Executive Summary

Introduction

Over the last nine years, the University of Houston's College of Education has been on a mission to become the strongest institution of higher education in the state of Texas. In 2011, the University earned the Carnegie Foundation for the Advancement of Teaching designation as a Tier One University 1 for its active faculty research work -- one of only 7 in the state. In 2017, the college was the first in Texas to meet the more rigorous new standards set by the Council for the Accreditation of Educator Preparation (CAEP), and earned a ranking by the National Council on Teacher Quality (NCTQ) as among the top 1 percent of teacher preparation providers in the nation (see appendices A: NCTQ 2014 Ranking Sheet).

In 2015, the teacher education program set out to transform the way teachers are prepared in service of their mission to eradicate inequities in education in Houston and beyond. Since then the program has redesigned its teacher preparation curriculum and strengthened a year-long student teaching internship as a graduation requirement. As of Fall 2020, UH's transformed teacher program has grown to include 28 site coordinators placing student teachers in concentrated cohorts across 78 schools.

The need for innovation in practice-based educator preparation

Education preparation programming that meets the needs of increasingly diverse PK-12 systems

Across the state of Texas, student enrollment and diversity had been climbing steadily. According to Educate Texas (2017), K-12 student enrollment in Texas increased by nearly 20% between 2002 and 2012; the percentage who are economically disadvantaged grew to 60% between 2004 and 2015, and 18% are English language learners (double the national average).This has fueled demand for more and better teachers. Enrollment in the state's 260 teacher preparation programs, offered by 135 different providers, fell 48% between 2009 and 2014 -- far more than the national average of 31% over that same period. Statewide, 16% of teachers leave every year, and rural districts struggle especially hard to find new teachers to replace them (Teach the Vote, 2018).

Making matters worse, the state is not seen as welcoming to teachers: the Learning Policy Institute (2018) assigned Texas low ratings on both "how supportive it appears to be of teacher recruitment and retention" and on "the extent to which students, in particular students of color, are assigned uncertified or inexperienced teachers." As the 7th largest school district in the country, Houston ISD represents over 214,000 students, and continues to grow in size and diversity each year. Serving the needs of so many is no small task. On the front line stands the K-12 classroom teacher who needs both

subject matter expertise, classroom management skills, and an ever-expanding knowledge of how to address classroom and student realities

This effort led UH to partner directly with Houston ISD to create a pipeline of excellent teachers and later join the US PREP coalition for additional programmatic transformation support. These partnerships have resulted in significant progress in practice-based coursework revision, implementation of a year-long residency program, and robust performance assessments for pre-service teacher candidates.

Clinical practice as key indicator of teacher efficacy, student achievement

Clinical practice is an integral component of teacher preparation (Ball & Cohen, 1999; Darling-Hammond, 2006; Guyton & McIntyre, 1990; Kemmis & Smith, 2008; Vick, 2006). Research indicates that the availability, structure, and quality of practicum experiences significantly influences teacher efficacy and student achievement. Studies have consistently demonstrated that, on average, teachers with some clinical teaching experience are more effective than those with no experience (Clotfelter, Ladd & Vigdor, 2007; Harris & Sass, 2007; Kane, Rockoff & Staiger, 2006; King, 2010; Ladd, 2008).

Boyd et al. (2009) suggest that characteristics of clinical experience in teacher education programs are associated with later student achievement gains and King (2010) and Darling-Hammond (2006) note that teaching experience has a larger effect on student achievement than most observable teacher characteristics, including licensure test scores, obtaining a master's degree, and National Board certification. Even with the growing body of work advocating for extended, quality clinical experience, the American Association for Colleges of Teacher Education (AACTE) (2013) indicate that only 5 percent of teacher preparation programs offer a one-year teacher residency.

UH Educator Preparation Program Transformation: A practice-based, equity-driven collaborative model

In 2015, the University of Houston partnered with Houston ISD with a mission of collectively creating and maintaining a robust internal pipeline of excellent teachers who have the foundational knowledge, skills, and mindsets necessary to maximize student achievement and character development; ensuring that all HISD students, regardless of race or socioeconomic background, are equipped to succeed in college and life. Several initiatives have grown out of this partnership, and one example is the Teach Forward Houston grow your own program that is currently finishing up its second of four cohorts.

This programming redesign included a deeper partnership with school districts, selective recruitment and training of highly effective mentor teachers to be effective instructional coaches, increased frequency of observation and actionable feedback for teacher candidates, and stronger performance-based mechanisms for assessing

whether teachers are effective instructors. Much of this intensive clinical work requires more hands-on site coordinators who help bridge university coursework and practicum.

In recent years, residencies have emerged as an important non-traditional approach to teacher preparation and credentialing. Residencies offer a bridge from theory to practice (Klein et al.,2013), and they can attract highly qualified local applicants who are better prepared and more inclined to continue teaching in high-needs schools, thus improving teacher retention (Guha et al., 2016, Berry et al., 2008; Papay, West, Fullerton, & Kane, 2012; Roegman, Pratt, Goodwin, & Akin, 2017). For example, Torrez & Krebs (2020) found that 85 percent of former residents remained in their high-needs schools after three years.

