Partnerships for Grow Your Own Success
Grow Your Own Grant Program Support—WEBINAR 3
MARCH 2019
Agenda

- Introduction and Context: Why Partnerships Matter
- Overview of Partnerships
- District–Institution of Higher Education Partnerships (IHE) (Pathway 1)
- District–Educator Preparation Program (EPP) Partnerships (Pathway 2)
- Educator Preparation Program–District Partnerships (Pathway 3)
- Next Steps
Partnerships are the foundation for your Grow Your Own program.

Increase the **quality** and **diversity** of the teaching workforce, particularly in **small and rural districts** throughout Texas.

Elevate the **perception of the teaching profession** through the development and facilitation of **high-quality Education and Training courses** at the high school level.
What is a strong partnership?

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### Components of General Partnerships

- Clarity of responsibilities
- Division of responsibilities
- Clear terms
- Defined length of partnership
- Plans for maintenance of long-term partnerships

### Components of Grow Your Own District–IHE and/or District–EPP Partnerships

- Shared governance structure
- Plans to sustain the partnership over time
- Clear timeline with milestones and target metrics
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- Division of responsibilities
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- Plans for maintenance of long-term partnerships
- Division of financial responsibilities
- Formalization of partnership (e.g. ceremony, documents)

### Components of Grow Your Own District–IHE and/or District–EPP Partnerships
- Shared governance structure
- Plans to sustain the partnership over time
- Clear timeline with milestones and target metrics
- Division of financial responsibilities
- Memoranda of Understanding (MOUs)

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What is a strong partnership?

In all types of partnerships, respect, trust, and mutual benefit to all parties are key!

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<td>• Structured communication</td>
<td>• Designated program leaders</td>
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<td>• Identification of key participants</td>
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What is a strong partnership?

The most effective partnerships between colleges and districts include

1. a common understanding of the programs’ purposes or goals;
2. flexibility among partners, particularly in terms of policies and procedures;
3. close proximity between the college and district; and
4. an active and engaged college liaison.

Building the partnership: guidance for a collaborative, supportive, and cooperative relationship between the secondary and postsecondary partners.

- Establish a common mission and vision (e.g., promote college readiness).
- Maintain open and frequent communication.
- Include key people from all entities to address challenges and leverage opportunities.
- A team of instructors and teachers design, implement, and monitor the program to ensure ongoing buy-in for, awareness and understanding of, and support for the program.
- An advisory board (administrators, teachers, staff, parents, and representatives from partner organizations) help support recruitment, inform program design, and set and monitor key outcomes.

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Overview of Partnerships

Pathway 1
- District–IHE (dual credit)
- District/school–Texas Association of Future Educators (TAFE) or Family, Career and Community Leaders of America (FCCLA)
- District–Education and Training course teacher

Pathway 2
- District–EPP (IHE, education service center, or alternative certification program)
- District–candidate

Pathway 3
- EPP (IHE, education service center, or alternative certification program)–District
- District–candidate
- EPP–candidate
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District–Institution of Higher Education Partnerships (Pathway 1): Requirements

• If offering Education and Training courses for dual credit, there must be a partnership with an IHE that these courses will count towards earning an Associate of Arts in Teaching (AAT).

• Dual credit teachers of record for Education and Training courses must hold an MEd or a graduate degree with 18 credit hours in education.

• An MOU, or signed letter of commitment, must address the longevity and sustainability of the partnership between the LEA and IHE, the specific courses involved (EDUC 1301 and/or EDUC 2301), and financial responsibility.
The Education and Training Course Sequence

- **Principles of Education and Training**: One Credit
  - This is a classroom-based course designed to provide students with opportunities to explore various careers available within the Education and Training career cluster.

- **Human Growth and Development**: One Credit
  - This is a classroom-based course that examines human development across the lifespan, with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social development milestones.

- **Instructional Practices in Education and Training**: Two Credits
  - This field-based internship is a combination of classroom instruction and work-based learning that provides students with principles of effective teaching and training practices. Students learn to plan and direct instruction and group activities.

- **Practicum in Education and Training**: Two Credits
  - This second-year internship focuses on extended opportunities for work-based learning with exemplary educators in direct instructional roles with elementary, middle, and high school students. Extended Practicum is an option for an additional credit.

* Any educator with a valid Texas teaching certificate may teach the course.
What is Dual Credit?

