents;
 - (C) discuss various theoretical perspectives relevant to adolescent growth and development;
 - (D) discuss the influences of the family and society on adolescents;

- (E) summarize strategies for optimizing the development of the adolescent;
 - (F) determine techniques that promote the health and safety of the adolescent; and
 - (G) determine developmentally appropriate guidance techniques for adolescents.
- (8) The student understands the importance of care and protection of children and adolescents. The student is expected to:
- (A) determine services provided by agencies that protect the rights of children and adolescents;
 - (B) summarize various resources focusing on children and adolescents;
 - (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;
 - (D) analyze forms, causes, effects, prevention, and treatment of child abuse;
 - (E) explain the impact of appropriate health care and importance of safety for children and adolescents; and
 - (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents.
- (9) The student understands the development of adults ages 20 through 39 years. The student is expected to:
- (A) analyze various development theories relating to early adults, including biological and cognitive development;
 - (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
 - (C) discuss the influences of society and culture on early adults; and
 - (D) discuss the importance of family, human relationships, and social interaction for early adults.
- (10) The student understands the development of adults ages 40 through 65 years. The student is expected to:
- (A) analyze various development theories relating to middle adults, including biological and cognitive development;
 - (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
 - (C) discuss the influences of society and culture on middle adults; and
 - (D) discuss the importance of family, human relationships, and social interaction for middle adults.
- (11) The student understands the development of adults ages 66 years and older. The student is expected to:
- (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;
 - (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;
 - (C) discuss the influences of society and culture on those within the stage of late adulthood; and
 - (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.

- (12) The student explores opportunities available in education and training. The student is expected to:
 - (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;
 - (B) evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest;
 - (C) propose short-term and long-term education and career goals; and
 - (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment.
- (13) The student documents technical knowledge and skills. The student is expected to:
 - (A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and
 - (B) present the portfolio to interested stakeholders.

Source: The provisions of this §130.163 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.164. Instructional Practices (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
 - (3) Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate written communication;
 - (B) perform job-appropriate numerical and arithmetic application;
 - (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings;
 - (D) exhibit teamwork skills;

- (E) apply decision-making skills;
 - (F) implement problem-solving techniques;
 - (G) acquire conflict management skills;
 - (H) develop leadership skills;
 - (I) demonstrate professionalism; and
 - (J) develop effective work ethic practices.
- (2) The student explores the teaching and training profession. The student is expected to:
- (A) demonstrate an understanding of the historical foundations of education and training in the United States;
 - (B) determine and implement knowledge and skills needed by teaching and training professionals;
 - (C) demonstrate and implement personal characteristics needed by teaching and training professionals;
 - (D) identify qualities of effective schools;
 - (E) investigate possible career options in the field of education and training;
 - (F) discuss teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and
 - (G) formulate a professional philosophy of education based on a personal set of beliefs.
- (3) The student understands the learner and the learning process. The student is expected to:
- (A) relate and implement principles and theories of human development to teaching and training situations;
 - (B) relate and implement principles and theories about the learning process to teaching and training situations;
 - (C) demonstrate and implement behaviors and skills that facilitate the learning process; and
 - (D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.
- (4) The student interacts effectively in the role of an educator. The student is expected to:
- (A) demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and
 - (B) demonstrate techniques promoting literacy.
- (5) The student plans and develops effective instruction. The student is expected to:
- (A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;
 - (B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;
 - (C) explain the rationale for and process of instructional planning;
 - (D) describe principles and theories that impact instructional planning;
 - (E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and
 - (F) demonstrate lesson planning to meet instructional goals.
- (6) The student creates an effective learning environment. The student is expected to:

- (A) describe and implement a safe and an effective learning environment;
 - (B) demonstrate teacher and trainer characteristics that promote an effective learning environment;
 - (C) identify classroom-management techniques that promote an effective learning environment; and
 - (D) demonstrate conflict-management and mediation techniques supportive of an effective learning environment.
- (7) The student assesses teaching and learning. The student is expected to:
- (A) describe the role of assessment as part of the learning process;
 - (B) analyze the assessment process; and
 - (C) use appropriate assessment strategies in an instructional setting.
- (8) The student understands the relationship between school and society. The student is expected to:
- (A) explain the relationship between school and society;
 - (B) recognize and use resources for professional growth such as family, school, and community resources; and
 - (C) collaborate with stakeholders such as family, school, and community to promote learning.
- (9) The student develops technology skills. The student is expected to:
- (A) describe the role of technology in the instructional process;
 - (B) use technology applications appropriate for specific subject matter and student needs; and
 - (C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.
- (10) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:
- (A) describe teacher and trainer characteristics that promote professional and ethical conduct;
 - (B) analyze professional and ethical standards that apply to educators and trainers;
 - (C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and
 - (D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.
- (11) The student participates in field-based experiences in education and training. The student is expected to:
- (A) apply instructional strategies and concepts within a local educational or training facility; and
 - (B) document, assess, and reflect on instructional experiences.
- (12) The student documents technical knowledge and skills. The student is expected to:
- (A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and
 - (B) present the portfolio to interested stakeholders.

Source: The provisions of this §130.164 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.165. Practicum in Education and Training (Two Credits), Adopted 2015.

