



**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 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:

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.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

Organization **Texas Woman's University** CDN **061502** Vendor ID [Redacted] ESC **11** DUNS **068979848**
Address **P.O. Box 425769** City **Denton** ZIP **TX** Phone **940-898-2980**
Primary Contact **Donna Scott Tilley** Email **dtilley@twu.edu** Phone **940-898-2980**
Secondary Contact **Tracy Lindsay** Email **tlindsay@twu.edu** Phone **940-898-3377**

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

Authorized Official Name **Carolyn Kapinus, Ph.D.** Title **Interim Provost**

Email **ckapinus@twu.edu** Phone **940-898-3301**

Signature *Carolyn Kapinus* Date **11/14/19**

Grant Writer Name **Gina Anderson, Ed.D.** Signature **Gina Anderson** Date **11/14/2019**
Digitally signed by Gina Anderson Date: 2019.11.14 15:00:16 -0600

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

2020-0306974

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
Sustain existing TEA GYO Cycle 1 & 2 grant activities with one LEA partner (Era) & TEA GYO Cycle 2 grant activities with LEA partner (Valley View) by increasing the recruitment of hard-to-staff secondary content area and EC-6 Core Subjects teachers by 10% annually.	TWU will recruit highly-qualified clinical student teacher candidates to meet district's short-term staffing needs. Further, high school seniors in the TAFE/FCCLA program will be identified and recruited to continue their educator preparation at TWU to sustain district's future staffing needs.
Assist in increasing one new LEA (Gainesville) partner's number of highly-qualified bilingual and EC-6 candidates by 10% annually to support district needs.	TWU will recruit highly-qualified bilingual & EC-6 clinical student teacher candidates to meet district's short-term staffing needs. Also, high school seniors in TAFE/FCCLA program will be identified & recruited to continue their educator preparation at TWU to sustain district's future staffing needs.
Increase diversity of teacher demographic for all three LEA partners by 5% annually.	TWU will partner with all three LEAs to recruit diverse clinical student teacher candidates to mirror ISD student demographics. Also, diverse high school seniors in the TAFE/FCCLA program will be identified & recruited to continue their educator preparation at TWU to sustain a diverse teacher workforce.

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.

Goal 1 - By May 2021, the TWU teacher candidate will demonstrate a 20% increase on the Panorama Student Satisfaction Survey at the end of student teaching; Goal 2 - Number of improved ratings on the TWU Clinical Student Teacher Performance Evaluation will increase by 10% for each candidate observation with an average rating of "proficient" in each domain by the twelfth observation; Goal 3 - By June 2021, LEA partners will commit to hiring at least one TWU teacher candidate for 2021-2022 AY & beyond; Goal 4 - By June 2021, establish a partnership with LEA districts for TAFE/FCCLA high school students to receive innovative financial incentives when pursuing teacher certification at TWU.

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

Goal 1 - During the fourth formal observation, the TWU clinical student teacher will score an average of "3" in each domain on the Panorama Student Satisfaction Survey to establish a baseline; Goal 2 - The TWU clinical student teacher candidate will establish baseline with an average rating of "needs improvement" in each domain after the third formal observation from the Cooperating Teacher and University Supervisor; Goal 3 - Beginning October 2020, develop a data sharing/needs assessment between TWU and LEA partner districts to begin identifying common employment needs with the needs of each school district.; Goal 4 - Beginning October 2020, TWU will begin steps to develop an articulation agreement for high school students enrolled in the TAFE/FCCLA programs at LEA partner schools to receive a waiver for first TWU introductory education course after reviewing and approving staff credentials and high school syllabi.

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

Goal 1 - During the sixth formal observation, the TWU clinical student teacher will score an average of "3.5" on the Panorama Student Satisfaction Survey.

Goal 2 - The TWU clinical student teacher candidate will score at least "proficient" in at least two domains after the sixth formal observation from the Cooperating Teacher and University Supervisor.