- **Dual credit** refers to *college courses* that are being taught at the high school. The high school will grant **high school credit** to students enrolled in these college-level courses.

- When the student goes on to college, the courses will count as college credit because they were college courses approved by the partner IHE.

- Typically, the high school teacher who holds a master’s degree is made an “adjunct” faculty member by the IHE in order to teach the college courses.

- Dual credit for Education and Training courses allows students to get a head start on the Associate of Arts in Teaching (AAT).

- For more information on dual credit, visit the Texas Higher Education Coordinating Board’s report: [http://www.thecb.state.tx.us/reports/PDF/1514.PDF?CFID=92837716&CFTOKEN=16339887](http://www.thecb.state.tx.us/reports/PDF/1514.PDF?CFID=92837716&CFTOKEN=16339887)
The Education and Training Course Sequence: Dual Credit

Instructional Practices in Education and Training

Might be taken as a high school junior (11th grade)

Aligns with EDUC-1301: Introduction to the Teaching Profession

Practicum in Education and Training

Might be taken as a high school senior (12th grade)

Aligns with EDUC-2301: Introduction to Special Populations

Key Research on Dual Credit

Students should perceive classes as an authentic college experience in which they can “try on” the college student role and view themselves as capable of doing college work.

District–Institution of Higher Education Partnerships (Pathway 1): Recommendations

• Offer Education and Training courses for dual credit.
• Work with an established partner—and think about how to make this sustainable!
• Consider different ways to collaborate with the IHE.
• Don’t take on the partnership alone!

Long-Term Best Practice
Utilize your Perkins or Perkins Reserve Fund to support this work long term!
1. District establishes group to own the partnership.
2. Reach out to potential (or established) IHE partner.
3. Schedule meeting with IHE, with clear agenda and outcomes.
4. Update MOU and send to IHE.
5. After review by relevant parties, IHE and districts finalize MOU.
6. IHE establishes group to own district partnership.
7. Ensure that there is room in master schedules for dual credit Education and Training courses.
8. Teach at least one Education and Training course section for dual credit.
9. Formal District–IHE partnership check-in to iron out issues, review credits, discuss additional courses for next year, etc.
10. Teach at least two Education and Training course sections for dual credit.

**Best practice:** Make a plan for any personnel changes on either side.

**Ongoing:** District–IHE partnership check-ins, as outlined in MOU and other documents
**Ongoing:** Oversight group check-ins as necessary

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Moody Independent School District

- Builds on preexisting relationship with an IHE.
- High school teacher will have an MEd by fall 2020 from a local IHE.
- Beginning in fall 2020, high school students earn credits at local community college that transfer to a 4-year program.
- Students interact with a future teachers booth at every career fair.
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District–Educator Preparation Program Partnerships (Pathway 2): Requirements

• Only paraprofessionals, instructional aides, and long-term substitute teachers employed by the district at time of grant application may participate.

• Candidates receiving the stipend/tuition reimbursement must be “core complete” with at least 60 college credit hours AND able to teach within two years of stipend award.

• The stipend goes towards completion of a BA and/or certification by an Educator Preparation Program.

• The district must have an MOU with the stipend recipient.

• The district should have an MOU with the high-quality EPP that will be a partner in preparing candidates well.
District–Educator Preparation Program Partnerships (Pathway 2): Recommendations

- As a district, partner with one high-quality EPP.
  - Establish a cohort model.
  - Enhance partnership—and leverage—on both sides.
  - Formalize stakeholder engagement for multiple parties.

- Make this feasible for your candidates receiving a stipend.
  - Schedule formal and informal check-ins/touchpoints with candidates.
  - Ensure that training is job-embedded.
  - Establish a flexibility training location and schedule.
  - Aim for data-driven continuous improvement to ensure sustainability and persistence for candidates.

- Don’t take on support alone!
  - Include coaching best practices with candidates (with clear division of responsibilities in the MOU).

1. Reach out to potential or established EPP partner(s).

2. Schedule meeting with EPP(s), with clear agenda and outcomes.

3. Create MOU and send to EPP(s).

4. After review by relevant parties, EPP and districts sign MOU.

5. Establish a group to oversee and shepherd candidates through program.

6. All candidates enrolled in Bachelor’s and/or certification programs.

7. District HR and principals hire EPP completers to teach in district.

8. Formal District–EPP partnership check in to resolve any issues, review credits, discuss additional courses for following year, etc. (Best practice)

9a. All candidates enrolled in Bachelor’s and EPP programs continue.

