



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

NOGA ID [REDACTED]

Authorizing legislation **General Appropriations Act, Rider #1, 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:

Document Control Center, Grants Administration Division
 Texas Education Agency
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Application stamp-in date and time
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Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

[REDACTED]

Pathway specific attachment

[REDACTED]

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

Organization	Our Lady of the Lake University	CDN	015-907	Vendor ID	17411096310	ESC	20	DUNS	136152840
Address	411 SW 24th Street		City	San Antonio	ZIP	78207	Phone	210-431-6711	
Primary Contact	Elizabeth Garcia	Email	olluosp@ollusa.edu			Phone	210-431-7011		
Secondary Contact	Alycia Maurer	Email	admaurer@ollusa.edu			Phone	210-431-7125		

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 **Georgina Schmahl** Title **Vice President, Institutional Advancement**

Email **gschmahl@ollusa.edu** Phone **(210) 431-5510**

Signature *Georgina B. Schmahl* Date **11/12/2019**

Grant Writer Name **Caitlin Solis** Signature *C Solis* Date **11/12/2019**

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

2020-020693 701-18-106-050

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
Currently San Antonio ISD (SAISD) only has 25 teachers certified in content, bilingual, and special education and/or content, ESL, and special education serve 1,100 students with special needs whose primary language is not English.	OLLU and SAISD will provide a year-long clinical experience for 10 teacher candidates who are pursuing certification in special education and bilingual/ESL and are committed to teach in SAISD. OLLU currently has 13 Education majors who are graduates of SAISD, those that are seeking specific certification in the hard-to-staff areas identified by SAISD will be given priority to participate in GYO.
In 2018-19, SAISD Hispanic teacher representation is 67%, while Hispanic students make up 91% of the student body. SAISD must increase the # of Hispanic teachers to reflect the student population.	OLLU will prepare Hispanic teacher candidates who commit to teaching in SAISD. Currently 73 (or 86%) of OLLU Education majors are Hispanic; those that are pursuing certification in special education and bilingual/ESL will be given priority to participate in the program.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2022, OLLU will increase the diverse workforce of well-prepared educators certified in content, special education, and bilingual/ESL (i.e., hard-to-staff areas identified by SAISD) who commit to teaching in SAISD. Ten diverse teacher candidates (at least 80% of which will be Hispanic) will 1) complete a year-long evidence-based clinical teaching placement focused on meeting the needs of SAISD students who qualify for special education and language support services whose primary language is not English; 2) obtain multiple certifications in the hard-to-staff areas identified by SAISD; and 3) fill full-time teacher vacancies in the identified hard-to-staff areas, with a commitment to teaching in the district for 3 years minimum.

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

First-Quarter Period: February 1 – August 31, 2020.
 By August 2020:
 1.1) At least 80% of participating candidates will be Hispanic. • 1.2) 100% of Cohort 1 candidates and their SAISD mentor teachers will receive training from OLLU (incl. T-TESS observation training). • 1.3) 100% of Cohort 1 cooperating teachers will receive ongoing mentoring support. • 1.4) 100% of Cohort 1 candidates will: complete their content and specialization certification exams; enroll in field-based courses and receive ongoing coaching and support from OLLU faculty in lesson planning and delivery; and begin clinical teaching placement in SAISD. • 1.5) OLLU will consult with the Advisory Board (which includes members from SAISD) and obtain feedback on benchmarks, project implementation, and evaluation.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Period: September 1 – March 31, 2021. By March 2021:
2.1) 100% of Cohort 1 candidates will be observed (using T-TESS observation protocol) by OLLU faculty, field supervisors, and SAISD cooperating teachers and earn a score of "proficient" or "accomplished" on the dimensions of the Observation Rubric related to diverse learners. • 2.2) 100% of Cohort 2 candidates and their SAISD cooperating teachers will receive training from OLLU. • 2.3) 100% of Cohort 2 cooperating teachers will receive ongoing mentoring support. • 2.4) 100% of Cohort 2 candidates will: enroll in field-based courses and receive ongoing coaching and support from OLLU; begin their clinical teaching assignment in SAISD; be observed and earn a score of "proficient" or "accomplished" on the dimensions of the Clinical Teaching Observation Rubric related to diverse learners. • 2.5) OLLU will consult with the Advisory Board and obtain feedback on benchmarks, project implementation, and evaluation.

