



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

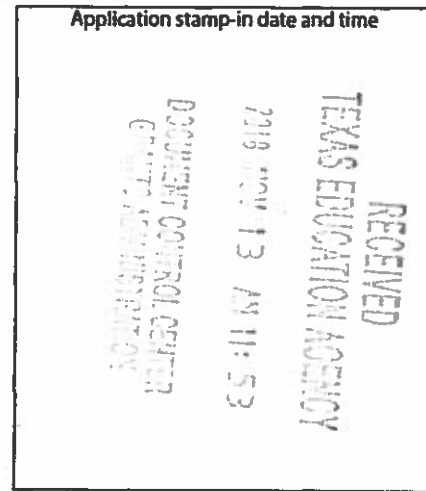
NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

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

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



Grant period from

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

Pre-award costs are not permitted.

Pathway specific attachment


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

Organization **Grand Prairie ISD** CDN **057910** Vendor ID **175-6001697** ESC **10** DUNS **079332763**
 Address **2602 South Beltline Road** City **Grand Prairie** ZIP **75052** Phone **972.237.5300**
 Primary Contact **Patricia Lewis** Email **patricia.lewis@gpisd.org** Phone **972.237.5532**
 Secondary Contact **Ray Wilks** Email **ray.wilks@gpisd.org** Phone **972.237.5502**

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

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

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Susan Hull** Title **Superintendent**
 Email **susan.simpson@gpisd.org** Phone **(972)237-5300**
 Signature  Date **November 1, 2018**

Grant Writer Name **Patricia Lewis** Signature  Date **11/2/2018**

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

701-18-106-083

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 Grand Prairie ISD student population is diverse. The majority (66%) of learners are Hispanic. However, only 22% of teachers and 20% of administrators in the district are Hispanic. NEED: Create a pathway for diverse students to become future teachers in GPISD. | Offer a high quality Education and Leadership Academy in all GPISD high schools. (1) Implement an intentional recruitment and selection process to enroll diverse, high-ranked students into a GYO pathway 1 program; (2) Increase the number of highly skilled motivated educators teaching courses; (3) Partner with University of Texas at Arlington to establish the Education and Leadership Academy. |
| The teacher turnover rate for GPISD is 20% annually which is significantly higher than the state average. NEED: Improve retention rates by recruiting successful instructional aides to earn teaching credentials. | Transition instructional aides currently employed in GPISD to certified teacher roles. (1) Implement a recruitment process to enroll motivated highly skilled aides who are Grand Prairie residents into a GYO pathway 2 program; and (2) Partner with Texas Tech University to provide a 2 year teacher certification program. |
| GPISD recruits Bilingual, ESL and Special Education teachers in elementary grades utilizing stipends yet cannot find qualified applicants for all positions. NEED: Grow our own educators in teacher shortage positions | Offer two GYO pathways leading to teacher certification with specialization in high need content areas. (1) High school candidates take tuition-free dual credit courses & work as aides in GPISD while completing degree; (2) Instructional aide candidates receive scholarship; (3) Candidates return to teach in GPISD 3 years. |

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.

Pathway 1: By the end of the two year Grow Your Own program, 80 high school students will graduate with 32 hours of dual credit hours toward a University of Texas at Arlington Bachelor of Arts in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization and after graduation return to GPISD to serve as a teacher for at least three years.

Pathway 2: By the end of the two year Grow Your Own program, 10 instructional aide teacher candidates will graduate with a Texas Tech University Bachelor of Science in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization and return to Grand Prairie ISD to serve as a teacher for at least three years.

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

Pathway 1 benchmarks: (1) Recruitment process identifies 20-25 diverse teacher candidates by March 30, 2019 and reports to TEA by April identified for the Education and Leadership Academy and reported to TEA by April 15, 2019; (2) UTA faculty members visit site to explain GYO Pathway 1 expectations April 2019; (3) UTA staff assist students in completing UTA application & enrolling in courses by May 18, 2019; and (4) Participants attend TEA Teacher Institute in June 2019.

Pathway 2 benchmarks: (1) Recruitment process completed and 10 aides selected for GYO Pathway 2 by March 1, 2019; (2) Teacher candidates reported to TEA by April 15, 2019; (2) TX Tech staff completes course audits and candidates apply to university by April 15, 2019; (4) TX Tech faculty visit site to conduct introductory session including program introduction and course enrollment by May 18, 2019; and (5) Participants attend TEA Teacher Institute in June 2019.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1 benchmarks: (1) GPISD teachers identified to teach Education and Training courses; (2) Teachers work with high school students to complete coursework successfully on a weekly basis; (3) TX Tech Faculty Coaches make two site visits to work with teacher candidates; (4) Teacher candidates successfully complete a total of 16 credit hours toward Bachelor degree by May 20, 2020; (5) Teacher candidates participate in at least one TAFE competition by June 2020; (6) Teacher candidates enroll in 16 credit hours to be taken in the 2020-21 school year.

Pathway 2 benchmarks: (1) GPISD Teacher Mentors identified; (2) Mentors work with teacher candidates on a weekly basis; (3) Teacher candidates successfully complete a total of 36 credit hours toward Bachelor degree by May 20, 2020; (4) Teacher candidates participate in at least one TAFE competition by June 2020; (5) TX Tech faculty complete 3 site visits with candidates by June 2020; (6) Candidates use scholarship to enroll in 12 credit hours to be taken in the summer by May 2020.

Third-Quarter Benchmark

Pathway 1 benchmarks: (1) GPISD teachers work with students to complete dual credit coursework successfully on a weekly basis; (3) UTA faculty conduct 3 site visits to observe students in clinical coursework; (3) Teacher candidates participate in at least one TAFE competition by May 20, 2021; (4) Candidates successfully complete 32 credit hours toward Bachelor degree by May 31, 2021; and (5) Candidates complete Educational Aide credential and apply for position in GPISD.

Pathway 2 benchmarks: (1) Teacher Mentors work with candidates on a weekly basis; (2) TX Tech faculty completes 3 site visits with candidates by June 2020; (3) Teacher candidates participate in at least one TAFE competition by May 31, 2021; (4) Candidates successfully complete a Multidisciplinary Studies BS with EC-6th Certification by May 20, 2021; (5) Candidates pass TExES and PPR exams by May 31, 2021; (6) Candidates pass TExES, PPR, and Bilingual, ESL or Special Education supplemental exam by May 31, 2021; (7) Candidates apply to teach in GPISD in high need content area by May 31, 2021.

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.

Grand Prairie ISD worked with University of Texas at Arlington and Texas Tech University College of Education faculty members to implement successful Grow Your Own programs during the 2017-2018 school year. As a result of the program, over 80 high school students and 10 instructional aides are earning credentials to teach in GPISD. A Strategic Planning Team will be formed for each GYO pathway to analyze data and feedback and make continuous improvements to the projects.