9b. Candidates who have become certified are teachers of record in district.

10. District HR and principals hire Bachelor’s and EPP completers into district.

11. Candidates who have become certified are teachers of record in district.

Spring

Summer 1

School Year 1

Summer 2

School Year 2

Summer 3

School Year 3

Best practice: Make a plan for any personnel changes on either side.

Ongoing: District-EPP partnership check-ins, as outlined in MOU and other documents

Ongoing: Oversight group check-ins as necessary
Grand Prairie ISD

• Enrolls participants into TechTeach program, facilitated by Texas Tech University.

• Avoids reinventing the wheel by partnering with an established program alongside other districts, many of which are rural.
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The partnership between the IHE/EPP and district(s) must be based on a mutual needs assessment.

An MOU, or signed letter of commitment, must address the longevity and sustainability of the partnership between the EPP and district(s) and the intention to place diverse clinical teaching candidates with a desire to teach in rural and/or small districts.

The partnership must include shared governance, including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
What else is needed?

• Field site supervisor supporting clinical teacher candidates
• Denoted frequency of supervision and support from EPP to candidate(s)
• Denoted quality of supervision and support from EPP to candidate(s)
• Clarity of EPP’s research-based instruction (i.e., rubric to guide coursework and support)
• Four to six observation and feedback cycles per semester, two (2) of which include the observation of a full lesson
• Ratio of no more than 1:20 for field supervisor to candidates
Elements of strong EPP–District Partnerships

• Who’s involved
  • Feedback loops
  • Scheduled touchpoints
  • Formalized stakeholder engagement

• Common vision
  • Benchmarks and metrics

• Management
  • Data sharing
  • Onboarding

• Continuous improvement
Understand the Benefits for EPPs:

- Clinical practice
- Diverse teacher experiences
- Teacher recruitment
- Teacher retention
- Student achievement
Before ANY of these steps can happen:

• EPP must assess their program’s alignment with the grant requirements, including a plan to incorporate missing elements.
• EPP must ensure that it can provide the support necessary to districts and candidates.

Throughout the process
• EPP should proactively make necessary changes for successful districts engagement in order to provide a strong foundation for future teachers.

1. EPP reach out to district partner(s).

2. Schedule meeting with districts, with clear agenda and outcomes.

3. Establish group to oversee program (i.e., field site coordinator, faculty advisor, mentor teachers).

4. Confirm and update MOU and send to each district.

5. After review by relevant parties, EPP and districts sign MOU.

6. If an intensive preservice training partnership, candidates complete clinical program.

7. District HR and principals hire intensive preservice candidates for district.

8. If a year-long clinical experience partnership, candidates complete clinical program.

9. Formal EPP-district partnership check-in to iron out issues, review credits, discuss additional courses for following year, etc.

10. District HR and principals hire year-long clinical experience candidates for district.

**Spring**

**Summer 1**

**School Year 1**

**Summer 2**

**School Year 2**

**Best practice:** Make a plan for any personnel changes on either side.

**Best practice:** As a district partnership team, talk through any areas where the partnership can be strengthened.

Ongoing: District–IHE partnership check-ins, as outlined in MOU and other documents

Ongoing: Oversight group check-ins as necessary
EPP-District Partnerships (Pathway 3): Example

- Texas Tech University partnered with five districts in Year 1, and nine districts in Year 2
- Actively promotes partnership with other districts (through Rural Superintendents Convening)
- Attributes strong partnerships to:
  - Governance meetings
  - Sharing of candidate performance data
  - Regular program implementation meetings
  - Alignment of district and EPP priorities
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Next Steps for All Pathways

• Reread the Grow Your Own Grant Program Guidelines to be refamiliarized with any specific grant requirements for Cycle 1 vs. Cycle 2.
• Assess the status and health of your own partnership(s).
• Remember that communication and trust are foundational.
Check out:
• Texas CTE Resource Center: https://www.txcte.org/
• Texas FCCLA: https://www.texasfccla.org/
• TAFE: https://www.tafeonline.org

Coming soon:
• Texas Education Agency Summer Institute for Cycle 2, Pathway 1 awardees: June 11–13, 2019
• “By popular demand” webinars on high-interest topics
• Grow Your Own Community of Practice sites

Get in touch:
• GYOgrant@tea.texas.gov