



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

NOGA ID 19029137711027

Authorizing legislation General Appropriations Act, Rider 41, 86th Texas Legislature

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

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

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

Organization Texas A&M University CDN 021-501 Vendor ID 3711711711 ESC DUNS 020221826
 Address Harrington Education Center City College Station ZIP 77843 Phone 979-845-8384
 Primary Contact Valerie Hill-Jackson Email vhjackson@tamu.edu Phone 979-845-8384
 Secondary Contact Beverly Irby Email beverly.irby@tamu.edu Phone 936-870-5536

Certification and Incorporation

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

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

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

Authorized Official Name David Hollingsworth Title Director Grants + Contracts
 Email srs-proposals@tamu.edu Phone 979-862-6777

Signature *David Hollingsworth* Date Nov 13, 2019

Grant Writer Name Valerie Hill-Jackson Signature *Valerie Hill-Jackson* Date 11/13/2019

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

2020-000683

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
NEED 1: RETENTION. Bryan ISD's demographic data confirm that 23% of all new teachers, nearly one in every four, leaves the District every year. Consequently, Bryan ISD has a very high attrition rate and is need of improved selection and support	Successful onboarding of 10 high quality mentors and supervisors; Program evaluation instruments (e.g., application documents) designed as a means to capture progress and issues among teacher candidates and ensure their persistence i the program.
NEED 2: SELECTION As confirmed in Bryan ISD's annual state performance report; 66%, 62%, and 60% are approaching standards in all subjects, reading, and writing, respectively.	Evidence-based 3-round recruiting and selection plans utilized to identify teacher candidates who are more likely to persist in Bryan ISD will be recruited from CEHD's Bilingual Ed, ELAR, and Special Education programs.
NEED 3; TEACHER DEVELOPMENT: Demographic data confirm that 51% of teachers have 5 years or less of experience.	The EPP will provide additional observation, evaluation, feedback, professional development, and additional field opportunities through the Comprehensive Community Induction Model (CCIM) that will occur over a 3-stage time frame and continues over the first two years of the candidates' employment w/BISD.

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.

At the end of the 2020-2021 academic school year that includes a year-long authentic and rigorous residency program, 100% of the 10 high-quality aggieTERM EC-6 Bilingual, ELA middle grades, and Special Education teacher candidates will be hired by BISD, as measured by project evaluation data (e.g., application documents, individualized induction plan, edTPA performance assessment, TExES certification scores, program surveys, and residents' school placement data) embedded in a Comprehensive Community Induction Model (CCIM).

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

Need 1, Decrease 23% Attrition: (A) 80% persist in the aggieTERM program; (B) of the 80%, 100% express the desire to remain in Bryan ISD for the 2020-21 academic school year
 Need 2, Improve Teacher-Student Demographic Gap: (A) 87of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners (B) 100% of the 8 candidates enjoy working with diverse learners and their families
 Need 3, Improve New Teacher Support: (A) 100% of teacher candidates agree on the induction evaluation survey that "training offered by CEHD and Bryan ISD helps me to be effective in my job"; (B) 100% of the teacher candidates successfully complete their edTPA performance assessments; (C) 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms; (D) 100% successfully complete their TExES content certification [SEE ADDENDUM 5]

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

Need 1, Decrease 23% Attrition: 100% of the teacher candidates of the express the desire to remain in Bryan ISD for the 2020-21 academic school year among Bilingual, ELAR, and Special education instructors. Need 2, Improve Teacher-Student Demographic Gap: (A) 7 of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners (B) 100% of the remaining 8 candidates enjoy working with diverse learners and their families. Need 3, Improve New Teacher Support: (A) 100% of teacher candidates agree on the induction evaluation surveys that "training offered by CEHD and Bryan ISD helps me to be effective in my job"; (B) 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms; (C) CEHD will provide candidates with teacher certification, evidence based coursework, with a year-long authentic residency and will be evaluated in a school setting; district orientation; topics in culturally relevant pedagogy; conferencing w/Parents workshop; edTPA workshops [SEE ADDENDUM 5]

Third-Quarter Benchmark

Need 1, Decrease 23% Attrition: (A) 80% persist in the aggieTERM program; (B) of the 80%, 100% express the desire to remain in Bryan ISD for the 2020-21 academic school year
 Need 2, Improve Teacher-Student Demographic Gap: (A) 87of 10 teacher candidates come from similar backgrounds as BISD's K-12 learners (B) 100% of the 8 candidates enjoy working with diverse learners and their families
 Need 3, Improve New Teacher Support: (A) 100% of teacher candidates agree on the induction evaluation survey that "training offered by CEHD and Bryan ISD helps me to be effective in my job"; (B) 100% of the teacher candidates successfully complete their edTPA performance assessments; (C) 100% of the mentor teachers, school leaders, and field supervisors rate the teacher candidates as 'proficient' on the observation forms; (D) 100% successfully complete their TExES content certification [SEE ADDENDUM 5]

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.

NEED 1: Using the 10 Teacher Induction Standards (New Teacher Center) residency experts and consultants review aggieTERM's recruitment, selection, and induction models, as well as evaluation instruments (e.g. application documents, individualized induction plan, edTPA performance assessment needs, program surveys, etc.) and changes to these protocols are guided by evidence-based recommendations.

NEED 2: aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet monthly to review data from surveys to determine what's working and identify areas of improvement; induction approach is revised as needed to include interventions (e.g. of increased contact time with mentors, growth plans, community events, etc.). aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice monthly to review feedback from data of teacher candidates' and promote activities to determine community match and satisfaction by teacher candidates. Where there are little cultural connections, additional cultural responsive training will be provided (e.g. neighborhood visits; cultural events; literature/assigned readings; roundtables, etc.).

NEED 3: aggieTERM team and key site personnel (mentors, building principals, and university supervisors) meet twice per quarter to review feedback from teacher candidates' surveys, semi-structured interviews, individualized induction plans, and activities to determine teacher candidates' proficiencies and deficiencies give insight for how to adapt induction plans.

- Coaching provided to teacher candidates to improve pedagogical skills.
- Growth plans will be implemented for all teacher candidates to support struggling teachers and reinforce effective practices

Statutory/Program Assurances

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

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 year.
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- The EPP will provide candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

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

The leaders of the College of Human Resources at Texas A&M University (TAMU) recently overhauled its strategic plan and supporting teacher education is among its chief strategic goals. In addition, there are plans to work alongside local businesses and foundations to build a strong local teacher pipeline with neighboring districts to support secondary learners' pathway to a teacher preparation program at TAMU; aggieTERM is one of many grow-your-own teacher education high-priority programs slated for implementation. Likewise, BISD has identified strong programs through dynamic partnerships with the local community.

Building on our current success (see aggieTERM.tamu.edu) aggieTERM is framed within a 5-point Comprehensive Community Induction Model (CCIM). There is an impressive body of research on the aspects of teacher preparation that have the most impact on quality teachers. From this literature, one can identify five key attributes that researchers have found to be linked to quality clinical teaching that may lead to sustainability and scalability:

- 1. A coherent vision of teaching between school and university partners
- 2. Comprehensive strategies that enhance clinical experiences
- 3. Shared governance
- 4. Developmental induction training for clinical teachers and mentors
- 5. Anchored in the community

For more on our CCIM and sustainability plan, see 'Attachment'.