Goal 3 - Beginning March 2021, begin identifying employment needs with each LEA partner district for the 21-22 AY.

Goal 4 - Beginning March 2021, identify TAFE/FCCLA high school students who are ready to apply to TWU to earn a bachelors degree with teacher certification. At least two students from each LEA partner district will commit to TWU to earn their certification.

Third-Quarter Benchmark

Goal 1 - During the eighth and final formal observation, the TWU clinical student teacher will score an average of "4" on the Panorama Student Satisfaction Survey.

Goal 2 - The TWU clinical student teacher candidate will score "proficient" in all domains after the eighth and final formal observation from the Cooperating Teacher and University Supervisor.

Goal 3 - Beginning May 2021, begin identifying TWU candidates for employment consideration for the 21-22 AY.

Goal 4 - Beginning May 2021, provide financial support to at least two TAFE/FCCLA high school students ready for application to TWU to earn a bachelors degree with teacher certification. The TWU educator preparation program will waive the first EDUC course for each TAFE/FCCLA graduate enrolled for Fall 2021 and cover any application fees to the University.

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.

LEA partner schools and the TWU grant coordinator (GC) will gather quarterly data, determine the progress of the TWU GYO program, confirm that the grant activities are being implemented as planned, and assess the impact on the targeted population. The GC will collect quantitative and qualitative quarterly data to assess the progress and final outcome of the grant. Formative and summative data collection will describe how students, teachers, and districts are affected by the grant activities and its potential sustainability.

The GC will distribute the Panorama Student Survey (PSS) to measure student perceptions of teaching and learning. The PSS survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. TWU clinical student teachers (CST) not meeting set quarterly benchmarks on the PSS will receive additional classroom support from the university supervisor with the guidance of the cooperating teacher.

The TWU CST Performance Evaluation Form will measure the CST classroom performance. The cooperating teacher (CT) and university supervisor (US) will use the TWU CST Performance Evaluation Form, modeled after the T-TESS framework, to evaluate the TWU CST. TWU CSTs not meeting set quarterly benchmarks will receive additional classroom support from the university supervisor with the guidance of the cooperating teacher.

The GC will distribute an end-of-grant survey to all stakeholders to provide opportunities for them to evaluate the effectiveness of the program and its sustainability beyond the life of the grant. The GC will convene a meeting with district superintendents to assess the design, outcomes, and instructional impact of the program on project participants. Grant participants will also discuss how TWU can continue to provide districts with programmatic assistance in developing a strong teacher pipeline, how districts may provide future TWU CST support in mentoring, advising, financial assistance and testing during their clinical student teaching experience, and with the assistance of ESC 11, implement a statewide campaign regarding the importance and need for teachers and available GYO teacher pathways for rural school districts.

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 sustainability for the GYO program beyond the timeline of the grant funding will be enhanced by continued partnerships between the TWU EPP and the LEA partners. TWU will continue to work with the high school TAFE/FCCLA chapters to recruit diverse candidates to complete their teacher preparation at TWU by providing financial incentives which includes a course waiver for the first introductory education course. Existing U. S. Department of Education and Texas Higher Education Coordinating Board grant funds previously awarded to TWU to support candidates seeking bilingual education and English as a Second Language certification will be available and integrated into the GYO program as well. Furthermore, additional funding sources and innovative ways to partner will be identified and sought as appropriate and as available. Finally, LEA partner representation will be included on the TWU Council for Educator Preparation (Advisory Board).

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.