Project Evaluation Data: Under the direction of the Deputy Superintendent for Innovation and School Improvement, a Strategic Planning Team comprised of district and UTA educators was formed for each GYO pathway. Each planning team developed a blueprint outlining quarterly SMART goals, objectives, action steps, benchmarks, and performance measures to meet SMART goals. Each blueprint includes all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the Grow Your Own pathway. GPISD agrees to collect data and comply with any evaluation requirements requested by the Texas Education Agency for the Grow Your Own grant program.

Necessary Adjustments to the Plan: The Deputy Superintendent will guide the Strategic Planning Teams in utilizing Site Based Decision Making processes to monitor the implementation of the project each quarter. Teams will meet separately at the end of each quarter to collect and analyze project and student level data. Project level data will be monitored using the blueprint, participant feedback and the grant calendar to ensure activities are implemented each quarter. Student level data will be monitored for each teacher candidate including: completion of college credits, attendance, and grades. The Strategic Planning Team will use the data and feedback to adjust activities and associated benchmarks to meet performance outcomes at the end of each quarter and the summative SMART goal by the end of the grant period.

Communication: Using data and feedback to evaluate each GYO project will ensure continuous improvement to meet the personal goals of teacher candidates and the academic goals of the district. The Strategic Planning Teams will meet four times during the grant period. Each team will maintain and publish official minutes that include quarterly progress toward meeting SMART Goals and performance measures. Reports and performance data will be reported to the Superintendent, Education Improvement Committees, GPISD Board of Education, and Colleges of Education at the end of each semester and to TEA as requested. Summative reports will be used to develop blueprints for future Grow Your Own projects.

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

Grand Prairie ISD and the University of Texas at Arlington (UTA) faculty members have established a process for the recruitment and selection of teachers who will instruct Education and Training courses in the GPISD Education and Leadership Preparatory Academy pathway. The targeted selection plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' instructors.

Ensuring Diversity: GPISD serves 29,287 students. The majority of learners are Hispanic and African American. Currently the district employs 1942 teachers including 22% Hispanic, 20% Africa American, and 54% White educators. Research indicates teachers who reflect the ethnicity of the student population have positive effects on student achievement, attendance and retention rates. It is clear there is a need to recruit diverse students for the Grow Your Own program to expand GPISD teaching staff diversity, and to select diverse UTA Faculty members as course instructors to ensure project success. Based on this data and research, the GPISD selection team will be instructed to prioritize nominations of qualified educators who reflect the student population of the district to teach Education and Training courses.

Recruitment Practices: Each January, Grow Your Own Strategic Planning Team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to teach in the Education and Leadership Preparatory Academy. The targeted recruitment process requires GPISD leaders nominate teachers who hold the appropriate teaching credentials for the CTE pathway and have and documented success working with at-risk youth. Nominated teachers are invited to a district-wide Grow Your Own Pathway 1 meeting. After learning about the program, teachers who wish to become instructors submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from colleagues, and current examples of student progress and success. The GYO Strategic Planning Team screens the information to consider evidence for each teacher's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement: The search team utilizes Edugence student data (STAAR, PSAT, and SAT) to determine the teacher's record as it pertains to student achievement and growth. Candidates with strong of evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals: A review of T-TESS Evaluation Rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to educators with distinguished achievement in Planning and Instruction domains; (3) Interpersonal leadership: Letters of recommendation from GPISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers, and evidence of participation in student extracurricular activities; (4) Effective response to Observations & Feedback: T-TESS and walk-through observation scores are reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes are reviewed to determine instructional leadership roles sought and achieved by the teacher (iCoach, Master Teacher, etc). Once the screening has been completed, the selection team utilizes a rubric to rate each component of the application process. At least three teachers from each participating high school are selected to attend a live interview hosted by the UTA College of Education. The interview consists of questions on teacher content knowledge, advocacy for at-risk students, teacher mindset, and leadership dispositions. During the interview process, faculty members will examine GPISD selection notes and evaluation rubrics. The district and university partners will discuss overall attributes and scores to select two qualified teachers to teach Education and Training courses at each campus.

Memorandum of Understanding (MOU): The MOU for the GPISD and UTA Grow Your Own Pathway 1 Education and Leadership Preparatory Program is attached to this application. The MOU was drafted to ensure the quality of dual credit courses, facilitate communication between educational institutions, and protect the interests of all parties. The agreement is effective through 2022 and outlines the minimum courses to be taken, enrollment requirements, curriculum constructs, grading criteria, data sharing standards, transferability of credit, and student expectations. The Grow Your Own Pathway 1 MOU does not address teacher stipends since UTA faculty members teach dual credit courses in the Academy.

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

Grand Prairie ISD partners with Texas Tech University to implement the Grow Your Own Pathway program. The Strategic Planning Team has designed a process to recruit, select, and support instructional aides in earning a Bachelor of Science in Multidisciplinary Studies with EC-6 Certification and Bilingual, ESL or Special Education specialization.

Expanding Diversity of GPISD Teachers: Grow Your Own recruitment processes have been designed to ensure diversity of the teacher population mirrors that of the student population that includes 18% African American, 65% Hispanic, and 12% White learners. At this time 20% of teachers are African American which closely mirrors the student population. However, only 22% of teachers are Hispanic. There is a need to recruit and hire Hispanic teacher candidates. 75% of aide positions in the district are filled by Hispanic employees. For this reason, the project will focus on recruiting instructional aides.

Recruitment of Teacher Candidates: Under the guidance of the Deputy Superintendent, the Strategic Planning Team met to discuss the qualities instructional aides should possess to help the elementary schools recruit high quality teacher candidates. Based on discussions, the team identified desired attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation system used each year by campus Principals to evaluate GPISD paraprofessional employees. The evaluation measures content knowledge in reading, writing and math, as well as, the individual's ability to effectively instruct at-risk students. The team determined GPISD Principals will nominate instructional aides for participation in the GYO program based on scores from the annual evaluation. Nominated instructional aides will be invited to attend an informational meeting to learn about the GPISD Grow Your Own Pathway 2 project. After the meeting, candidates interested in applying to the teacher education program will be asked to complete an application packet that includes a resume, teaching assignments, and two recommendations from current supervisors. Fifteen candidates will be selected for the interview process based on the evaluation and application. Each applicant will be interviewed by the Strategic Planning Committee to determine the candidate's motivation and commitment to pursuing a teaching career, participation in school activities and committees, and growth mindset. The committee will rate each prospective candidate and ten candidates scoring highest on the three appraisal tools (evaluation, application, and interview) will be selected to participate in the GYO project.