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

The selection process for identifying the teacher candidates / participants of the aggie TERM program is focused on recruiting ten residents that reflect the high need subject areas (Bi-lingual Education, ELA, and SPED) and the diversity of Bryan ISD's student population with greatest likelihood of persisting in a diverse school district. Bryan ISD is a culturally diverse and economically underserved community with Hispanic and African American learners of the student body at 56% and 19.1%, respectively. Additionally, 28% of students in Bryan ISD speak English as a second language, 68% are learners placed at-risk, and 78% of students are eligible for free or reduced lunch. We seek to select candidates that reflect varying combinations of cultural, linguistic, and economic diversity.

Therefore, our research-based screening process features three rounds. With a charge of shared governance, the aggieTERM leaders will appoint a diverse five-member recruitment team, from Bryan ISD and the EPP at TAMU, to implement the 3-round selection process.

- Round 1 - Recruiting
- Round 2 - Screening
- Round 3 - Selection

Statutory/Program Requirements**PROGRAM REQUIREMENT 2 CONTINUED:**

Round 1 of 3. Round 1, worth 100 points, will be an open application for 3rd year education majors. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness).

In addition, special emphasis recruiting tactics (Hill-Jackson, 2017) are employed to improve the pool of eligible candidates.

1. Student profiles are reviewed to specifically target students of color into the program.
2. Visits are made to the classrooms of year three education students.
3. Faculty of color directly target students of color with emails and personal invites.
4. Information sessions are held to explain the program and financial support of the stipends

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

The selection process for identifying the teacher candidates / participants of the aggie TERM program is focused on recruiting ten residents that reflect the high need subject areas (Bi-lingual Education, ELA, and SPED) and the diversity of Bryan ISD's student population with greatest likelihood of persisting in a diverse school district. We seek to select candidates that reflect varying combinations of cultural, linguistic, and economic diversity. Therefore, our research-based screening process features three rounds of competitive selections yielding residents with the greatest likelihood of being successful in a high-need school system, while contributing to teacher diversity. The selection process relies on predictive analytics of effective pre-service teacher dispositions in urban schools (Baskin & Ross, 2002; Baskin Ross, & Smith, 2016; Haberman, 2005; Hill-Jackson & Stafford, 2017; Waddell & Marszalek, 2018), and culturally responsive teaching (Gay, 2010; Ladson-Billings, 2009). These frameworks provide insights into the types of knowledge, skills, and dispositions that correlate with teacher longevity and effectiveness in high need schools (Hill-Jackson, Hartlep, & Stafford, forthcoming). Overall, we will consider academic, cultural and experiential variables, and candidate's commitment to teaching in high need schools throughout the selection process. After round 1 of the recruiting and selection process, we'll move on to rounds 2 and 3.

Round 2 of 3 (Top 20 candidates). Round 2, worth 100 points, begins with the top 20 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature two assessments. Performance on each assessment will be ranked ordered, and used to select the top 15 candidates.

Round 3 of 3 (Top 15 Candidates). The top 15 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners. Round 3 is conducted through Bryan ISD's Human Resources processes for hiring teachers, which includes completing BISD teacher applications, reference checks, criminal/fingerprint check, and interview process. Bryan ISD leadership then selects the top 10 candidates at the conclusion of the interview process. (See Addendum 12-interview questions and rubric)

Statutory/Program Requirements

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

Bryan ISD (BISD) provides summer professional development around topics on subject matter and pedagogy. In addition, BISD provides a laptop, background checks, a year-round mentor, mentor-mentee discussion and debriefing time, opportunities for paid after-school tutoring, and a teaching contract upon successful completion of the aggieTERM program.

In order to support students who receive stipends to persist in the program, Bryan ISD will work closely with CEHD at TAMU to enact a Comprehensive Community Induction Model (CCIM). The objectives of CCIM are to:

- provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers;
- guide teacher candidates in creating an individualized induction portfolio (IIP) for continued assistance to face the challenges of the new teacher;
- cultivate a professional attitude toward teaching and learning, and working with others such as students, parents, and colleagues;
- ensure a continuum of professional development activities for two or more years beyond the funding year;
- build a strong sense of administrative support with a campus coordinator;
- supply coaching support with trained coaches;
- structure networking opportunities with new and veteran teachers;
- deliver opportunities to visit demonstration classrooms;
- utilize formative and summative assessment data to inform decision that support the new; and
- assist in the development of teacher candidates' pedagogical skills for student achievement (Wong, 2002).

It is critical that induction begins prior to hiring the diverse teacher candidates in the aggieTERM program. The general themes that aggieTERM's Comprehensive Community Induction Model (CCIM) addresses can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with BISD and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIM is cemented in evidence-based approaches that are comprehensive, coherent, and sustainable (Wong, 2005). See the "Attachment" for more on aggieTERM's CCIM.

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

The aggieTERM program is the recipient of a 2019-2021 GYO grant (cycle 2) from TEA and have had great success. Learn more about this special Bryan ISD-CEHD project at aggieTERM.tamu.edu. With support of the Bryan ISD Board, the partnership between Bryan ISD and CEHD has made tremendous progress in the support of our 1-year residency students.

- In 2018, CEHD launched the Good Neighbor Project with local school districts – a re-commitment to address common educative needs with local school districts within a 35-mile radius of TAMU. Leaders from BISD and CEHD value each other's expertise and perspectives. A Memorandum of Agreement (MoA) was signed in 2018, and sets the stage to further develop mutual trust and respect to govern our partnership.
- For the application to the 2020-2022 GYO grant (cycle 3), a letter of support from BISD is attached to this application, and clarifies that BISD commits to hiring/retaining students upon successful completion of the aggieTERM program.
- Students/candidates attend a signing event. As a condition of the stipend, they must sign an Intent to Serve" contract (see Addendum 13).

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$8,000 =	<input type="text"/>
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$10,000 =	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	<input type="text"/>	X \$10,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$13,000 =	<input type="text"/>
			Request for Pathway 2 <input type="text"/>
			Request for Pathway 1 <input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment	<input type="text" value="10.00000"/>	X \$22,000 =	<input type="text" value="22000.000000"/>
Number of Pathway 3(b) candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text" value="220000.00000"/>

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

University Supervisors (5)	19,000
Evaluator (Administrative)	5,000
Research Collaborator (Administrative)	2,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Sub-Award to grantee (BISD)	22,000

SUPPLIES AND MATERIALS (6300)

Induction/Curriculum Materials; Certification prep and exam support for candidates	3,000

OTHER OPERATING COSTS (6400)

Stipends (10) x \$15,000	150,000
Travel (PI): state	1,000
Candidates (teacher ed conference for students)	3,000

Total Direct Costs

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

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

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

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

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

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

Aggie Teacher Education Residency Model (aggieTERM): A Year-Long Clinical Teaching Experience

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

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

Historical Data

Teacher Certification

Established in 1969, the College of Education and Human Development (CEHD) at Texas A&M University is an Educator Preparation Program that houses several undergraduate programs in education in the Department of Teaching, Learning, and Culture (TLAC) and the Department of Educational Psychology.