Research and best practices for GYO programs include the recruitment of linguistically and culturally diverse candidates who are both reflective of and responsive to the needs of the local community. The recruitment & selection plan for this grant project was developed specifically for rural ISDs with moderate to high attrition rates and/or hard-to-staff certification areas. Valley View ISD identified 4-8 core subjects, special education, and elementary bilingual education, and Era identified EC-6 and 4-8 core subjects as high need areas. Gainesville ISD identified EC-6 and elementary bilingual education as high need areas. Texas Woman's University (TWU) teacher candidates who wish to participate must meet the following requirements established by TWU's Educator Preparation Program (EPP) in conjunction with the Texas Education Agency (TEA): for undergraduate teacher candidates, a minimum 2.75 overall grade point average for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the Interdisciplinary major and the Education minor; must have passed all of the certification exams and be in good standing with the university. Graduate teacher candidates must hold a minimum 2.75 overall grade point and a 3.0 on their last 60 semester credit hours for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the graduate program; must pass all of the certification exams and be in good standing with the university.

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

TWU teacher candidates who wish to participate in the grant must also complete an application and respond to questions about their desire and commitment to teach in rural districts. Other potential indicators will be evidenced by candidate diversity, financial need, a copy of the candidate's resume documenting evidence of service and leadership, and a copy of the candidate's two letters of recommendation that affirm the candidate's professional knowledge, skills, and dispositions. All grant candidates will sign a commitment statement agreeing to teach a minimum of one year in a full-time teaching position in the same district, following the grant cycle.

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.

Research and best practices for GYO programs include strong collaboration and coordination across school districts, educator preparation programs, and community organizations. The TWU EPP will share the list of eligible candidates who have applied to the grant program with the LEA partners. Co-developed application essay questions include 1) Explain your passion for teaching and learning; 2) Explain why you want to teach in a rural district; 3) Explain three qualities that uniquely qualify you for this grant opportunity. Two letters of recommendation are required by people who can attest to the candidate's knowledge, skills, and dispositions and who can speak to the candidate's potential as a future teacher. A copy of the candidate's resume is also required. The candidate's name, ID number, contact information, FAFSA status, gender, ethnicity, and certification area(s) are also required fields on the application. The diversity of the candidate as well as the certification being sought will be interfaced with the LEA partner districts' needs.

In addition to the required application components, the co-developed 100 point rubric assesses the quality of the essay questions (including grammar and mechanics) in regard to passion for teaching and learning (20 points), desire to teach in rural district (20 points), description of qualities why self is a good candidate (20 points), two letters of recommendation clearly speaking to quality and commitment of the candidate (25 points), and signature indicating agreement to terms of the grant, including commitment to teach full-time for the LEA partner following the grant (15 points).

The final selection of the candidates will be made by the LEA partner. During the current TEA GYO Pathway 3, Cycle 2 grant, one existing LEA partner involved community members who serve on the school board in this process, and this practice will be encouraged across all three LEA partners.

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.

Research and best practices for GYO programs include wraparound supports for candidates through the recruitment, preparation, and induction periods. The LEA will support participants and candidates by the screening and selection of cooperating teachers who commit to helping them fulfill their responsibilities, persist in the program, and excel in their role. All three districts have TWU alumni who may serve as cooperating teachers; one who is currently serving in this capacity in the TEA GYO Pathway 3, Cycle 2 grant with a TWU candidate. All candidates will be selected based on high-need staffing areas so that this pathway will lead to a potential full-time career in LEA partner district. All candidates will participate alongside their cooperating teacher in LEA partners' professional development and social activities. TWU hosts a New Teacher Academy each summer for a full day of professional development for their recent graduates in their first through third years of teaching. All grant candidates and LEA partner-cooperating teachers will be invited to attend the New Teacher Academy both before and after the grant cycle and to continue through the third year.

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 MOU details the responsibilities of the TWU EPP, the TWU Clinical Student Teacher, and the LEA Partner. It also includes sections for the Terms of Agreement and Termination as well as Signatures. One of the responsibilities for the clinical student teacher reads, "commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend." One of the responsibilities for the LEA partner reads, "provide full-time teaching positions for the grant participants/teacher candidates, based on staffing needs and the candidates' satisfactory program completion/job performance."