Supports and Potential Career: Grand Prairie ISD has a long standing partnership with Texas TECH University (TTU) to implement Grow Your Own Pathway 2 teacher certification programs. Texas TECH Faculty Coaches will provide virtual group learning support and face-to-face coaching sessions to support each candidate as they take dual credit courses to fulfill degree requirements. In addition, GPISD Teacher Mentors will be matched to each candidate to provide motivation and support in successfully completing clinical learning assignments on-site. The GPISD and TTU Memorandum of Understanding for offering teacher preparation courses is attached to this proposal.

The Scholarship Memorandum of Understanding: Grand Prairie ISD and university partners drafted a GYO Scholarship Memorandum of Understanding which protects the interests of all parties. The agreement states that the scholarship is limited to no more than tuition and fees. As conditions of receiving the scholarship funds, the MOU requires the teacher candidate to complete all courses and certifications during the specified academic semester with at least a 3.0 grade average. Additionally, the agreement requires the candidate receiving a scholarship to teach full-time at a Title I campus in Grand Prairie ISD for at least three years after earning a teaching degree and certification. The MOU clearly states the candidate will repay the scholarship to the educational institution if the student is released from the program or does not earn teacher certification as required.

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 | 0 | X \$11,000 = | |
| Number of teachers who are teaching Education and Training courses, but not for dual credit | 0 | X \$5,500 = | 0 |
| Number of high schools with existing Education and Training courses in 2018-2019 | 3 | X \$6,000 = | 18,000 |
| Number of high schools without existing Education and Training courses in 2018-2019 | 1 | X \$9,000 = | 9,000 |
| Total Request for Pathway 1 | | | 27,000 |

PATHWAY TWO

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

| | | | |
|--|----|--------------|----------------|
| Number of candidates pursuing a teacher certification only | 0 | X \$5,500 = | 0 |
| Number of candidates pursuing both a bachelor's degree and a teacher certification | 10 | X \$11,000 = | 110,000 |
| Request for Pathway 2 | | | 110,000 |
| Request for Pathway 1 | | | 27,000 |
| Total Combined Request for Pathways 1 & 2 | | | 137,000 |

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

| | |
|--|----------------------|
| Tuition scholarships for 10 Teacher Candidates (\$10,500 each) | 105,000 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

| | |
|---|----------------------|
| Education and Training Course - instructional materials and resources | 13,500 |
| Textbooks for teacher candidates (\$228/teacher candidate) | 2,280 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

OTHER OPERATING COSTS (6400)

| | |
|---|-------|
| Teacher certification exam fees for 10 teacher candidates (1 exam/candidate, \$136/exam) | 1,360 |
| Bilingual, ESL, Special Education exam fee for 10 candidates (1 exam/candidate, \$136/exam) | 1,360 |
| TAFE membership fee (4 campuses) | 2,000 |
| Travel to the TEA Teacher Institute | 8,000 |

Total Direct Costs 133,500

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

Indirect Costs 3,500

TOTAL AMOUNT REQUESTED 137,000

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.

| |
|---|
| 0 |
|---|

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.

Grow Your Own Pathway 1 Plan: The Grand Prairie ISD Career and Technical Education (CTE) department partners with the University of Texas at Arlington to offer an Education and Leadership Preparatory Academy. The CTE Education and Training pathway is designed to prepare students to successfully earn teacher certification with the goal of returning to the district to be employed as a Grand Prairie ISD (GPISD) elementary teacher. Pathway courses will be offered in all GPISD high schools during the 2019-20 and 2020-21 school years. The pathway is currently offered at Grand Prairie High School, South Grand Prairie High School, and Young Women’s Leadership Academy. Beginning in 2019, the program will also be offered at Dubiski HS. Students in the GPISD Education and Training pathway will earn 32 postsecondary credits by high school graduation. Credits are stackable to work toward Texas Foundation Program high school graduation and Public Service Endorsement, an Educational Aide certificate, and a UTA Bachelor of Arts degree in Multidisciplinary Studies with EC-6 Generalist Certification.. By postsecondary graduation, students will have also earned the Texas Bilingual, ESL, or Special Education certification to meet the needs for these specialization areas in GPISD primary schools.

Course offerings and content in the CTE Education and Training pathway are continuously monitored to ensure that programs are relevant to the requirements of today’s schools and are current with today’s Technology. Courses to be taken in high school include:

9th Grade: The program begins in 9th grade as students take Principles of Education and Leadership Training. The introductory course is designed to introduce learners to the field of education. During the class, high school counselors will work with students to examine career interests and goals, as well as, cognitive and behavioral skills required to teach youth. The course will also explore teaching and leadership positions within a school including the credentials required for each profession and Texas salaries schedules. At the end of the course, students will decide to continue in the Education and Training pathway or select an alternate graduation plan.

10th Grade: Students continuing in the Education and Training pathway take Human Growth and Development during 10th grade. GPISD has established an active Texas Association of Future Educators (TAFE) chapter. During their sophomore year, students will also enroll in TAFE to begin participating in conferences, competitions, and events focusing on the teaching profession.

11th Grade: In their junior year of high school, students in the Education and Leadership pathway begin taking postsecondary Texas General Education Core courses. Students also enroll in Instructional Practice in Education and Training. In this course, students complete two college courses for dual credit, EDUC 2302 The Professional Educator and EDIC 3301 Teaching Diverse Learners. During their junior year, students also participate in at least one TAFE competition.

12th Grade: During the senior year, students enroll in Practicum in Education and Training to complete two dual credit courses, BEEP 3381 Special Language Programs and SPED 3302 Characteristics of Individuals with Disabilities. During their junior year, students also participate in at least one TAFE competition.

Increased Enrollment: Student success in high school and postsecondary coursework will increase the number of teacher candidates in the Education and Training pathway each year. Students completing the program will be credentialed to serve as instructional aides in Grand Prairie ISD. These teacher candidates will serve as 'ambassadors' for the program at the annual GPISD experience. During the event, the teacher candidates, GPISD educators who gained certification through the GYO program, GPISD Education and Training teachers, and UTA faculty members will explain the Education and Leadership four year plan and encourage high school sophomores to apply to gain admittance into the Grow Your Own program.

Selection of Highly Qualified Teachers: Grand Prairie ISD and the University of Texas at Arlington (UTA) faculty members have established a process for the recruitment and selection of teachers who will instruct Education and Training courses in the GPISD Education and Leadership Preparatory Academy pathway. The targeted selection plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' instructors.