Education students adhere to a prescribed degree program and must meet the requirements of Texas the A&M University Core Curriculum, required hours by the State of Texas in Content Area and Pedagogy, and Field Based Courses. According to the Texas Examinations of Educator Standards (TExES) and program data for 2017, CEHD has a lauded history of producing the highest number of certified teachers:

- #1 in producing teachers in General Elementary (EC-6 Core)
- #5 in producing teachers in Bilingual Education
- #1 in producing teachers in English, Language Arts and Reading
- #1 in producing teachers Math and science
- #7 in producing teachers in Special Education

(Texas Education Agency [TEA], 2018)

EC-6 Program. According to the Texas State Certification Requirements, TLAC undergraduate students may select to be certified in either an **Early Childhood (EC) through 6th grade Generalist Program** or a **Middle Grade Program in Math/Science and English Language Arts/Social Studies**. With a teacher candidate demographic profile that is 80% white, 20% non-white, 99.5% female, and .5% male, the EC-6 Generalist Certification Program is a heavily field-based program. Students spend extensive time in early childhood and elementary classes and classroom work with the completion of 122-124 credit hours that lead to the Bachelor of Science Degree (B.S.) with a major in Interdisciplinary Studies (INST). Students pursuing certification in these degree programs.

Undergraduate students are required to follow and maintain all student responsibilities in order to remain in the program. Per certification data, the passing rates candidates of the EC-6 Core Subjects are as follows:

2015-2016	95.2%
2016-2017	97.8%
2017-2018	92.6%

The Bilingual Education (BIED) Program. The Bilingual Education Undergraduate Program (herein referred to as BIED) prepares pre-service teachers so that they can be certified to teach in EC-6, in second language acquisition settings: **Bilingual, Dual Language, and English as a Second Language (ESL)** settings. The BIED program, although small, often ranks first in the preparation of bilingual education teachers for Texas. The BIED program is a specialized program servicing about 70 - 80 students (from undeclared freshmen students to clinical teachers). The program admits about 20 - 23 students per year at the professional phase, which is typically when teacher education students are in their junior year. The program graduates a smaller cohort in the fall of about 6 to 9 clinical teachers. In the spring the program graduates about 8 to 14 clinical students. Of those students, the majority are first generation Latino students. The majority of our students desire to teach in the Bryan and College Station areas. According to trends over the last three years, our candidates are:

- 10% male
- 90% female
- 20% non-Hispanic (white, African American or other)
- 80% First Generation
- 50 - 60% from local community

And in terms of quality, the program has been referred to as top quality across the state. In 2017, Educational Testing Services (ETS) contracted with evaluators to visit the College Station campus to learn what we were doing to help our students prepare for and pass the Bilingual Education Target Language Proficiency Test because it is the exam that has the lowest pass rates in teacher preparation. BIED students are passing it a higher rate than those of others teacher preparation programs across the state. According to the Texas Examinations of Educator Standards (TE_xES) and program data for 2016 – 2017, the pass rates for the BIED teaching candidates' certification exams are as follows:

- Bilingual Supplemental - 100%
- Bilingual Target Language Proficiency Test - 89%
- Core Subjects - 93%
- Pedagogy and Professional Standards (PPR) - 99%

The BIED Program, in cooperation with TLAC, is designed to prepare bi-literate educators to serve as competent, ethical, and caring professionals. Our program prepares teacher leaders in bilingual education to address the cognitive, linguistic and affective needs of English Language Learners. Our graduates are committed to the implementation of evidence based practices, bilingual pedagogy linked to strong instructional design, and assessment that informs instruction. They understand the importance of collaboration and partnerships with the community, families, and colleagues. We support each student in developing professional goals and the habits of a reflective practitioner for continued professional and personal growth.

Special Education Program. In the Special Education program students become teachers equipped to address individual differences in inclusive classroom settings. From the first semester of admission into the program, students are in the school classrooms and see course learning in action. By the time you leave, you have 800 or more hours in classrooms. Students in the special education program graduate with three

certifications: Early Childhood (EC) to 12th-grade Special education; EC to 6th grade General Education; and the English as a Second Language endorsement.

According to the State of Texas announcement of the 2018-2019 teacher shortage areas (Texas Education Agency (TEA), 2018), Texas has a statewide, overwhelming need for teachers in special education. According to the U.S. Department of Education's report from the Office of Postsecondary Education, special education has been listed as an area of teacher shortage in Texas from the 1990-1991 school year through the 2016-2017 school year (U.S. DOE, 2016). For the last 27 years, Texas has had a longstanding critical need for special education teachers. This need can additionally be seen through a 2019 TEA report on teachers teaching out-of-field; 10.9% of 2018-2019 elementary special education teaching positions (n=3,949 teachers) in Texas were held by individuals without the required credentials. At the middle school level, this number is staggeringly higher, at 34.86% special education teaching positions being filled by unqualified individuals (n=7,513 teachers). And, even more concerning, at the high school level, 51.33% (n=13,025) Texas special education teaching positions were covered by teachers in a placement out of their field of certification (TEA, 2019).

As we seek to close the gaps in Texas, the number of initial teaching certifications awarded is well below target, with just under half of the 2015 targeted 44,700 new teacher certifications being awarded (THECB, 2016). The Texas Workforce Commission anticipates that between the years 2016 and 2026 a total of 5,780 new special education teachers will be needed: 2,130 kindergarten and elementary; 1,260 middle school; 280 preschool; and 2,110 secondary (Career One Stop, 2019). In this report, special education teachers occupy four different occupation lines on the top 697 growing occupations in Texas (Career One Stop, 2019). Current trends do not show that any combination of certification routes will allow us to fulfill this need (THECB, 2016).

Clinical Teaching Program Structure

During clinical teaching, students in the current traditional training programs spend 15 weeks in clinical teaching. All prospective teachers are placed through the Field Placement Office in our college, ensuring that 100% of our clinical teachers are placed in classrooms directly in their area of content expertise.

Once admitted into the upper level Teacher Education program, students complete a series of field experiences.

- The Field Experiences Office is responsible for administering and organizing field placements. Students complete a consecutive series of methods blocks as part of their degree plan, before completing their clinical teaching experience the final semester before graduation.
- All cooperating/mentor teachers must have a minimum of three years of teaching experience, and all schools must have received satisfactory ratings from the Texas Education Agency for a minimum of three years.
- All university supervisors must have a minimum of three years teaching experience, master's degree, current Texas teaching certification, current principal (mid-management) or superintendent certification, accomplished educator (as shown by student learning), experience mentoring new teachers, Texas Teacher Evaluation and Support System (T-TESS) Field Supervisor or Appraiser trained, and must supervise students for one academic year.
 - All clinical teachers complete an online evaluation on their cooperating teacher and university supervisor.
- During this final semester, the cooperating teacher, prospective teacher, and Texas A&M University Supervisor meet to discuss the student's performance. The supervisors use a Teacher Observation Form (with T-TESS domains of practice) to provide feedback. During the semester, prospective teachers move through a progression, taking on more responsibility and having more autonomy as they move further through the semester and demonstrate growing skills and behaviors.