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	8	X \$22,000 =	176,000
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			176,000

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

University Field Supervisor	35,780
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Substitute teacher pay (\$85 per day x 4 days x 8 teachers)	2,720
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

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

OTHER OPERATING COSTS (6400)

IHE Field Supervisor travel to sites and travel for teacher candidates to meet with field supervisor	3,784
Teacher candidate stipends (8) @ \$15,000	120,000
TEA standard certification fees (8 teacher candidates x \$300)	2,400
<input type="text"/>	<input type="text"/>

Total Direct Costs 164,684

Indirect Costs 11,316

TOTAL AMOUNT REQUESTED 176,000

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

Historical Data on the Success of the EPP

TWU Annual Performance Report

2015-16		Applied	Admitted	Retained	Completed
	All	512	512	573	414
	Female	483	483	527	384
	Male	29	29	46	30
	African American	62	62	80	35
	Hispanic	117	117	124	110
	Other	31	31	22	24
	White	302	302	343	245

TWU Annual Performance Report, cont'd

2016-17		Applied	Admitted	Retained	Completed
	All	524	524	1127	402
	Female	485	485	1045	380
	Male	39	39	82	22
	African American	36	36	107	47
	Hispanic	140	140	291	98
	Other	25	25	55	25
	White	323	323	674	232

2017-18		Applied	Admitted	Retained	Completed
	All	453	453	1000	371
	Female	435	435	936	348
	Male	18	18	64	23
	African American	36	36	86	33
	Hispanic	120	120	268	104
	Other	17	17	51	19
	White	280	280	595	215

2018-19		Applied	Admitted	Retained	Completed
	All	453	453	1004	311
	Female	431	427	939	292
	Male	22	24	54	19
	African American	39	36	72	16
	Hispanic	115	114	280	77

	Other	24	32	44	12
	White	275	269	597	206

TWU Certification Exam Pass Rate (TEA Formula)

Period	All	Female	Male	African Am.	Hispanic	Other	White
9/1/14-8/31/15	96% (413)	96% (385)	96% (28)	91% (36)	95% (98)	92% (26)	97% (253)
9/1/15-8/31/16	93% (398)	93% (368)	95% (30)	86% (33)	90% (106)	93% (27)	96% (232)
9/1/16-8/31/17	92% (394)	92% (373)	93% (21)	73% (44)	93% (95)	78% (25)	98% (230)
9/1/17-8/31/18 Non-PPR	91% (144)	90% (135)	100% (9)	100% (5)	90% (44)	82% (8)	92% (87)
9/1/17-8/31/18 PPR	99% (137)	98% (126)	100% (11)	100% (5)	98% (47)	100% (7)	99% (78)
9/01/18-8/31/19 Non-PPR	93% (262)	93% (253)	100% (14)	85% (12)	89% (68)	100% (10)	95% (172)
9/01/18-8/31/19 PPR	98% (139)	98% (131)	100% (8)	100% (10)	93% (45)	100% (7)	100% (77)

TWU LBB Certification Rate

Reporting Year	Graduation Year	Total Teacher Education Graduated	Total Graduates Certified	Certification Rate	Not Certified but Recommended Percent	Not Recommended but Tested Percent	Not Recommended or Tested Percent
2014-15	2013-14	215	191	88.8	1.4	9.3	0.5
2015-16	2014-15	225	212	94.2	0.4	5.3	0
2016-17	2015-16	243	218	89.7	0	10.3	0
2017-18	2016-17	235	212	90.2	0	9.8	0
2018-19	2017-18	186	170	91.4	0	8.6	0