Third-Quarter Benchmark

Third-Quarter Period: April 1 – October 31, 2021. By October 2021:
3.1) 100% of Cohort 1 candidates will: complete their clinical teaching assignment; score 3 or above on edTPA rubrics that focus on differentiated instruction; graduate; obtain certification in Content/Bilingual/SPED or Content/ESL/SPED; and be hired by SAISD, based on district staffing needs. • 3.2) 100% of Cohort 2 candidates will complete their content and specialization certification exams. • 3.3) 100% of Cohort 3 candidates and their assigned SAISD teachers will receive training from OLLU. • 3.4) 100% of Cohort 3 candidates will: complete their content and specialization certification exams, enroll in field-based courses and receive ongoing coaching and support from OLLU faculty in lesson planning and delivery, begin their clinical teaching assignment in SAISD, and complete their content and specialization certification exams. 3.5) OLLU will consult with the Advisory Board and obtain feedback on benchmarks, project implementation, and evaluation.

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.

OLLU will collect data and report quarterly on the following performance measures: number, demographics, and status towards program completion of candidates participating in a year-long clinical teaching assignment. • Percent completion of biannual TEA-developed survey of participant groups including participating teacher candidates, campus principals, and OLLU field supervisors. • Number and type of teaching certificates awarded to candidates. • Number and demographics of teacher candidates hired as full-time teachers within SAISD the following year.

SAISD Talent Management will ensure principals identify successful and highly qualified cooperating teachers (CT) that demonstrate the qualities of an effective teacher. OLLU field supervisors will coordinate project evaluation data collection efforts with SAISD CTs. Field supervisor will meet regularly with SAISD CTs to discuss progress and any modifications needed for program success. In addition, SAISD Talent Management will collaborate with OLLU and campus administration to maintain fidelity to the program. OLLU will continually monitor the abilities to meet the needs of SAISD, including sharing responsibilities to support teacher candidates. Additionally, OLLU will report on project status, including successes and challenges, to the Advisory Board whose members include local superintendents and district human resources staff, community agencies, and corporate partners invested in education (e.g. HEB).

If candidates are at risk for non-completion, they will meet with their assigned CT and field supervisor to develop an action plan that includes specific measurable goals and benchmarks with additional supports that will help the candidate meet their individual goals. Supports can include: opportunities for cooperative planning and discussions, more frequent observations focusing on specific areas of growth, individual and/or small group professional development, support in language competencies and Spanish academic vocabulary, and opportunities for structured co-teaching. Candidates who do not earn a passing grade on the edTPA will have an opportunity to revise their documents and artifacts and resubmit their portfolio. In addition, SAISD CTs will receive structured mentor support to help them develop confidence and skills in supporting a clinical teacher candidate using the proven Coaching with Care model.

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.

OLLU and SAISD commit to maintaining a high-quality GYO program beyond the grant funding timeline. Beginning during the first year, we will leverage and coordinate resources that increase our capacity to continue to recruit talented individuals from the community to an education career and help them along the pathway into the profession so they can return to teach in the community, specifically in hard-to-staff areas identified by SAISD (see timeline, Appendix B).

OLLU and SAISD will discuss requesting district support (which could potentially be allocated from Title II of ESEA) and applying for other grant opportunities to support teacher residencies, incl. those from the U.S. Department of Education. We will leverage local resources such as the Advisory Board. Student teacher residencies can also be supported financially through tuition subsidies or loan reimbursements that are available for teacher education, e.g. the TEACH Grant, a federal grant that provides up to \$4,000 annually in scholarships to students who will commit to teaching for at least four years in high-need schools. OLLU's EPP is a designated TEACH-Grant-eligible program of study that is designed to prepare candidates to teach as a highly qualified teacher in a high-need field and that leads to a degree.

OLLU has partnered with SAISD to provide graduate study opportunities for SAISD teachers at a reduced tuition cost through the TIFF grant program. We will seek opportunities to renew this funding. In addition, OLLU candidates will continue to have access to Raise Your Hands Texas scholarships (\$8000/year), which has resulted in students pursuing additional certifications, e.g., SPED, bilingual, and ESL. OLLU also provides a 20% discount to public school employees.

Through Raise Your Hands Texas, OLLU faculty are engaging in purposeful improvement work for candidate field experiences and cooperating teacher supports. GYO will be seamlessly integrated into this initiative underway at OLLU.

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.