- During the first week of the experience, prospective teachers observe the classroom environment, teachers' instructional techniques, and interpersonal communication styles and relationships.
- During the observation phase, students are engaged in intentional observation, reflecting on what they have seen and critically examining how and why different activities take place. Following the observation phase, prospective teachers move to the assisting stage, in which they become more involved with the students, engaging in activities such as checking attendance, grading papers, and monitoring and assisting students.
- The teaming phase follows in week three in which they work with their cooperating teacher to co-create lesson plans and co-teach lesson plans. This allows prospective teachers to gain experience and gather important feedback from the cooperating teacher.
- During the fourth week, the teaching/lesson plan phase allows prospective teachers to assume some responsibility for planning and teaching. Lesson plans are developed in advanced and submitted to the cooperating teachers for approval or revision, as necessary.
- The fifth week begins the phase of full responsibility. During this week and throughout the rest of the semester, they develop the lesson plans and teach as if they were the primary teachers.
- Throughout the semester, prospective teachers receive feedback from their cooperating teachers and the university supervisors to ensure that they are achieving key competencies throughout the capstone Clinical Teaching experience. At the end of the semester, prospective teachers are given a summative evaluation that parallels with current Texas evaluation for all teachers.

Pacing to Full Responsibility

- A gradual building of teaching responsibility leads to the full responsibility experience. This means that for consecutive days, the clinical teacher has the full responsibility of planning and teaching the whole school day as if she/he were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher.
- There are two periods of full responsibility (10 days each) during the semester, usually during weeks 5-7 and during weeks 10-13. If preferred, the first full responsibility can be split into 2 one-week sessions. For example, the clinical teacher would have full responsibility week 5, take week 6 to reflect/conference with the cooperating teacher, and continue full responsibility week 7. These times may be flexible to meet individual classroom needs. However, aggieTERM students are given three periods of full responsibility.
- See Clinical Teacher Responsibilities: Addendum 1

Observations/Reflections

- Supervisors conduct a pre-conference prior to each formal observation. Two informal and four formal observations are completed by the university supervisor. Following each observation, the supervisor discusses progress during an interactive post-conference with the clinical teacher. Clinical teachers must submit a reflection based on each formal observation. The formal observations are submitted electronically and are based on the T-TESS Appraisal Framework.

Three way Conferences/Evaluations/Reflections

- At the midpoint and conclusion of clinical teaching, the cooperating teacher and university supervisor meet to discuss progress followed by a three-way conference and evaluation. During the conference, supervisors and cooperating teachers will review development and discuss formal/informal observations. Clinical teachers must submit a reflection based on each evaluation. The evaluations are submitted electronically and are based on the T-TESS Appraisal Framework. The Texas Teacher

Evaluation and Support System (T-TESS) is the recommended teacher appraisal system for the state of Texas designed by educators to support teachers in their professional growth.

- See Mentor Responsibilities: Addendum 2
- See University Supervisor Responsibilities: Addendum 3

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

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

X All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

EPP and LEA Partnership

Nestled in the heart of Brazos Valley, the Bryan Independent School District (BISD) is located in a small to medium size town in Bryan, Texas with around 87,000 citizens and just over 16,000 K-12 students. The College of Education and Human Development (CEHD), an Educator Preparation Program (EPP) at Texas A&M University (TAMU), is situated next door to BISD and is dedicated to supporting campus and community educational endeavors. A longstanding and highly respected partner, every semester BISD hosts 200-300 teacher candidates in early field through clinical teaching experiences. In 2018, CEHD launched the Good Neighbor Project with local school districts – a recommitment to address common educative needs with local school districts within a 35-mile radius of TAMU. Leaders from BISD and CEHD value each other’s expertise and perspectives. A new Memorandum of Agreement (MoA) was recently signed in 2018, and sets the stage to further develop mutual trust and respect to govern our partnership. In addition, a letter of support from BISD for aggieTERM is also attached to this application.

Teacher quality and retention continue to be salient issues in the teaching profession. A recent national study on teachers’ self-efficacy reveals:

More new teachers in low-poverty schools than in high-poverty schools reported feeling well prepared to handle a range of instructional tasks—from teaching their subject matter (85 vs. 75 percent), to disciplining students (60 vs. 48 percent), to differentiating instruction (62 vs. 50 percent)—in their first year in the classroom. (Iasevoli, 2018, para. 6)

These statistics, juxtaposed with underserved school districts’ growing teacher-student demographic gap (Boser, 2014; Goldhaber, Theobald, & Tien, 2015; Pew Research Center, 2014) and district leaders’ inability to place teachers in hard-to-staff schools (Achinstein, Ogawa, Sexton, & Freitas, 2010) predicts a dismal forecast for retaining teacher talent. Bryan ISD’s needs for aggieTERM are to: (1) reduce 23% annual attrition; (2) better induct/support the 51% of teachers with less than five years of experience; (3) improve teacher-student diversity gap – currently the teachers are 70% white and 20% Hispanic, while the K-12 students are 78% of color (56% Hispanic and 19.1% African American learners), 75% economically disadvantaged, 24% ELLs, and 68% placed at-risk (TEA, 2018).

There are mounting calls to elevate and transform teaching, and many argue that teacher residencies are part of the answer: more clinical teaching time (Darling-Hammond, 2010), increased opportunities to connect practice to theory (Zeichner, 2010), enhanced induction (Wang, Odell, & Schwille, 2008) and instructional coaching (Denmark, 2013; Dunn & Villani, 2007; Gardiner, 2011; Hobson, Ashby, Malderez, & Tomlinson, 2009) are the crucial elements of a teaching residency program. Teacher education scholars report that teacher residencies produce classroom-ready teachers who are committed to teach in hard-to-staff school districts. Teacher preparation leaders are disturbed by the revolving door of new teachers, especially given growing evidence that it harms school organizations, teachers, and students (Boyd, Lankford, Loeb, & Wyckoff, 2005; Guin, 2004). For instance, Ronfeldt, Loeb, and Wyckoff (2013) documented the negative impact of teacher attrition on the mathematics and reading achievement of elementary students. Residency programs may help to stem the increased attrition faced by some Texas school districts, improve the diversity

of teachers relative to student diversity, and provide a mechanism to support novice teachers through meaningful induction.

The Aggie Teacher Education Residency Model (aggieTERM), housed in the Department of Teaching, Learning, and Culture in CEHD at Texas A&M University, is a selective residency program for prospective teachers to teach in an underserved / high-needs school district. aggieTERM is short-term response with long-term personnel implications for Bryan ISD with staffing challenges. Our overarching SMART Goal: *At the end of the 2020-2021 academic school year that includes a year-long authentic and rigorous residency program, 100% of the 10 high-quality aggieTERM EC-6 Bilingual, English Language Arts, and Special Education teacher candidates will be hired by BISD, as measured by project evaluation data (e.g., application documents, individualized induction plan, edTPA performance assessment, TExES certification scores, program surveys, and residents' school placement data) embedded in a Comprehensive Community Induction Model (CCIM).* Figure 1 displays the investments, outputs, and outcomes of the aggieTERM project. Based on BISD's needs, the aggieTERM program will produce and support 10 highly effective EC-6 bilingual or ESL aggieTERM teacher candidates who reflect BISD's student demographics will be placed in a year-long clinical teaching experience in Bryan ISD during 2019-2020 school year and hired by BISD for the 2020-2021 school year. Eventually, these 10 highly effective aggieTERM teachers will remain in Bryan ISD beyond five years and have significant impact on the academic achievement of Bryan ISD's learners.