Ensuring Diversity: GPISD serves 29,287 students including 65% Hispanic, 18% African American, and 12% White learners. Currently the district employs 1942 teachers including 22% Hispanic, 20% African American, and 54% White educators. Research indicates teachers who reflect the ethnicity of the student population have positive effects on student achievement, attendance and retention rates. It is clear there is a need to recruit Hispanic students for the Grow Your Own program to expand GPISD teaching staff diversity, and to select Hispanic teachers as course instructors to ensure project success. Based on this data and research, the GPISD selection team will be instructed to prioritize nominations of qualified Hispanic teachers to teach Education and Training courses.

Recruitment Practices: Each January, Grow Your Own Strategic Planning Team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to teach in the Education and Leadership Academy. The targeted recruitment process requires GPISD leaders nominate teachers who hold the appropriate teaching credentials for the CTE pathway, have earned a Master's degree with the appropriate hours in Education, and have and documented success working with at-risk youth. Nominated teachers are invited to a district-wide Education and Training meeting. After learning about the program, teachers who wish to become instructors submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from colleagues, and current examples of student progress and success. The GYO Strategic Planning Team screens the information to consider evidence for each teacher's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement - The search team utilizes Edugence student data (STAAR, PSAT, and SAT) to determine the teacher's record as it pertains to student achievement and growth. Candidates with strong of evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to educators with distinguished achievement in Planning and Instruction domains; (3) Interpersonal leadership – Letters of recommendation from GPISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers, and evidence of participation in student extracurricular activities; (4) Effective response to Observations & Feedback – T-TESS and walk-through observation scores are reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset – Personnel records and resumes are reviewed to determine instructional leadership roles sought and achieved by the teacher (Teacher Leader, Grade Level Coach, Content Area Coach, etc).

Once the screening has been completed, the selection team utilizes a rubric to rate each component of the application process. At least three teachers from each participating high school are selected to attend a final interview. UTA faculty members conduct the final phase of the selection process by hosting a live interview with the candidates. The interview consists of questions on teacher content knowledge, advocacy for at-risk students, teacher mindset, and leadership dispositions. During the interview process, faculty members examine GPISD selection notes, application identification evidence, and evaluation rubrics. The district and university partners discuss overall attributes and scores to select two qualified teacher candidates to teach in the Education and Leadership Preparatory Academy at each campus.

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.

Grand Prairie ISD and Texas TECH University faculty members have established a process for the recruitment and selection of teacher candidates. Each component of the targeted recruitment plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' students for the Grow Your Own program.

Marketing and Recruitment: Each February, Grand Prairie holds the GPISD Experience to showcase Schools and Programs of Choice. Before the event, Career and Technical Education (CTE) teachers, classroom teachers, and counselors will introduce the pathway to GPISD students in 8th grade Career Exploration classes. Students who have excellent grades and are interested in working with children to make a positive contribution to society will be encouraged to attend the GPISD Experience to learn about the Program of Choice. At the event, GPISD Education and Training teachers, and UTA College of Education faculty members will meet with prospective teacher candidates and their families to explain the career pathway including the four year plan, college coursework, the Educational Aide certification, state teacher certifications, and employment opportunities. GPISD will submit a marketing and recruitment plan to the Texas Education Agency annually.

Student Profile: Students who wish to become teacher candidates in the GPISD Education and Leadership Preparatory Academy will submit an application on the GPISD Kaleidoscope website. The application includes school grades, exam scores, a written essay, and extracurricular activities. From these applications, campus educators (Principal, Counselor, and Education and Training Teachers) at each high school will nominate students to apply for the Grow Your Own program. Selected students will be asked to submit a cover letter that includes personal and career goals, and two letters of recommendation from current teachers. The team at each secondary campus will screen the information to consider evidence for each candidate's leadership capacity based on five admission standards:

- (1) Evidence of Measurable Achievement - The search team utilizes Edugence student data (STAAR, PSAT, SAT and THEA scores) and the essay submission to determine the candidate's academic capabilities;
- (2) Strong Recommendations - A review of educator recommendations is conducted to determine each candidate's behavioral and academic strengths;
- (3) Interpersonal leadership – Participation in school and community services, clubs, and events will be reviewed to determine excellence in working with teachers and peers;
- (4) School Persistence – Student attendance and disciplinary information will be examined over time to determine response to disciplinary actions (if applicable) and persistence in academic pursuits; and
- (5) Growth Mindset – The student's cover letter and resume will be reviewed to determine background, goal statements, and personal achievements.
- (6) Diversity - GPISD serves 29,287 students including 65% Hispanic, 18% African American, and 12% White learners. Currently the district employs 1942 teachers including 22% Hispanic, 20% Africa American, and 54% White educators. Research indicates teachers who reflect the ethnicity of the student population have positive effects on student achievement, attendance and retention rates. Based on this data and research, the GPISD recruitment and selection team will consider nominations of qualified students who mirror the ethnicity of the student population.

A selection team comprised of GPISD educators and UTA faculty members will utilize rubrics to rate students in each component of the application process. Qualified students will be nominated to enroll in the Academy. Conducting a recruitment and selection process that includes research-based application identification and predictor assessments will enable the district to select students with the academic

knowledge, character traits, and convictions to persist and excel in the Education and Training career pathway and the teaching profession.

Student Persistence: Student success in high school and postsecondary coursework ensure students persist in the rigorous four year plan. Student Right to Know data studying student persistence in college indicates almost 50% of first-generation college students drop out of college during the first semester. Dual credit course schedules will be designed to ensure student success. Postsecondary credit courses will be taught on Monday, Wednesday, and Thursday. On the additional two days of class, Education and Training teachers will work with students to complete and turn in assignments on time in the format requested. Research on postsecondary persistence further indicates a high number of college students drop-out of college during the first two years due to financial difficulties. Students completing the GPISD Grow Your Own program will be credentialed to serve as Educational Aides in Grand Prairie ISD. This will provide a source of income for learners to pay tuition and complete the Bachelor degree program. Each component of the program is designed to meet the district mission of promoting the academic achievement of all GPISD students and to provide a learning community that challenges ALL students to realize their greatest potential.

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.

N/A

UTA College of Education faculty members teach dual credit courses in the Education and Training pathway. Eight highly qualified GPISD teachers will be identified to teach the CTE Education and Training pathway. GPISD teachers do not receive a stipend for teaching high school credit courses in the Education and Training Preparatory Academy and there is no MOU for this aspect of the project.

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.

10

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.