Following research-based best practices in equitable recruitment, OLLU will partner with SAISD in the recruitment and selection of candidates to ensure they meet local hiring needs. OLLU will improve the diversity of the educator workforce by ensuring that incentives and other benefits that the grant offers to existing college students are utilized by individuals that are representative of the SAISD student population. Recruiting and retaining excellent diverse teachers who serve in high need schools in the areas of special education and dual language is a priority for our GYO program. In addition, OLLU focuses on social justice when recruiting students to the teaching profession and will do so for GYO as well.

We will intentionally recruit students who graduated from SAISD high schools, and will bring these students together to share information about the GYO program and encourage them to apply. While SAISD graduates will be given priority, we will also share information about GYO with all Education majors through multiple email blasts; fliers; personal interaction; and through our student organizations, TAFE and BESO. Each semester, we hold informational sessions about clinical teaching and the certification process, during these meetings we will share detailed information about the GYO opportunity. We will follow up with potential candidates during advising meetings. Faculty advisors will help students plan their course sequence and ensure that they complete all of the prerequisite courses so they can apply to participate in GYO. We recognizing the importance of recruiting candidates who have demonstrated a commitment to teaching in SAISD and serving exceptional learners who are also enrolled in bilingual/dual language or ESL programs. Once this unique group has been identified, OLLU faculty will meet with them as a cohort and share specific information about GYO requirements and application process. During these meeting we will invite alumni who graduated from SAISD and from OLLU and ask

Statutory/Program Requirements

PROGRAM REQUIREMENT 2 CONTINUED:

them to share their experiences teaching in SAISD with our potential GYO candidates. Candidates will have the opportunity to ask questions and learn more about teaching in SAISD. Before candidates are selected, they will meet with faculty to make sure they fully understand the commitment they are making as a GYO participant. Their current academic progress towards certification, professional dispositions, faculty recommendations, and previous cooperating teacher evaluations will all be reviewed at this time.

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.

OLLU and SAISD aim to broaden and diversify the local teacher workforce by using a competitive screening process to select high-quality candidates pursuing certification in Bilingual and Special Education or ESL and Special Education. Out of the best-suited candidates, students who graduated from SAISD will be given priority. Students apply to participate in the GYO clinical teaching experience will complete an extensive and competitive application process. Candidates must have accrued 60 credit hours (junior level standing), completed all foundation courses with a grade of a C or higher, and maintained a minimum cumulative GPA of 2.75. Candidates pursuing bilingual certification must demonstrate readiness on the Bilingual Target Language Proficiency Test (BTLPT). Along with their application, they will submit to the Director of Field Experience: two faculty recommendation forms, professional resume, personal philosophy statement, and 45-minute timed written response (see application materials, Appendix D). Qualifying candidates will be interviewed by the Director of Field Experience and OLLU Certification Officer and will need to clear a criminal background check. Faculty will evaluate each applicant using the Professional Practices & Responsibilities Assessment.

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.

SAISD provides opportunities for student candidates to participate in professional development during their residency. In addition, SAISD provides a mentor for new teachers for two years. In collaboration with the mentor teacher, BL/SPED department and Administration, teachers are supported based on their needs and provided additional resources, including personnel assistance and professional development opportunities. Departments also provide specific professional development in these specialized areas. SAISD Talent Management support the program with continued communication among all stakeholders.

OLLU provides targeted and intentional supports for candidates in a college environment. OLLU will utilize the Center on Great Teachers and Leaders Mentoring & Induction Toolkit 2.0 (2019), which focuses on equity and on developing mentoring and induction programs for high-need schools. OLLU will meet with each campus administrator, cooperating teacher, and clinical teaching candidate to review expectations. OLLU faculty provide ongoing mentoring for both the candidates and SAISD CTs who will observe and provide feedback and guidance to the candidates.

OLLU faculty provide ongoing support to candidates throughout their field experiences, clinical teaching, and beyond. We meet with each student in a "hopes and dreams conference" before they begin clinical teaching to discuss their goals for clinical teaching and any areas of concern. OLLU field supervisors also meet with candidates and their cooperating teachers together utilizing a modified version of the T-TESS. The T-TESS model includes three valuable components: goal setting; observation cycle (pre-conference, observation, and post-conference); and student growth measure. All field supervisors are trained in the T-TESS, as will be the SAISD CTs. (See Clinical Teaching Observation Rubric, Appendix E.)

The OLLU Certification Officer provides State Exam preparation support through personal tutoring and exam preparation seminars, and the Certify Teacher program. She also prepares an evaluation of competency-based performance on the practice exam for each student. Candidates receive support in documenting their professional identity from Education faculty and Career Development staff. Candidates create a resume that reflects their clinical experience, participate in mock job interviews, and refine their philosophy statements. In addition, OLLU is participating in the edTPA pilot, through this, our candidates also develop a strong teaching portfolio and evidence of effective practice. Historically, SAISD conducts pre-hire interviews for our clinical teachers at the end of their residency and this practice will continue for GYO candidates.