- (a) **General requirements.** This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (b) **Introduction.**
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
 - (3) Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) **Knowledge and skills.**
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate written communication;
 - (B) perform job-appropriate numerical and arithmetic application;
 - (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
 - (D) exhibit teamwork skills;
 - (E) apply decision-making skills;
 - (F) implement problem-solving techniques;
 - (G) acquire conflict management skills;
 - (H) develop leadership skills;
 - (I) demonstrate professionalism; and
 - (J) develop effective work ethic practices.
 - (2) The student explores the teaching and training profession. The student is expected to:
 - (A) analyze current trends and issues that impact education such as political, societal, and economic trends and issues;
 - (B) demonstrate and implement knowledge and skills needed by the teaching and training profession;

- (C) update assessment of personal characteristics needed to work in the teaching and training profession;
 - (D) explore qualities of effective schools;
 - (E) refine professional philosophy of education based on a personal set of beliefs;
 - (F) explore the educational/academic requirements and possible degree/certifications available in education;
 - (G) refine personal career plan in preparation for a career in the field of education or training;
 - (H) explore teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and
 - (I) explore educational high-needs and teacher-shortage areas.
- (3) The student understands the learner and learning process. The student is expected to:
- (A) apply principles and theories of human development appropriate to specific teaching or training situations;
 - (B) apply principles and theories about the learning process to specific teaching or training situations;
 - (C) analyze the dynamics of personal and student behaviors that facilitate the learning process;
 - (D) analyze teaching skills that facilitate the learning process; and
 - (E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.
- (4) The student interacts effectively in the role of an educator. The student is expected to:
- (A) demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and
 - (B) demonstrate and evaluate techniques promoting literacy.
- (5) The student plans and uses effective instruction. The student is expected to:
- (A) apply principles and theories that impact instructional planning;
 - (B) develop instructional materials that align with the Texas Essential Knowledge and Skills;
 - (C) demonstrate competency in core and non-core subject areas;
 - (D) create lessons plans that meet instructional goals;
 - (E) analyze concepts for developing effective instructional strategies;
 - (F) evaluate and analyze effectiveness of lessons plans and instructional strategies; and
 - (G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.
- (6) The student creates and maintains an effective learning environment. The student is expected to:
- (A) create and maintain a safe and an effective learning environment;
 - (B) integrate teacher or trainer characteristics that promote an effective learning environment;
 - (C) apply classroom management techniques that promote an effective learning environment; and
 - (D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.
- (7) The student assesses instruction and learning. The student is expected to:

- (A) develop and apply assessments to foster student learning;
 - (B) use assessment strategies to promote personal growth and teaching or training improvement; and
 - (C) use reflective techniques to promote personal growth and teaching or training improvement.
- (8) The student understands the relationship between school and society. The student is expected to:
- (A) identify and support learning through advocacy;
 - (B) select family, school, and community resources for professional growth; and
 - (C) promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.
- (9) The student develops technology skills. The student is expected to:
- (A) access and use current technology applications appropriate for specific subject matter and student needs; and
 - (B) integrate the skillful use of technology as a tool for instruction, evaluation, and management.
- (10) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:
- (A) develop teacher and trainer characteristics that promote professional and ethical conduct;
 - (B) analyze professional and ethical standards that apply to educators and trainers;
 - (C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and
 - (D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.
- (11) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:
- (A) identify strategies and resources for the professional development of educators or trainers such as research and assessment;
 - (B) demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning; and
 - (C) plan for professional growth.
- (12) The student continues to participate in field-based experiences in education or training. The student is expected to:
- (A) apply instructional strategies and concepts within a local educational or training facility; and
 - (B) document, assess, and reflect on instructional experiences.
- (13) The student documents technical knowledge and skills. The student is expected to:
- (A) gather artifacts and documentation that support attainment of technical skill competencies;
 - (B) update a professional portfolio to include components such as a resume, samples of work, service learning log, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations; and
 - (C) present the portfolio to interested stakeholders.

Source: The provisions of this §130.165 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.166. Extended Practicum in Education and Training (One Credit), Adopted 2015.

- (a) **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Corequisite: Practicum in Education and Training. This course must be taken concurrently with Practicum in Education and Training and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (b) **Introduction.**
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
 - (3) Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) **Knowledge and skills.**
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to education and training;
 - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency;
 - (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases with increased fluency to enhance work products; and
 - (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
 - (2) The student applies professional communications strategies. The student is expected to:

- (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (B) effectively present information formally and informally;
 - (C) analyze, interpret, and effectively communicate information; and
 - (D) apply active listening skills to obtain and clarify information.
- (3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.
- (4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:
- (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (B) show integrity by choosing the ethical course of action when making decisions;
 - (C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet; and
 - (D) comply with all applicable rules, laws, and regulations in a consistent manner.
- (5) The student continues to participate in field-based experiences in education and training. The student is expected to:
- (A) apply instructional strategies and concepts with increased fluency within a local educational or training facility;
 - (B) apply principles and theories that impact instructional planning;
 - (C) develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills;
 - (D) demonstrate competency in foundation and enrichment subject areas;
 - (E) create lessons plans that meet instructional goals;
 - (F) document, assess, and reflect on instructional experiences; and
 - (G) collect representative work samples.

Source: The provisions of this §130.166 adopted to be effective August 28, 2017, 41 TexReg 614.