Grand Prairie ISD has a long standing partnership with the Texas Tech University Grow Your Own (GYO) program. The proposed project will provide a pipeline for ten instructional aides and paraprofessionals currently working in the district to earn a Multidisciplinary Studies with Elementary EC-6 Certification, Bachelor of Science from Texas TECH University. The program will recruit diverse teacher candidates who have a successful experience in working with at-risk learners in elementary campuses of the district. The Grow Your Own program will provide a course of study that enables participating teacher candidates to continue work as an instructional aide in GPISD as they complete a Bachelor of Science in Multidisciplinary Studies with EC-6 Certification and Bilingual, ESL or Special Education specialization.

Grow Your Own Plan: Educational aides working in GPISD will be recruited for the GYO program. Each candidate will go through an application process. Selected applicants will be eligible for the GYO scholarship for college courses. To be accepted into the program and receive the tuition stipend, candidates will sign a Scholarship agreement with the district. The contract requires students to complete the program within two years, continue to teach in a GPISD campus during the program, and teach in a GPISD Title I campus for at least three years after completion of the project.

All teacher candidates will begin taking Education courses in June of 2019. The candidates will complete full degree requirements by May 2021. The degree plan and schedule include:

Summer 2019: In summer school, GYO teacher candidates enroll in online Texas Tech University courses including MATH 3370 Elementary Geography, ASTR 1400 Earth and Space Science, PHYS 1401 Physical Science, ART 3372 Rethinking Art Education and EDLL 3350 Children's Literature. Students will also enroll in the Texas Association of Future Educators (TAFE) to begin participating in conferences, competitions, and events focusing on the teaching profession.

Fall 2019: During fall semester, students will earn credits in EDEL 3300 Introduction to Teaching, EDLL3351 Foundation of Reading Instruction, EDLL3352 Language Literacy Acquisition, EDSP 3300 Exceptional Children and Youth.

Spring 2020: During the spring semester of the CTE course students will earn credits in EDEL 4370 Teaching Mathematics, EDEL 4375 Teaching Science, EDEL 4360 Teaching Social Studies, EDSP 4305 Behavior Management for Students. GYO teacher candidates will also participate in one TAFE competition during the spring semester.

Summer 2020: In summer school, students will earn credits in ESS 3335 Health and Physical Education for Children, GEOG 2351 Regional Geography, BIOL 1401 Life Science, and EDEL 2300 Diversity.

Fall 2020: GYO students will enroll in EEDBL 3335 Health and Physical Education for Children, GEOG 2351 Regional Geography, BIOL 1401 Life Science, and EDEL 2300 Diversity.

Spring 2021: In the final spring semester, students will earn credits in EEDIT 331;8 Applications of Technology in Education, EDEL 4000 Student Teaching Elementary Level V1-12 semester credit hours, EDLL 4380 Literacy in the Content Areas, and EDP 4304 Methodss for Teaching Students with Severe Disabilities. Teacher candidates will also participate in one TAFE competition during the spring semester.

Teacher candidates will take the Texas Examinations of Educator Standards (TExES), Professional Practices and Responsibilities (PPR) certification exams, and Texas Bilingual, ESL, or Special Education certification exams during their final semester of class. Teacher candidates will complete all requirements within two years and apply to GPISD to begin teaching in a Title I campus for the 2021-22 school year. GYO graduates will teach full-time in the district for at least three years or will be required to repay GYO scholarship awards.

Grand Prairie ISD has partnered with Texas TECH University (TTU) to implement Grow Your Own Pathways since 2013. The partners have a current signed Memorandum of Understanding that establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions and includes provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the Grow Your Own project. The existing agreement addresses all postsecondary credit requirements including curriculum alignment, instructional materials, the instructional calendar, Bachelor of Science Multidisciplinary Studies degree plan, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments. A signed copy of the current MOU authorizing the GPISD Grow Your Own partnership with Texas Tech University is attached to this application.

Job Embedded Training: Texas Tech University College of Education courses will be taught online for students in the GYO program. To increase students' preparation for teaching, the degree program maintains a three-to-one ratio of class time to clinical time. For every three hours of class, the student will spend two hours in job embedded assignments in the Grand Prairie ISD campus of employment under the tutorage of a Mentor Teacher. The ten GYO teacher candidates will meet together on a weekly basis as a cohort to review course content and collaborate to complete assignments. TECH Faculty Coaches will join cohort meetings through virtual Technologies to provide learning support. In addition, TECH faculty members will travel to Grand Prairie six times to meet with teacher candidates during the project period. During the site visits, the TTU Faculty Coaches and GPISD Mentor Teachers will conduct face-to-face coaching sessions and classroom observations and share content knowledge, ideas, and feedback with teacher candidates to support them in fulfilling course and degree requirements. GPISD will allow reasonable paid release time and schedule flexibility to enable candidates to meet program requirements including completing clinical learning assignments and meeting with faculty during scheduled site visits.

Grand Prairie ISD is a learning community vigorously pursuing student success. The proposed Grow Your Own program is designed to improve the success of GPISD students, teacher candidates, and district campuses. We are committed to planning and implementing a research based program that is continuously evaluated and improved to ensure success of all participants.



MEMORANDUM OF UNDERSTANDING (MOU)
for the
EDUCATION & LEADERSHIP PREPARATORY PROGRAM
between
THE UNIVERSITY OF TEXAS AT ARLINGTON
and
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

In accordance with and under the authority of Texas Education Code Sections 61.027 and 61.076 and the Rules and Regulations of the Texas Higher Education Coordinating Board, high school students may enroll in university courses and receive simultaneous academic credit from both the university and the high school. In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the Grand Prairie Independent School District (hereafter GPISD) and The University of Texas at Arlington (hereafter UTA), the following provisions are agreed to by UTA and GPISD with regard to dual credit under this Memorandum of Understanding (hereafter MOU).

I. SCOPE

a. Subject of Agreement

GPISD and UTA enter into the following agreement concerning the participation of GPISD students in the GPISD & UTA dual credit Education & Leadership Preparatory Academy that aligns with and transitions to a 4-year degree and teacher certification in Early Childhood through 6th grade with a Bilingual or ESL focus. The result of this collaboration is a two-year program at the high school level that will enable participants to take a total of four (4) academic courses from the College of Education and four (4) UTA core courses.

b. Purpose of Agreement

The purpose of this MOU is to provide the outline, requirements, and guidelines for GPISD & UTA dual credit Education & Leadership Preparatory Academy.

c. Students

The Agreement is designed to serve only students in the GPISD at Grand Prairie High School (GPHS), South Grand Prairie High School (SGPHS), and Young Women's Leadership Academy (YMLA).

d. Date of Effect

The Agreement will be in effect from the date on which parties have affixed their signatures. Review, revisions and termination provisions are discussed below in Section IV.