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.

SAISD has a long-standing, positive relationship with OLLU faculty, staff, and students. The existing MOU signed by OLLU administration and the SAISD superintendent, executed on June 4, 2018 is attached for review. This MOU establishes the parameters for the clinical teaching internship program, and it is our agreed-upon intent to amend this MOU upon receiving notification of a GYO award to include language regarding the candidates' commitment to remain in the LEA for a minimum of three years and the district's commitment to hiring candidates with satisfactory program completion. To augment the attached MOU, letters signed by the SAISD Superintendent and by the chair of the SAISD school board reflects a commitment to provide full-time teaching positions to OLLU teacher candidates participating in the GYO grant program, based on district staffing needs. (See MOU and letters of commitment signed by the SAISD school board chair and superintendent, Appendix C.)

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"/>	X \$22,000 =	<input type="text" value="220,000"/>
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="220,000"/>

Request for Grant Funds

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

PAYROLL COSTS (6100)

BUDGET

OLLU Director of Field Supervision	1,000
OLLU Field Supervisors stipend - \$1500/semester (6 obs incl 2 full lessons) x 2 semesters x 10 candidates	30,000
SAISD mentor teacher stipend (\$1000 stipend per teacher x 10 mentor teachers)	10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Substitute teachers (\$100/day x 2 days x 10 teachers)	2,000

SUPPLIES AND MATERIALS (6300)

Mentoring handbook for SAISD cooperating teachers (\$40 x 10 teachers)	400
Test prep materials for clinical teacher candidates (\$200/teacher candidate x 10 candidates)	2,000

OTHER OPERATING COSTS (6400)

Stipends (\$15,000 per year-long clinical teacher candidate x 10 candidates)	150,000
Teacher candidate certification exam fees (\$500/teacher candidate x 10 candidates)	5,000

Total Direct Costs 200,400

Indirect Costs 19,600

TOTAL AMOUNT REQUESTED 220,000

Total Direct Costs plus Indirect Costs

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

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

Pathway 3: Support for Meaningful Year-Long Clinical and Intensive Pre-Service Teacher Training

EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates. The description must include:

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

OLLU historically has high certification exam passing rates. In 2018-19, passing rates for PPR Exams was 100% and 90% for Non-PPR Exams. In 2017-18, passing rate for both PPR Exams and Non-PPR Exams was 100%. The OLLU EPP has had a 100% finishing rate for the past 3 years (avg. 92% female and 77% Hispanic).

Over the course of a year, clinical teachers refine and practice their teaching skills under the direction of a cooperating teacher (CT) and OLLU field supervisor. During the first semester, candidates complete an intensive field placement on the same campus and with the same CT where they will complete their clinical teaching in the following semester. They are immersed in the teaching experience, and gradually assume classroom teacher duties and responsibilities. Candidates meet regularly with faculty who support their development of professional identity and collaborate on their clinical teaching experience.

Candidates receive specialized instruction in providing reading assessments (Fountas and Pinnell BAS and Sistema de evaluación de la lectura). With faculty guidance, candidates assess students in their field placement classrooms. Candidates then plan and implement responsive interventions in reading and writing instruction. Faculty provide guidance in learning sequence development, lesson plan development, and effective instructional planning. Candidates progressively begin to plan, prepare, and teach lessons with their CT and on their own. With CT support, candidates apply State standards to lesson preparation and teaching. Candidates develop their teaching portfolio, analyze and reflect on the context of learning, and use data to guide their next phase of differentiated instruction.

In alignment with the needs assessment, faculty will intentionally offer special education courses in Spanish. We will support candidates in refining academic pedagogical language skills and ensure candidates are well-versed in special education terminology in both English and Spanish. Dr. Olivia Hernandez, SAISD Assistant Superintendent, Bilingual, ESL and Migrant, identified as a particular need having teachers who can communicate in Spanish with families about their child's IEP and academic goals. Thus, candidates will be well-versed in this specific terminology.

Candidates will take a bias test to become aware of personal biases that may affect their instruction (Harvard University, 2011). Candidates will learn about the far-reaching impact of bias and discrimination and reflect on their practice as future educators (Grissom & Redding, 2015). Candidates will explore ways to implement the principles of culturally relevant pedagogy (Ladson-Billings, 1995) in their future classrooms.