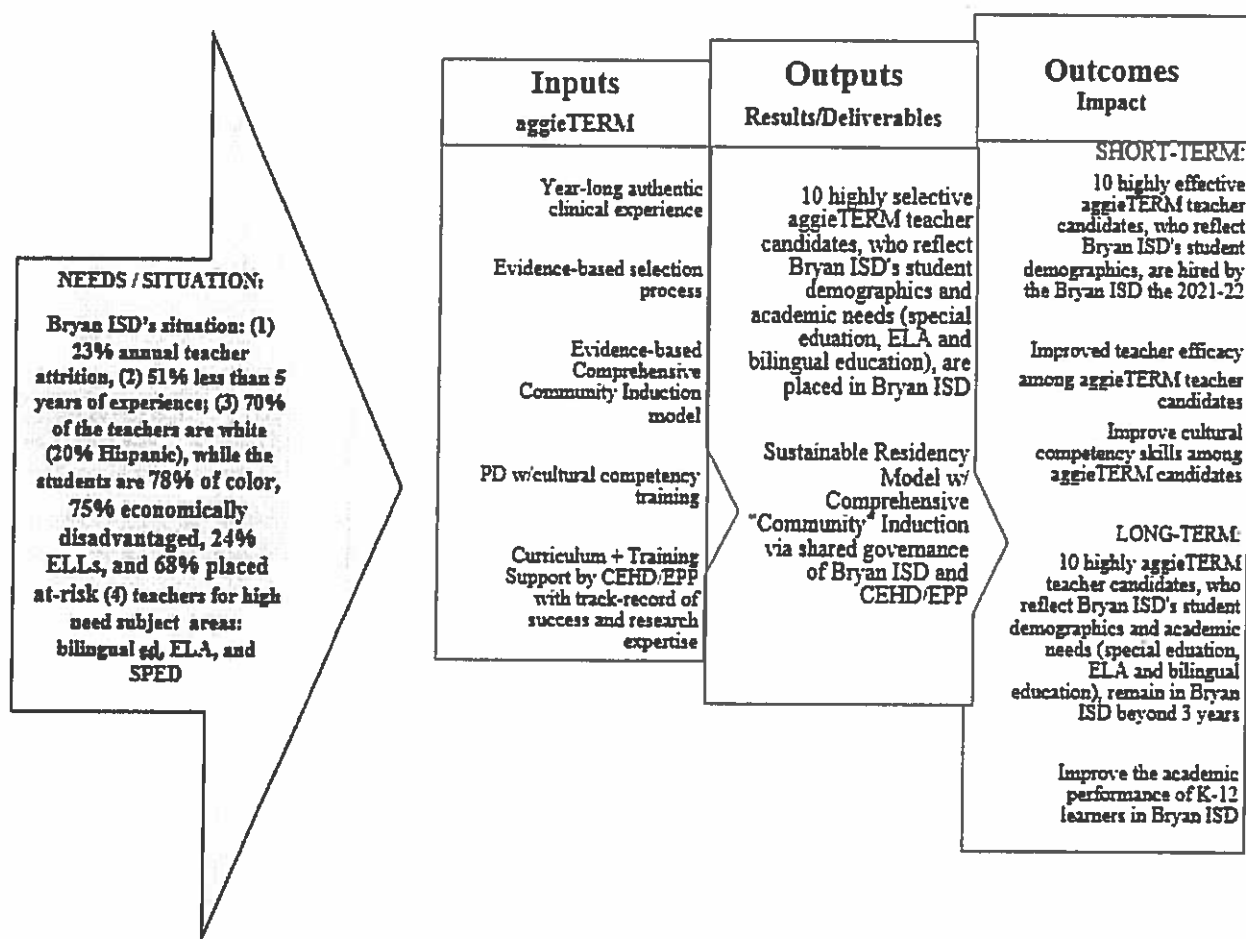


Figure 1. aggieTERM logic model.

3-Stage Plan for aggieTERM

Using the research on the 10 best practices from the most sophisticated partnerships between school districts and teacher preparation programs (Education First, n.d.), and focused on the staffing needs of BISD, the BISD-CEHD partnership has developed a 3-stage roadmap (*initiation, implementation, and continual improvement*) that establishes the shared governance of our prospective aggieTERM program.

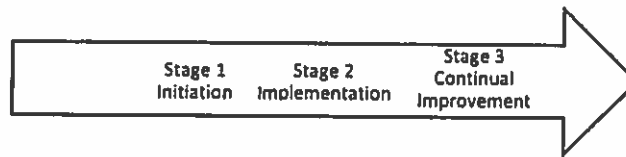


Figure 2. A 3-stage plan for aggieTERM.

Stage 1: Initiation stage, a shared vision for preparing future teachers. The BISD-CEHD partnership created the aggieTERM as a direct response to the 23% teacher attrition throughout BISD and difficulties filling their teacher pipeline, particularly as a hard-to-staff district. Together, we looked at data and patterns within our community, specifically on issues related to literacy, English as a second language, special education, poverty, student demographics, and teacher retention, and decided to focus on encouraging and supporting 10 promising EC-6 bilingual, English Language Arts (ELA), and Special Education — forming the aggieTERM program. Working together, BISD and CEHD have crafted a vision for talent development and both are jointly responsible for developing new teacher candidates and future teachers their fullest potential to ensure goals that support new teacher development are met. Owning that responsibility, BISD and CEHD have initiated the following processes:

- BISD and CEHD reviewed BISD’s teacher staffing data, as well as student demographic and achievement data. The aggie TERM team consists of the Associate Superintendent of Teaching and Learning as well as four practitioners and researchers in the CEHD (See Addendum 4 for the team’s bios). As a result of our collaboration, the decision to target efforts to identify and support EC-6 teacher candidates with bilingual, ELA, or SPED training was confirmed. As a result of the needs assessment, BISD and CEHD have agreed upon a shared vision to improve teacher quality over the next five years - a vision of a highly qualified and stable workforce for BISD.
 - The outcomes of the TEA GYO grant will produce 10 well-prepared and effective teachers in high-needs schools, stronger professional practice, relevant content knowledge, higher numbers of fully licensed, and early elementary / bi-lingual education, ELA, and SPED teachers who remain in BISD who foster increased student achievement in high-needs schools.
- The BISD-CEHD partnership has co-created a preliminary plan for aggieTERM that includes a recruitment and selection plan, as well as an induction plan that aligned to quarterly benchmarks, critical success factors, and milestones for the aggieTERM program (see Addendum 5).

Recruitment and selection plan. The selection process for identifying the teacher candidates / participants of the aggie TERM program is focused on recruiting ten residents that reflect the diversity of Bryan ISD’s student population with greatest likelihood of persisting in a diverse school district. Bryan ISD is a culturally diverse and economically underserved community with Hispanic and African American learners of the student body at 56% and 19.1%, respectively. Additionally, 28% of students in Bryan ISD speak English as a second language, 68% are learners placed at-risk, and 78% of students are eligible for free or reduced lunch. We seek to select candidates that reflect varying combinations of cultural, linguistic, and economic diversity. Therefore, our research-based screening process features three rounds of competitive selections yielding residents with the greatest likelihood of being successful in a high-need school system,

while contributing to teacher diversity. The selection process relies on predictive analytics of effective pre-service teacher dispositions in urban schools (Baskin & Ross, 2002; Baskin Ross, & Smith, 2016; Haberman, 2005; Hill-Jackson & Stafford, 2017; Waddell & Marszalek, 2018), and culturally responsive teaching (Gay, 2010; Ladson-Billings, 2009). These frameworks provide insights into the types of knowledge, skills, and dispositions that correlate with teacher longevity and effectiveness in high need schools (Hill-Jackson, Hartlep, & Stafford, forthcoming). Overall, we will consider academic, cultural and experiential variables, and candidate's commitment to teaching in high need schools throughout the selection process.