II. STUDENT ELIGIBILITY

High School juniors or seniors can participate in GPISD & UTA dual credit Education & Leadership Preparatory Academy by demonstrating college readiness and direct admission by satisfying the following requirements:

- a. Be a current student in the Education & Leadership Preparatory pathway at GPHS, SGPHS, or YWLA;
- b. Be in the 11th grade with an overall high school GPA of 3.0 or higher overall at the beginning of the fall in which the student will enter the program and maintain at least a 3.0 GPA throughout the program;
- c. Be willing to commit to a 2-year program and participate in some required Saturday activities;
- d. Have good high school attendance and discipline history;
- e. Satisfy the Texas Success Initiative (TSI) requirement for college readiness by achieving the minimum passing standards on the TSI Assessment Test, or equivalent.
- f. Successfully pass TSI reading & writing in sophomore year prior to entering program;
- g. Successfully pass TSI math in junior year while in the program;
- h. Be in the Education & Leadership Preparatory pathway at GPHS, SGPHS, or YWLA
- i. Be a junior at the beginning of the fall in which the student will enter the program;
- j. Be eligible to enroll as a dual credit student at UTA;
- k. Attend parent orientation meeting; and
- l. Complete dual-credit application.

III. UNDERSTANDING OF THE PARTIES

a. General Understandings, UTA

During the period of this agreement, UTA will:

1. On a semester or academic year basis communicate to GPISD the dual credit courses available under this MOU;
2. Offer on the UTA campus the dual credit coursework and instruction for students for the courses;
3. Offer practicum experiences based on availability;
4. Offer testing required by the courses; and
5. Provide GPISD with necessary student information to evaluate the effectiveness of the program (student performance) as permitted by FERPA.

b. General Understanding, GPISD

During the period of this agreement, GPISD will:

1. Provide UTA with the necessary student information to communicate and notify students of their admission (name, address, test scores).
2. Accept applications from students of GPHS, SGPHS, and YWLA in the spring of their sophomore year.
3. Provide students transportation to the class locations.
4. Provide students appropriate class release time for purposes of meeting with the UTA faculty.
5. Offer students in the program a paid Teacher Aide position with GPISD after high school graduation and while continuing studies in the UTA College of Education.
6. In addition to a high school diploma, students who have completed the Education & Leadership Preparatory program will receive a pending contract to become an Educator in GPISD upon earning a college degree and teacher certification.

c. Mutual Understandings

1. Participation of qualified students in the program will be permitted in compliance with the applicable federal, state, and local nondiscrimination laws and regulations. In particular, UTA and

GPISD will not discriminate on the basis of race, color, national origin, religion, gender, age, sexual orientation, marital status, disability, military discharge, or veteran status in any area of employment or in services to their students.

2. Both institutions will maintain their accreditation with regional accrediting associations or and other accreditation currently in existence pertaining to the degree programs.
3. Each institution will attempt to encourage and maintain a high degree of cooperation between their support staffs in the operation of this MOU.
4. Any waiver by either party of any term or provision of this MOU at any time will not constitute a waiver of any other or all terms and provisions. Any waiver of any part of a provision of this MOU at any one time will not constitute a waiver for all times.
5. For purposes of this MOU and pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) UTA hereby designates GPISD as a school official with a legitimate educational interest in the educational records covered by this MOU. Both parties will comply with the Family Education rights and Privacy Act (FERPA/Buckley Amendment) in the handling of educational records of students enrolled in their programs.

IV. REVIEW, AMENDMENT AND TERMINATION

All parties are committed to the concept of a long-standing agreement. This MOU will be amended when programs are added, deleted, or significantly modified. Amendments may take the form of letters signed by the signatories below or their designated representatives. This MOU is effective for two years (Fall 2017 cohort and Fall 2018 cohort) and will be reviewed annually or at any time at the request of either party. Either party may terminate its role in the agreement with a written 120-day notice.

V. FACULTY QUALIFICATIONS

The professors for a dual credit education course will be employed by UTA. The professors must meet credential requirements of UTA and the Southern Association of Colleges and Schools.

VI. GRADING CRITERIA/PROCEDURES

At the end of each semester, UTA will provide a grade roster with letter and numeric grades to the applicable high school principals for dual credit courses. The UTA courses offered for dual credit, regardless of format, follow the same syllabus, course outline, grading procedure, and other academic policies as other courses at UTA. Letter grades are given in accordance with academic policies printed in the UTA catalog and placed on the UTA transcript. GPISD will record the student's official grade on the student's report card and the final grade on the student's Academic Achievement Record. The student must earn a grade of 70 or higher in order to earn high school credit.

VII. TRANSFERABILITY OF CREDIT

UTA is a fully accredited institution and basic academic courses are generally transferable. However, since each university has its own policy regarding the transferability of courses, each student is strongly advised to check with the university to which he or she plans to attend if other than UTA, to determine the transferability of the UTA courses.

VIII. STUDENT EXPECTATIONS/SERVICES

Students enrolled in dual credit courses:

- Are required to follow UTA rules and regulations;
- Are classified as undeclared majors;
- Are limited to enrolling in two (2) UTA courses each fall, spring, or summer semester while concurrently enrolled in high school; and
- Receive academic advising for course registration through the UTA dual credit program.

IX. FEES

UTA fee waivers for students enrolled in dual credit courses result in a price per course lower than that paid by other UTA students. Specifically, GPISD will pay UTA the fee applicable to dual credit (currently \$150.00 per three (3) credit hour course - \$50.00 per semester hour) for students enrolled in a three (3) credit hour course.

Annual renewal of this MOU is automatic unless one institution notifies the other in writing of its desire to modify this MOU for a total term of five (5) years. Equally important as the stated provisions above is the spirit of cooperation between GPISD and UTA. Both parties endeavor to provide a positive collegiate level experience for those high school students with the maturity and academic preparation to benefit from university level courses.

THE UNIVERSITY OF TEXAS AT ARLINGTON

GRAND PRAIRIE ISD



Dr. Jeannie Gerlach
Institutional Representative
The University of Texas at Arlington

2/17/17

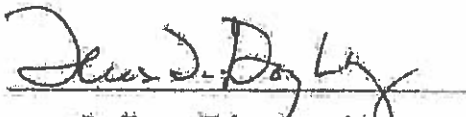
Date



Winston Minix
Institutional Representative
Grand Prairie Independent School District

2/17/17

Date



Dr. Teresa Taber Doughty
Dean College of Education
The University of Texas at Arlington

2/17/17

Date



Dr. Vistasp Karbhari
President
The University of Texas at Arlington

2/17/17

Date



Dr. Susan Hull
Superintendent
Grand Prairie Independent School District

2/17/17

Date

**Memorandum of Understanding
Teacher-Preparation Program**

1

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Grand Prairie Independent School District (Grand Prairie ISD) to improve educator preparation, with an end goal of improving Grand Prairie ISD student achievement.