Research-Based EPP Program Structures

TWU's EPP, as situated within an institute of higher education (IHE), is dedicated to preparing high quality educators to support the needs of diverse learners in PreK-12 schools. The program structures, curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio also underscore the quality of the partnership between the EPP and Era, Valley View, and Gainesville ISDs. TWU's EPP is committed to preparing teachers for entry and sustainability into PreK-12 schools who demonstrate knowledge of pedagogy and professional responsibilities relative to the classroom, school and community. In such, the content area and pedagogical coursework is carefully constructed and continuously updated to align with TEA, INTASC, T-TESS, and TExES PPR standards. Moreover, the coursework includes extensive field practicum hours which allow teacher candidates to put their knowledge and skills into practice. The typical TWU teacher candidate completes 120 hours of field experience prior to student teaching. The close relationships with school district personnel enhance the authentic, clinical student teaching experiences which result in full-time teaching positions following the preparation program. During the clinical student teaching experience, TWU's candidates are paired with distinguished cooperating teachers who serve as mentors during the day-to-day operations of the clinical student teaching experience.

TWU works collaboratively with school district personnel to identify and select seasoned educators who help mentor and mold beginning teachers. In tandem with the cooperating teacher at the campus, TWU employs accomplished university supervisors to assist in the development of the clinical student teacher. Our 2018-2019 clinical student teacher to university field supervisor ratio was 8:1 in comparison to the state ratio of 11:1, which contributes to the quality of the supervision. The clinical student teaching evaluation protocols are aligned to T-TESS standards and include formal and informal observations from the university supervisor and cooperating teacher. Professional dispositions are a vital component to teacher preparation. Teacher candidates are expected to develop and practice attitudes, values, beliefs, and dispositions throughout their preparation program. Upon entering the EPP, candidates sign a commitment contract acknowledging their awareness and understanding of the professional dispositions. If a teacher candidate experiences challenges during the placement, the student, cooperating teacher, university supervisor, Director of the Office of Clinical Practice, and faculty advisor collectively develop a Student Improvement Plan that allows for the teacher candidate to address and improve his/her practice. TWU's EPP continually analyzes clinical student teaching data in an effort to maximize the experience and ultimately better prepare teacher candidates for the induction years of the profession and beyond.

The TWU university field supervisor serves as a liaison between the EPP and local school districts. University field supervisors work in conjunction with cooperating teachers to enhance the learning experiences of clinical student teachers.

The university field supervisor:

- Visits and regularly discusses the clinical student teaching experience with both clinical student teacher and cooperating teacher
- Reviews the clinical student teacher's lesson plans, units, worksheets, etc.

- Gathers information on the clinical student teacher's progress through conferences with the cooperating teacher
- Gives guidance as needed based on teaching observations and conversations
- Conducts three-way final evaluation conferences
- Recommends final grade in collaboration with the cooperating teacher
- Confirms and submits mid-term evaluations
- Documents concerns of the clinical student teacher's progress on the Professional Standards form
- Follows the Clinical Student Teacher syllabus in the corresponding handbook

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

TWU's EPP and grant team will enact a communication plan that includes participation of grant team members, EPP faculty, clinical student teacher candidates, LEA district and building administrators, and cooperating teachers. On a monthly basis, all of these stakeholders will participate in shared governance meetings to implement the communication plan and to ensure consistent and accurate information for all parties.

Field Supervision

A portion of the awarded funds will be used to compensate the university field supervisor tasked to support the candidates in the year-long clinical teaching assignment. Both the cooperating teacher and the university field supervisor regularly collaborate to evaluate the clinical student teacher's performance and provide constructive feedback. At the conclusion of the clinical student teaching experience, both the university field supervisor and cooperating teacher must be in agreement as to the student's final grade. The clinical student teacher should discuss any questions regarding his/her final grade with the university field supervisor or the director of the Office of Clinical Practices. The TWU Field Supervisor will conduct eight required observations of the clinical student teacher (CST) teaching during the year-long clinical student teaching experience. The TWU EPP uses the T-TESS rubric for all observation evaluations. The CST will submit lesson plans (for any observed lesson) to the TWU Field Supervisor. Lesson plans for required observations must be submitted to the TWU Field Supervisor within 3-5 working days before the observed lesson. The Field Supervisor will meet with the CST within two to five working days before the observation to discuss the lesson or activity that will take place. Per Texas Administrative Code 228.35, each observation will last from 45 to 60 minutes. Once the observation is complete, the TWU Field Supervisor will meet with CST within two to five working days to provide feedback.