With a charge of shared governance, the aggieTERM leaders will appoint a five-member recruitment team, from Bryan ISD and the EPP at TAMU, to create and implement the policies and materials needed to following recruiting and selection

Round 1. Round 1, worth 100 points, will be an open application for all EC-6 3rd year education majors. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness), and commitment to teaching (why teaching in high need school and why teach in BISD?).

Academic Variables

1. GPA - 5 points (2.75 - 3.0 = 3 points; 3.1 - 3.5 = 4 points; 3.5-4.0 = 5 points)
 - a. Education majors are required to maintain a 2.75.
2. Types of Certifications Sought - 5 points (EC-6 with ESL - 3 points; EC-6 with Bilingual - 5 points; ELA - 5 points; SPED - 5 points)

Cultural Variables

1. Bilingual - 10 points (Beginner 3, Intermediate 7, Advanced 10)
 - a. We will use the Cervantes Spanish language test has 53 questions divided into 5 levels, from beginners (A1) to advanced (C1).
2. Reflect Diversity of Bryan ISD - 10 points (Race, Gender and Economic match) - 10 points
 - a. Any diversity marker is worth 10 points.

Experiential Variables (These background experiences correlate to persistence and effectiveness in underserved schools)

1. P-12 Resident of Brazos Valley - 10 points
 - a. Being a resident of the locate community creates deep connections with the community making it less likely for pre-service teachers leave the district.
2. Educated in Diverse Schools - 10 points
 - a. Pre-service teachers educated in diverse school settings have greater insights into community strengths, assets and resources that can be leveraged in classrooms and in their interactions with children and parents.
3. Educated in a Bilingual, Dual Language, or ESL Classrooms - 10 points
 - a. Teachers proficient in language development are in high need in Bryan ISD, pre-service teachers who are second language learners exhibit higher levels of sensitive to student needs.
4. First Generation - 10 points
 - a. First generation students share similar family and life experiences to students in high-need schools, which enables them to build productive relationships with families and students.
5. Non-traditional Student - 10 points
 - a. Non-traditional students tend to be older with more life experiences enabling them to support the complex social-emotional needs of urban learners.
 - b. Educational Philosophy - 20 points

Commitment to teaching in high needs schools - 20 points

1. These essay questions will address:
 - a. Why do you (candidate) want to teach in a high need school?

b. Why do you (candidate) want to build your career in Bryan ISD?

Round 2 (Top 20 candidates). Round 2, worth 100 points, begins with the top 20 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature two assessments. Performance on each assessment will be ranked ordered, and used to select the top 15 candidates.

1. Cultural Awareness Beliefs Inventory (CABI) is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

Round 3 (Top 15 Candidates). Round 3 starts with the top 15 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners (Haberman, 2005; Hill-Jackson & Stafford, 2017; Hill-Jackson et al., forthcoming). Round 3 is conducted through Bryan ISD's Human Resources processes for hiring teachers, which includes completing BISD teacher applications, reference checks, criminal/fingerprint check, and interview process. Bryan ISD leadership then selects the top 10 candidates at the conclusion of the interview process.

Comprehensive community induction model (CCIM). Induction is defined as "preplanned, structured, and short-term assistance programs offered in schools for beginning teachers" (Lawson, 1992, p. 163). Because it may take up to five years for teachers to become confident and highly skilled (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004), the induction and mentoring of novice teachers to help them develop both proficiency and confidence is essential for student achievement. Induction begins prior to the start of teaching and includes an acclimation to the learners, families, community, school, school district, and the profession (Breux & Wong, 2002). In addition, the churn of teachers is exacerbated among new teachers of color.

While all schools and students can benefit from more effective teachers, the power of high-quality induction has special significance for schools that serve a disproportionate number of low-income and minority students. In such schools, teacher turnover is generally higher—and sometimes rampant. High-quality induction programs can help to provide the specialized support that new teachers need and transform these schools into strong professional communities where educators want to stay and work—and be more successful in working with students. (Goldrick, Osta, Barlin, & Burn, 2012, p. ii)

Consequently, it is critical that induction begins prior to hiring the diverse teacher candidates in the aggieTERM program. The general themes that aggieTERM's Comprehensive Community Induction Model (CCIM) addresses can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with BISD and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIP is cemented in evidence-based approaches that are *comprehensive, coherent, and sustainable* (Wong, 2005). Figure 3 exhibits the CCIM experience, which continuously embeds the needs of BISD, community mentoring, and coaching for effective instruction.

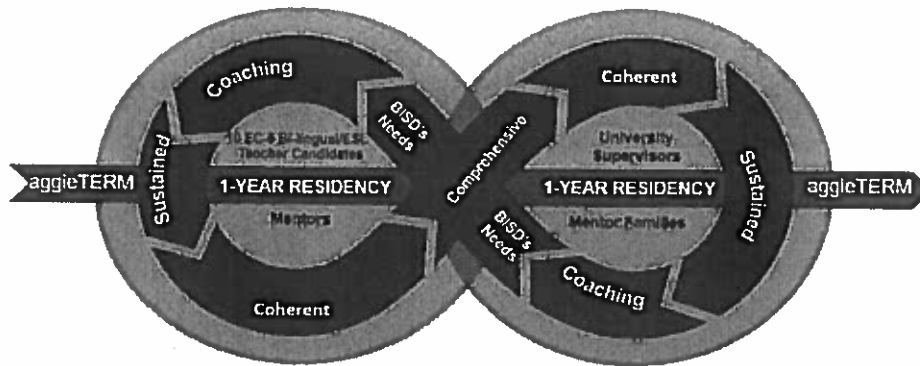


Figure 3. aggieTERM's Comprehensive Community Induction Model.

Comprehensive. aggieTERM has a structure to the program, consisting of many activities/components/strategies and stakeholders. Comprehensive induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease the costs human resources for school districts, and increase student learning (Ingersoll & Strong, 2011). aggieTERM utilizes mentors, a site coordinator/coach, university supervisors, program leaders, community mentor, and a BISD-CEHD leadership team to provide a 'culture of community' for the aggieTERM teacher candidates.

The National Education Association suggests that beginning teachers receive induction experiences that scaffold in three stages of induction (National Foundation for the Improvement of Education [NFIE], 1999). In stage one, the focus is on the practical skills and information for understanding the teacher profession. In stage two, teacher candidates are honing their knowledge of pedagogy and fine-tuning their classroom management proficiency. By the third stage of induction, teacher candidates acquire a more nuanced understanding of instructional strategies and seek professional development that is more attuned to the needs of their learners (see Figure 4).

STAGE	FOCUS
1 st Stage	Practical skills and information <ul style="list-style-type: none"> • Where to order supplies • How to organize a classroom • Where to find instructional resources • What kind of assistance the teacher association can provide
2 nd Stage	The art and science of teaching and on polishing classroom management
3 rd Stage	A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students

Figure 4. Stages of induction for beginning teachers.