Purpose. The purpose of this Memorandum of Understanding (MOU) is to articulate the goals and responsibilities for reform, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS:

Goal 1

Design and implement within Grand Prairie ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become rated as highly competent in their subject-area, pedagogy and, by the second year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring de-identified Grand Prairie ISD student data between the Grand Prairie ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Grand Prairie ISD.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Screen and recruit talented and committed Teacher Candidates into competency-based teacher education programs.
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Grand Prairie ISD need (e.g., Elementary Bilingual, ESL, and Special Education.)
- 3) Use Teacher Candidate clinical competency data (i.e. information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.4. below) in the following manner:
 - a. Capture of video. TTUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Grand Prairie ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Grand Prairie ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture this student in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. TTUCOE will:
 - i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to the TTU IT Division;

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**Memorandum of Understanding
Teacher-Preparation Program**

2

- ii. Prepare all Teacher Candidates to utilize the Frontline Technologies Group, LLC application (or Frontline application), a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
 - iii. Train Teacher Candidates to upload to the secure Frontline site all video associated with course assignments or performance assessments within 24 hours of capture;
 - iv. Ensure the use of the Frontline application provides the security assurances necessary for recording in classroom. Video captured with the Frontline application is automatically and permanently erased from the device, once uploaded to the secure website;
 - v. Coordinate maintenance of video on the secure Frontline website for a period not to exceed 10 years from time of capture; and
 - vi. In the event of contract termination with Frontline, TTU will retain all video content, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
- c. Use of video for instructional purposes. TTUCOE will upload video to the secure Frontline site:
- i. For purpose of self-observation and self-evaluation of instructional practices;
 - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
 - iii. To be used for purposes of Program evaluation;
 - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
 - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 4) Dedicate a full-time person to serve as a Program coordinator and district liaison ("TTU Program Coordinator").
 - 5) Work with Grand Prairie ISD personnel to collaboratively select, train, support, and evaluate Grand Prairie ISD teachers serving as Mentor Teachers to Teacher Candidates.
 - 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Grand Prairie ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Grand Prairie ISD and TTUCOE policies will be followed.
 - 7) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
 - 8) Prior to working with Grand Prairie ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Grand Prairie ISD, including a fingerprint background check.
 - 9) Provide a TTUCOE liaison to work with Grand Prairie ISD technology operations.

C. GRAND PRAIRIE ISD RESPONSIBILITIES

Related to Goal 1: Grand Prairie ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Grand Prairie ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to 100 Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to 30 Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Program Coordinator on, at least, one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and


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**Memorandum of Understanding
Teacher-Preparation Program**

3

- conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Grand Prairie ISD administrative office location;
- 4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and Improving the Instructional practice of TTUCOE Teacher Candidates; and
 - 5) Permit the twice-yearly administration of the *Colorado Education Initiative's Student Perception Survey* (CEI-SPS), a K-12 student survey. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 2-12, and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten and Grade 1 (e.g., 6 statements vs. 34). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement (see Appendix A for questionnaire items). Data generated from the use of the survey will be used for an "Improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

The CEI-SPS collects information about four relevant educational constructs:

- a. **Student Learning:** How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
- b. **Student-Centered Environment:** How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
- c. **Classroom Community:** How teachers cultivate a classroom learning community where student differences are valued.
- d. **Classroom Management:** How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument (see Appendix A) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

The CEI-SPS will be administered online via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair. For each administration, the following steps will be followed:

- a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 2 to 12, the survey will be administered electronically. For students in Kindergarten and Grade 1, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 5.c. below).
- b. To complete the electronic survey, 2nd-12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
- c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
- d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four survey areas.


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**Memorandum of Understanding
Teacher-Preparation Program**

4

- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.
- f. Paper survey instruments will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one year, and then shredded and discarded. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

Related to Goal 2:

Using the list provided by TTUITD (D.1., below), Grand Prairie ISD will provide a collection of data tables containing the following information about Grand Prairie ISD students taught by Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from students in the classes taught by inservice teachers who are matched to the MT-TC pairs based on past and present value-added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of student scores of those taught by two inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

- 6) For each student on the roster of classes taught by mentor and matched teachers, Grand Prairie ISD will provide to TTUITD (if available) twice yearly (January and June) the following student data:
 - a. Teacher ID
 - b. Teacher Last Name and First Name
 - c. Teacher value-added code (green, yellow, red)
 - d. Ethnic code
 - e. Gender
 - f. Economic disadvantage code (free and reduced lunch)
 - g. Special education status
 - h. Student gain/growth score for previous two years (if available)
 - i. Scores on District Assessment Tests by subject/content area and Grade level reported as proportion correct
 - j. District Assessment Test scores by standard (criteria) reported as proportion correct
 - k. State Assessment Test scores by subject/content area and Grade level reported as proportion correct and scale score
 - l. State Assessment Test scores by standard (criteria) reported as proportion correct and scale score
 - m. Date of Testing/Semester
 - n. Course Title
 - o. Performance Level (STAAR)
 - p. Limited English status
 - q. G&T status
 - r. At-risk indicator
 - s. Mobility (moves per year)
 - t. Disciplinary counts
 - u. Attendance counts
 - v. Tardy counts
 - w. Campus code
 - x. Campus name
 - y. Pass/Fail

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**Memorandum of Understanding
Teacher-Preparation Program**

An example set of table fields is included for reference below.

| STUDENT | TEACHER | DISTRICT ASSESSMENT or MAP | STAAR |
|--------------------|---------------------|-------------------------------|-----------------------|
| YEAR | YEAR | YEAR | YEAR |
| TERM | TERM | TERM | TERM |
| DISTRICT | DISTRICT | DISTRICT | DISTRICT |
| CAMPUS_NAME | CAMPUS_NAME | CAMPUS_NAME | CAMPUS_NAME |
| CAMPUS_CODE | CAMPUS_CODE | CAMPUS_CODE | CAMPUS_CODE |
| TTU_NUMBER | TTU_NUMBER | ADMIN_DATE | ADMIN_DATE |
| ETHNIC_CODE | COURSE | TTU_NUMBER | TTU_NUMBER |
| GENDER | COURSE_TITLE | TEACHER_ID | TEACHER_ID |
| ECONOMIC_DISADV | SECTION | GRADE_LEVEL | GRADE_LEVEL |
| SPEC_ED | PERIOD | CONTENT_AREA | CONTENT_AREA |
| LIMITED_ENGL | SUBJECT | TEST_LANGUAGE | TEST_LANGUAGE |
| GT | TEACHER_ID | RAW_SCORE | RAW_SCORE |
| AT-RISK | TEACHER_LAST_NAME | PASS_FAIL | SCALE_SCORE |
| MOBILITY_COUNT | TEACHER_FIRST_NAME | <STANDARD 1>_SCORE | PERFORMANCE_LEVEL |
| DISCIPLINARY_COUNT | TEACHER_VALUE_ADDED | <STANDARD 2>_SCORE | GAIN_SCORE |
| ATTENDANCE_COUNT | | <STANDARD 3>_SCORE | <STANDARD 1>_SCORE |
| | | | <STANDARD 2>_SCORE |
| | | | <STANDARD 3>_SCORE |