The OLLU field supervisor and CT will observe and evaluate candidates' clinical teaching; observations will become part of the candidates' clinical teaching portfolio. Candidates will have at least six face-to-face, 45-minute observations (incl. at least two full lesson cycles) from their field supervisor each semester using the T-TESS. Each time will involve candidates engaging in the complete cycle including a pre-conference, observation, and post-conference. SAISD CTs will be provided T-TESS Supervisor Observation Training for Teacher Certification Candidates. The CTs will also observe candidates at least 3 times each semester, which will simultaneously supports the CT's growth as a mentor and the candidates' growth as a pre-service teacher, and provides inter-rater reliability with the T-TESS observation rubric. Students at risk for non-completion are provided growth plans and additional support. **A low ratio (6:1) between field supervisors and candidates** is maintained so candidates can receive individualized attention and support.

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

- An articulation of shared governance, including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers
- Signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates

Shared Governance OLLU and SAISD have a well-established partnership and OLLU candidates are frequently placed in SAISD schools. In 2017 and 2018, OLLU engaged in a shared PDS with SAISD's Rodriguez Elementary. OLLU's EPP and grant team will continue to engage in a communication plan that includes participation of grant team members, EPP faculty, clinical teacher candidates, LEA district administrators, and cooperating teachers (CT). All stakeholders will participate in shared governance meetings to discuss candidates' progress and to ensure consistent and accurate information for all parties.

Field Supervision Both the CT and University field supervisor regularly collaborate to evaluate candidate performance and provide constructive feedback. Field supervisors will conduct 12 required observations of each candidate teaching during the year-long clinical student teaching experience. Candidates will submit lesson plans for any observed lesson to the field supervisor, prior to the observation, which will be reviewed and discussed during the pre-observation conference. OLLU's observation schedule exceeds Texas Administrative Code 228.35 compliance standards; each observation will last from 45 to 60 minutes, and will include pre- and post-conferences. The field supervisor and candidate will meet for a post-conference within 2-5 working days of the observation, during which time the candidate will set goals for their next observation cycle. The university field supervisor will also confer with the CT at each visit to review the candidate's progress. At mid-semester and end of semester, a three-way conference will be held between the field supervisor, CT and candidate to discuss the candidate's progress and observations. Bilingual/special education candidates will receive support in their use and continued development of Spanish language competencies in relation to special education and academic language. Candidates will submit draft IEPs and Present Levels of Performance and Behavioral Support Plans for Spanish-speaking students in English and Spanish to their field supervisors. Field supervisors will review documents to ensure candidates are well-prepared for meetings with students, guardians, and other members of the IEP committee.

Site Coordination OLLU, through the Director of Field Experience and grant team, will ensure all necessary parties (e.g. clinical teaching candidates, advisors, faculty, campus leaders, district HR, CTs, field supervisors and the Certification Officer) are informed about required field experiences, specifically clinical teaching. The OLLU Director of Field Experience will be the point of contact; with the identified SAISD contact, they will work in collaboration to place clinical teaching candidates in the appropriate classrooms. The Director of Field Experience will contact the LEA central office, principal, and/or individual teachers. SAISD will ensure all necessary district parties are informed of required field experiences. The CT will understand field experience timeframes, candidate expectations for demonstration of knowledge and skills at key points of the program, and the outcomes to be supported, and will be provided contact information for the OLLU point of contact.

Data Sharing All stakeholders will engage in meaningful dialog and collaborative discussions about various protocol and assessment expectations and results, including but not limited to: • Field experience outcomes, based on teaching and content standards; • Candidate formative and summative assessments (certification exams and edTPA portfolio) that will be used to measure competencies; • Calibration and application of the T-TESS observation rubrics between the field supervisor and CT; • Use of assessment data for candidate support and, if necessary, remediation.

Onboarding and Training For Supervisors, Advisors, and Mentor Teachers SAISD, in collaboration with OLLU, will select a CT who 1) holds a valid teaching credential in the candidates' content area(s) with 3 years of teaching experience minimum; 2) holds "Accomplished" or higher summative performance rating on the T-TESS during the last 2 years of employment; and, 3) will complete the TEA-approved Field Supervisor Observation for Teacher Certification Candidates training. More than one CT may need to be assigned to each candidate to ensure that candidate(s) are mentored by a teacher certified in the clinical teacher's content areas, i.e. special education as well as bilingual and/or ESL.