Source: National Foundation for the Improvement of Education

Coherent. The various factors, program endeavors, and stakeholders are rationally linked to each other and undergirded by 10 Teacher Induction Standards (New Teacher Center [NTC], 2018). Using current senior methods and clinical teaching structures, aggieTERM can adapt these processes to logically connect a community for support for teacher educators.

Sustained. The ideal form of induction is well-articulated is sustained for many years. Following best practices, aggieTERM will include support to its teachers beyond the first year of the residency. Novice teachers need ongoing emotional (Dickee, Parker, Holzberger, Kunin-Habenicht, Kunter, Leutner, 2015; Hill-Jackson, 2018; Ripski, LoCaslae-Crouch, & Decker, 2011) and instructional (Dunne & Villani, 2007) support for the first three years of their practice. Meaningful induction may improve the efficacy of new teachers (NTC, 2018) and it helps them forge deep connections with the school district and the community (Wang, et al., 2008).

The objectives of CCIM are to:

- provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers;
- guide teacher candidates in creating an individualized induction plan (IIP) for continued assistance to face the challenges of the new teacher;
- cultivate a professional attitude toward teaching and learning, and working with others such as students, parents, and colleagues;
- ensure a continuum of professional development activities for two or more years;
- build a strong sense of administrative support with a campus coordinator;
- supply coaching support with trained coaches;
- structure networking opportunities with new and veteran teachers;
- deliver opportunities to visit demonstration classrooms;
- utilize formative and summative assessment data to inform decision that support the new; and
- assist in the development of teacher candidates' pedagogical skills for student achievement (Wong, 2002).

Stage 2: implementation stage. After plans have been co-created in the initiation phase, the aggieTERM program participants will work as a team to identify and select high quality teacher candidates. BISD and CEHD will implement the CCIM model in which BISD community mentors, mentors, site leaders, and university supervisors enact a 'culture of family' so clinical teachers feel connected to a District that is committed to their long-term service to BISD learners and the community. The aggieTERM team recognizes the elements as essential to an effective first year in a three-year induction program (see Figure 5).

aggieTERM: Implementation Year

January 2020 – May 2021

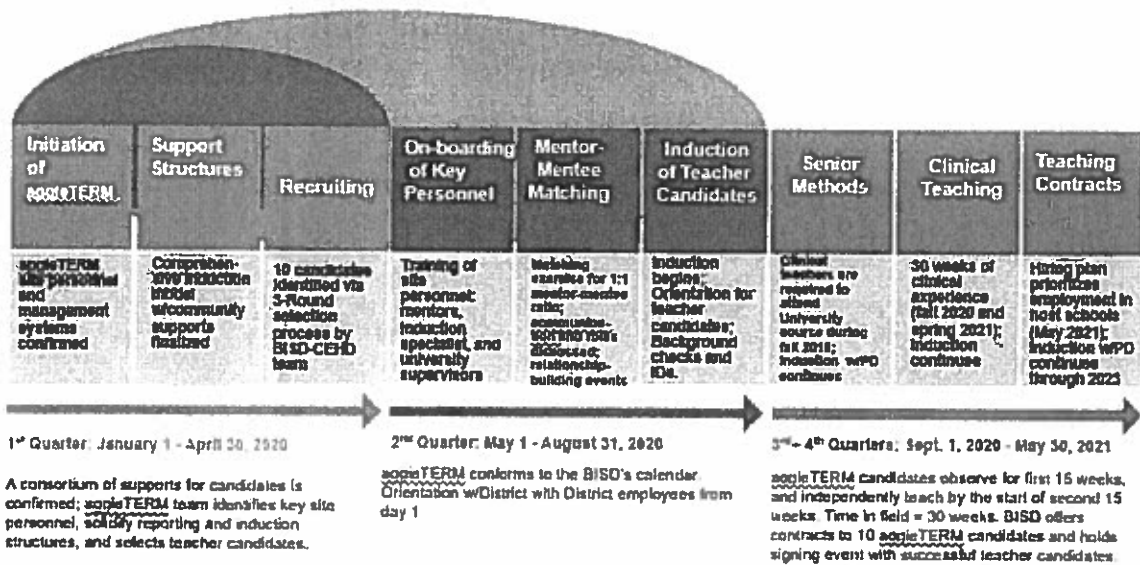


Figure 5. aggieTERM's implementation year.

- A. The CEHD clinical teaching calendar will be adjusted to allow clinical teachers to start the school year with BISD's academic calendar.
- B. Targeted training to effectively onboard all aggieTERM personnel (mentors, site coordinator, university supervisor) on the evaluation instruments for the clinical teachers. A crucial element of onboarding the key personnel is for them to work on ensuring that program coursework and clinical experiences match district protocols and language.
 - Mentors – Mentors are key personnel whose responsibilities include conducting observations of teacher candidates to ensure fidelity of the program across participating aggieTERM schools. BISD and CEHD will strengthen the training of mentors and supervisors, including an intensive spring training, and will tap stronger mentor teachers to train others. BISD will identify effective mentor teachers who have the attitude, professional competence, communication skills, and interpersonal skills (NFIE, 1999). Mentoring is a key component of effective teacher induction programs because the mentor and teacher candidate work in close proximity to each other. Mentors and teaching candidates are paired in a 1:1 ratio and the mentors. The mentor and mentee are provided with a reduced teaching load in order for mentors to provide beginning teacher candidates with practical information, serve as a guide, offer feedback, and opportunities for reflection.
 - Coaches - A coach is a trusted school leaders who helps a teacher candidate move between from a lower to higher level of pedagogical performance levels by sharing giving feedback and offering suggestions for improvement (Marzano & Simms, 2013). When coaching is conducted in a systematic approach via coaching cycles (Knight et al., 2015), it may be used as a reflective tool (Teemant, 2014) that transforms practices of teachers in underserved communities (Suarez, 2018). The site leader for aggieTERM, who does not have evaluation duties of the teacher candidates, will serve as their instructional coach.
 - University Supervisors - University supervisors, in a 1:3-4 ratio, will interact in-person with teacher candidates eight times during the year-long residency to observe, assess, conference with, and encourage each student teacher. The university supervisor will conduct a minimum of four (three to be completed prior to submission of the edTPA performance assessment) formal observations of the teacher candidates using university-approved instruments to identify teaching behaviors in effective

instruction, lesson planning, assessment, language of instruction, classroom management, use of technology, and professionalism.