The TWU Field Supervisor assigned to each clinical student teacher will:

- Provide the highest quality of evaluation, guidance and dialogue for the CST.
- Assist CST and Cooperating Teacher (CT) in all phases of student teaching.
- Meet with CST and CT during week 1 or week 2 of student teaching.
- Conduct eight required observations for CST during the year-long student teaching experience.
- Review and give feedback to CST's lesson plan
- Meet with CST within two to five working days before observation (pre-conference) to discuss the lesson or activity that will take place.
- Meet CST within two to five working days to provide feedback (post-conference).
- Hold meetings (if required) with the CST and CT so that issues of mutual concern may be discussed.
- Be available to consult with CT and CST when necessary.
- Assist CT in completing university requirements.
- Maintain effective communication with CST and CT.
- Communicate immediately with grant team if there are serious concerns about the performance or conduct of CST
- Serve as "the point of contact" between the CST and CT.

Site Coordination

The TWU EPP and grant team will ensure all necessary parties (e.g., curriculum committees, field experience/student teaching coordinating office, professional development school coordinating council) are informed about required field experiences. TWU will be the point of contact with the identified LEA's contact in making placements (rather than having candidates make their own placements) and contacting the LEA central office, school principal, or individual teachers. The LEAs will ensure all necessary parties within the LEA (e.g., student teaching/field experience coordinator, district curriculum directors, school administrators, etc.) are informed about required field experiences. The cooperating teacher will understand field experience timeframes, candidate expectations for demonstration of knowledge and skills at key points of the program, the outcomes to be supported, and who the EPP contact is.

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:

- The outcomes for the field experiences as based on teaching and content standards,
- Teacher candidate formative and summative assessments that will be used to measure competencies,
- Calibration and application of the rubrics and proficiency levels for the assessment task; and,
- Use of assessment data for candidate feedback and, if necessary, remediation.

The EPP will provide professional learning opportunities for cooperating teachers about practice strategies, feedback strategies, and partnership expectations. The EPP will also engage in professional dialog to ensure that there is a common understanding and agreement on assessment tasks and performance expectations for the field experience. The cooperating

teachers will engage in professional learning or dialog opportunities about practice strategies, feedback strategies, partnership expectations, and assessment of the EPP teacher candidate during the field experience.

Onboarding and Training For Supervisors, Advisors, and Mentor Teachers

The LEA, in collaboration with TWU EPP, will select a cooperating teacher who 1) holds a valid teaching credential in the content area of the candidate placed in his/her classroom with a minimum of three years of teaching experience; 2) holds "Accomplished" or higher as a summative performance rating on the Texas Teacher Evaluation and Support System during the last two years of employment; AND, 3) has successfully completed the TEA-approved mentor/induction coaching training, at no cost to the teacher. This training will be conducted face-to-face at the partner district sites.

The EPP will select a high quality field supervisor who demonstrates personal aspirations and professional strengths to supervise in rural districts and who 1) preferably hold a valid teaching credential in the content area of the candidate placed in his/her classroom with a minimum of three years of teaching experience; 2) is an accomplished educator as shown by student learning; AND, 3) has successfully completed the TEA-approved field supervisor observation training (for Teacher Certification Candidates).

Partner LEAs

Applicants must complete the fields below, stating each partner LEA.

LEA Name	County-District Number	Assignment Type
Era ISD	049906	Year-Long Clinical Assignment
Valley View ISD	049903	Year-Long Clinical Assignment
Gainesville ISD	049901	Year-Long Clinical Assignment

Letters of Support are attached.