- 7) This list will be created in the following manner so that student demographic and performance data will be de-identified, and only presented in aggregate form.
- a. Grand Prairie ISD will take two steps in de-identifying the data to be transferred to TTUITD:
 - i. Requested data will be consolidated into two tables, identifying students by their Grand Prairie ISD student ID; and
 - ii. Grand Prairie ISD will generate a unique, random number to be used only to identify students in data exchanges with TTUITD.
 - b. Grand Prairie ISD will transfer the de-identified data to TTUITD that will then provide the data to TTUCOE.
 - c. Grand Prairie ISD, as the custodian of the confidential student data, will maintain the translation tables and at no time will share the conversion tables with anyone at TTU. Only Grand Prairie ISD will have the ability to match individual student identity with the data being transferred.
- 8) Provide to TTUITD all the data fields itemized in C.6. for the Grand Prairie ISD students of TTU Teacher Candidates if they are hired by Grand Prairie ISD, beginning for the school year 2016-2017 and extending to the termination date of this MOU. Additional provisions:

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Memorandum of Understanding
Teacher-Preparation Program

6

- a. If available, Grand Prairie ISD will also provide value-added scores for this group of teachers, and all detailed value-added data collected for that teacher, as defined by the project leadership group.
- b. Where possible, permit TTUCOE to administer the CEI-SPS to Grand Prairie ISD students in the classes taught by Teacher Candidates ultimately hired by Grand Prairie ISD.
- c. The data compiled for Teacher Candidates hired by Grand Prairie ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) TTUITD will provide Grand Prairie ISD with the names of specific Mentor Teachers to be included in the data request as outlined in C.6., above.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will use procedures to maintain anonymity of individual Grand Prairie ISD students. Pursuant to this MOU, TTUITD will only have access to de-identified information for Grand Prairie ISD students, and further, will not seek the data ID translation table enabling identification of individual Grand Prairie ISD students associated with the demographic and assessment data being transferred. No exceptions will be granted under this MOU.
- 4) TTUITD will provide Grand Prairie ISD with the names of specific Teacher Candidates hired by Grand Prairie ISD for whom data is requested as outlined in C.6., above.

E. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD

Katherine A. Austin, Ph.D.
Assistant Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu

Grand Prairie Independent School District

Chris Gasaway
Executive Director of Technology
christopher.gasaway@gplisd.org
(972) 237-5400

TTUCOE

Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu

(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.


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Memorandum of Understanding
Teacher-Preparation Program

7

Executive contacts for this MOU:

TTUITD

Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu

Grand Prairie Independent School District

Dr. Susan Hull
Superintendent
Grand Prairie Independent School District
(972) 264-6141

(806) 742-5151

F. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU: Texas Tech University
Contracting
PO Box 41094
Lubbock, TX 79409
Purchasing.contracting@ttu.edu

If to ISD: Grand Prairie ISD
Attn: Pat Lewis
Deputy Superintendent of Innovation & School Improvement
2602 S. Beltline Road
Grand Prairie, TX 75052
patricia.lewis@gpisd.org

G. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires 12/31/17. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

H. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by applicable laws with respect to access, use, disclosure, and/or disposal of data. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

I. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

J. GOVERNING LAW

This MOU is governed by and interpreted under Texas law.


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Memorandum of Understanding
Teacher-Preparation Program

K. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

L. EXECUTION OF UNDERSTANDING

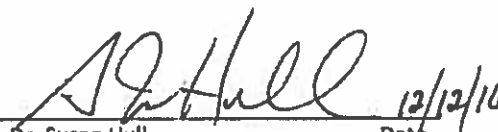
The undersigned authorize this cooperative understanding under the aforementioned terms.

For Sam Segran

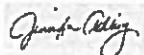


Digitally signed by Yung Ng
DN: postalCode=79409, o=Texas Tech
University, street=2500 Broadway, st=TX,
l=Lubbock, c=US, cn=Yung Ng,
email=yung.ng@ttu.edu
Date: 2017.05.08 08:07:53 -05'00'

Sam Segran Date
Chief Information Officer
Office of the CIO
Texas Tech University

 12/12/16

Dr. Susan Hull Date
Superintendent
Grand Prairie Independent School District

Signature: 

Email: jennifer.adling@ttu.edu

Title: Director of Procurement Services

Texas Tech University
May 11, 2017



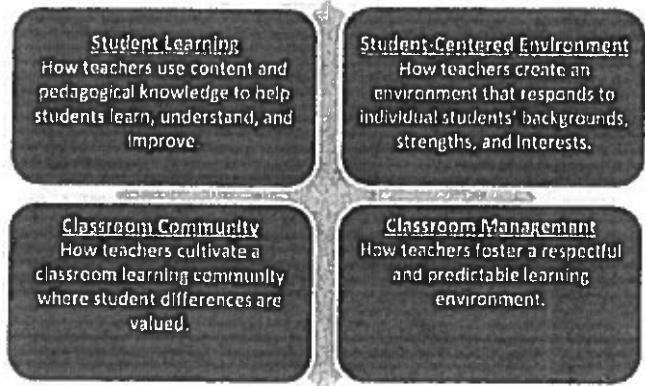
Memorandum of Understanding
Teacher-Preparation Program

Appendix A
Description of the CEI-SPS



Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 - 12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentssurvey/.

- Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.**
- The schoolwork we do helps me learn.
 - What I learn in this class is useful to me in my real life.
 - In this class, we learn a lot almost every day.
 - My teacher makes sure that we think hard about things we read and write.
 - When the work is too hard, my teacher helps me keep trying.
 - In this class, it is more important to understand the lesson than to memorize the answers.
 - My teacher uses a lot of different ways to explain things.
 - My teacher knows when we understand the lesson and when we do not.
 - Our classroom materials and supplies have a special place and things are easy to find.
 - In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our administration materials not by survey element.

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Memorandum of Understanding
Teacher-Preparation Program

10

My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: How teachers foster a respectful and predictable learning environment.
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

Signature: Susan Simpson Hull
Susan Simpson Hull (May 26, 2017)

Email: patty.busby@gpsid.org

Title: Superintendent of Schools

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