C. Community Mentors – Innovative residencies are finding success by matching community leaders with teacher candidates who help them settle into a new community (Clark, Zygmunt, Clausen, Mucherah, & Tancock, 2015). In hard-to-staff schools, teachers' perceptions of families in learners' education are strongly related to their decisions to remain in the school. Teacher-family relationships impact the retention rates between low and high poverty schools as a factor in workplace conditions for teachers (Johnson, Kraft, & Papay, 2012). Community mentors, who serve as connectors or cultural ambassadors, impart the strengths and values of the children and families with whom candidates teach during their placement. Consistent with the literature, families from underserved communities can be intimidating for new teachers (Ferrera & Ferrera, 2005). However, the family is an overlooked resource that may function to support the socialization of novice teachers in the school district (Epstein, 2018; Ferrara & Ferrera, 2005)

D. Induction Requirements:

- Orientation with host school, community leaders, CEHD, residents and their families (August)
- Residents partnered with their cooperating teachers and grade level team for BISD summer teacher institute (August)
- Weekly meetings of Inductee/Mentor (August through January)
- Bi-weekly meetings of Inductee/Mentor (February through May)
- Two peer classroom observations (By December)
- Attend an offsite conference or workshop (By April 30)
- Creating Individual Induction Plan Goals (Addendum 6)
- Completion of Needs Assessment for Teacher Inductees (Addendum 7)
- Completion of Monthly Teacher Induction Reports (Site/Induction Coordinator - Addendum 8)
- Formative Evaluation of aggieTERM Program (Addendum 9)
- Summative Evaluation of aggieTERM Program (Addendum 10)
- Comprehensive Community Induction Plan - Completion Document (Addendum 11)

Stage 3: continuous improvement. In order for aggieTERM to succeed, CEHD recognizes that our teacher preparation programs must be adaptive in responding to BISD's staffing needs. As the future employer of aggieTERM teachers, CEHD recognizes BISD as the esteemed customer of the university's teacher candidates. BISD and CEHD program leaders are open to a fluid process that invites change and leads to processes that are sustainable and provides a high-quality teaching force that BISD deserves.

- A. Communication: Frequent communication is pivotal to the success of aggieTERM. BISD and CEHD program leaders will pause and hold regular online and face to face meetings to formally discuss the teacher residency program. In addition, the district coordinators and university liaisons will meet monthly to discuss teacher candidates' strengths and challenges.
- B. Data sharing: Using teacher performance data BISD and CEHD will collaboratively (1) modify the processes of aggieTERM as needed, and (2) continue to strengthen the aggieTERM pipeline to meet district needs, especially those for bilingual education and diverse candidates. These adjustments will be completed by improving educators' understanding and use of evidence-based practices, leveraging practitioners' professional insights, and changing classroom practice through instructional coaching (Maheady, Magiera, & Simmons, 2016).
- C. Sustained induction: Induction continues for the teacher candidates through the first two years of employment with BISD (see attached sample contract), that includes:
- Quarterly meetings of Inductee and Mentor (August through January)
 - Two peer classroom observations (By May 30)

- Reimbursable PD (By April 30)
- Completion of Needs Assessment for Teacher Inductees (see Addendum 1)
- Reasonable teaching load that supports the needs of new teachers

D. Evaluation: Guided by the New Teacher Center's Teacher Induction Program Standards (2018), aggieTERM will use multiple measures to gather evidence to inform decision making and engage key stakeholders to take active roles in promoting the growth and sustainability of the partnership. To determine the efficacy of aggieTERM, a quantitative methodology will be employed allowing the utilization of numeric data to describe the phenomena under evaluation (Fitzpatrick, Sanders, & Worthen, 2011). This framework was chosen for several reasons. First, it allows for the collection of data from a large sample size (Center for Innovation in Research and Teaching, 2016). Second, the data sources selected to generate numeric/statistical estimates of the populations (i.e., mentors, teacher candidates, university supervisors, etc.) in the program (Creswell, 2014). Third, statistical results may be viewed by policymakers as providing greater objectivity and credibility (Center for Innovation in Research and Teaching, 2016). Fourth, statistical scores provide comparisons across the data sources and to other research studies (e.g., Levine, 2006; Teach Plus, 2015; U.S. Department of Education, National Center for Education Schools and Staffing Survey [SASS], 2012). Finally, the descriptive data provide the foundation for future qualitative studies into stakeholders' perceptions — allowing for a more in-depth construction and inquiry of aggieTERM's efficacy (Creswell, 2013).

The aggieTERM program leadership will commission monthly roundtable discussions to discuss district needs, trends in aggieTERM data and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, BISD-CEHD partners will make adjustment to the aggieTERM program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, a site supervisor, and university supervisors. BISD and CEHD will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensure standardization. The data sources that guide the implementation of aggieTERM include, but are not limited to, the following:

Residents. We will administer multiple surveys to measure residents' sense of self-efficacy. Surveys will be administered three times over the course of their first year as a resident: before the academic year begins (August 2019), mid-year (December 2019), and at the end of the first year (June 2020). We will conduct multiple semi-structured interviews to evaluate residents' attitudes and preferences for teaching in underserved schools. Interviews will take place at the beginning of the academic year (August 2019) and at the end of the year (June 2020). Residents will be expected to maintain a journal throughout their residency program. We will collect journal entries once a month. We will occasionally prompt residents to reflect and write a response on a particular prompt. Otherwise, the residents will reflect and write openly about their experiences. Application data include the HSTP a 50 item survey reliable and valid survey that is designed to measure ten dimensions of teacher readiness for high-need schools (Haberman, 2005; Baskin & Ross, 1992; Baskin, Ross, & Smith, 1996) and the CABI is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

Mentor teachers and instructional coach. We will administer a survey to the mentor teachers' and coach mid-year (January 2019) to analyze their perspectives on the residency program, their role within the program, and their evaluation of the residents' effectiveness as a teacher. We will administer a focus group session for mentor teachers to further reflect on their experiences within the residency program and their role within the program, specifically in supporting residents (February 2019).

School leaders. We will administer a survey for school leaders on their perspectives of the residency program as well as their evaluation of the residents within the program and the quality of the relationship between mentor teachers and their residents (March 2019).

University field supervisors. Field supervisors will complete a questionnaire regarding their perspectives on their experiences and their role within the residency program, particularly in terms of how they supported the residents (March 2019). As required by the state, six observations throughout the clinical year will be conducted on each resident by their university field supervisors. Field supervisors will complete the required evaluation forms, and we will collect copies of these forms. Residents will occasionally videotape / film segments of their classroom lessons as part of their required self-reflection and critique tasks, needed to complete their certification assessment as required by edTPA's performance requirements. We will collect these videos and reflections to evaluate residents' strengths and areas for improvement in the classroom.

Safeguards for storing the data. We have taken measures to protect the confidentiality of all data collected. Data will be stored using a secure server, hosted completely by TAMU. All data will be in cloud storage, and in both transferring and storing the data, the data goes through an encryption process. Access to the data requires two-factor authentication, which is an extra safeguard beyond an ID and password. At every level and category of data, we will have control over the permissions of the data to ensure that only those who need access will have it. Separate passwords are needed to access each category of data. Our storage system also allows for "upload only" access. For example, residents may submit their survey responses to the cloud, and in doing so, will only be able to upload their document. They will not be able to see any links to other data within the storage system, and furthermore will not have access to it. Once they submit their survey to the system, it is encrypted and stored encrypted in the cloud. Because participants are able to submit data directly to the cloud, this limits the possibility of a breach of confidentiality (for example, in contrast to sending survey data over email).

Both institutions, BISD and CEHD, are committed to developing a comprehensive evaluation plan, which is formative and summative in nature, for appraising teacher candidates and key personnel, and also aligns with district priorities. aggieTERM may serve as a template for a future, sustainable teacher residency model for CEHD undergraduate teaching programs to support small and hard-to-staff school districts.

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Partner LEA(s)

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

Partner LEA	County-District Number
Bryan Independent School District Bryan, Texas	021-501