In partnership with Public Impact's national Opportunity Culture Initiative, UH's year-long residency brings together pre-service and in-service teacher preparation. The program builds on the key attributes associated with increased teacher preparedness in practice-based teacher education, including: 1) mentoring and coaching from highly effective teacher educators; 2) deeper and responsive partnerships with LEAs and schools to drive change and improvements; and 3) the integration of coursework and clinical experiences across programming.

Highly effective mentoring and coaching

Mentoring and coaching is a hallmark of the UH Residency program. Studies suggest (Tannebaum, 2016) that highly qualified classroom teachers who are carefully selected and trained to mentor pre-service teachers are a critical component to the effectiveness of teacher preparation programs. In the UH residency program, residents work in partner districts alongside purposefully selected mentor teachers who are committed to the professional growth of their residents. In addition to being trained on how to coach residents effectively, mentor teachers receive training on co-teaching strategies. Mentor teachers and residents use these co-teaching strategies to plan, implement, adjust, and evaluate instruction, which can result in higher student achievement gains as compared with traditional student teaching experiences (Bacharach, Heck, & Dahlberg, 2010).

UH's program transformation fully re-envisioned the clinical supervision role by repurposing the resources that fund part-time student teaching supervisors to a full-time faculty position called a site coordinator. The addition of the yearlong teacher residency for all candidates meant that faculty had to more tightly integrate theory and practice in senior-year courses. Therefore, rather than university-based faculty who teach classes and traditional supervisors at the school site who are disconnected from the university, the program transformation invited University of Houston education professors to serve as site coordinators.

The role of the site coordinator bridges the theory-practice and university-school divide. By embedding faculty in PK-12 school systems as university representatives and district

collaborators, the program facilitates alignment between coursework and clinical experience.

Site coordinators collaborate with mentor teachers to improve practice in the PK-12 classroom, to create a content pipeline for methods taught at the university, and to assess the more holistic needs of the community they serve (Ferman & Hill, 2004). They serve as the liaison between the university and school districts, helping to build stronger relationships through quarterly reporting to community stakeholders, and by providing professional development resident teachers, their mentor teachers, and additional PK-12 teachers not serving in mentor roles. The site coordinators thus build the capacity for stronger relationships with educators while aiming to positively impact student learning.

Site coordinators also serve as instructors for college courses, which are commonly held within the physical spaces of the PK-12 schools where resident teachers are placed. They collaborate with mentor teachers, school system personnel, and university faculty to generate and deliver course content. Site coordinators are also instructional coaches. They use the T-TESS instructional rubric for teaching to define effective instruction and to help mentor teachers and residents improve their instruction. Using state-of-the-art video technology, residents capture and review their teaching behaviors for reflection and refinement.

Strong district partnerships with historically underserved schools

The placement of university faculty within residency school sites allows for the development of strong, responsive partnerships. In addition to coaching, site coordinators facilitate regular governance meetings where school administrators and university staff review data and refine the program accordingly. Shared governance meetings provide opportunities for schools and districts to build shared understanding of the teacher competencies that candidates need to know and be able to do.

Darling-Hammond (2006) suggests that such instances of shared governance and partnerships are integral to practice-based teacher preparation. Shared governance on the recruitment, selection and support of mentor teachers, identification of core practices that meet the distinct needs of students and common understanding amongst stakeholders in defining effective teaching is critical to effectiveness of practice-based clinical experiences (Allen, 2011; Patrick et al., 2008; Smedley, 2001; Trent & Lim, 2010).

Practice-based coursework

Coursework in the Teacher Education Program is practice-based, meaning that the program curriculum focuses largely on teaching core teaching practices (Ball & Foranzi, 2009; Grossman et al., 2009) rather than an overload of theory and abstract concepts, although the program is solidly learning-theory-based. To foster practice-based

programming, courses follow a structured cyclical process using Teacher Educator by Design (https://tedd.org/the-design/). These include: introducing a teaching practice, preparing candidates to enact the practice with K-12 students, observing candidates enacting the practice, and analyzing the implementation. In lieu of textbooks, courses include extensive use of classroom video demonstrating best practices around the instructional framework practices, social and emotional learning, and culturally relevant pedagogy. Through the process of design-based research, data are used to examine the impact of each course on TC learning and development. Data are then used to inform coursework revisions.

Programmatic Goals

The University of Houston's College of Education -Teacher Education Program Opportunity Culture residency and education preparation program embody four goals:

1) Build teacher candidates teaching competencies to meet the needs of all students, especially historically underserved students,

2) Utilize data for continuous improvement in the development of teacher candidates and educator preparation programming,

3) *Equip teacher educators to effectively prepare teacher candidates to teach all students, especially historically underserved students,* and

4) Build responsive and sustaining partnerships with K-12 school systems and the communities they serve in order to meet the educational needs of students.

Goal 1: Build teacher candidates teaching competencies to meet the needs of all students, especially historically underserved students

The teacher preparation program and residency are structured to provide clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that residents demonstrate their developing effectiveness and positive impact on all students' learning and development. Residents engage in curricula that teaches and assesses key competencies as identified by the Residency T-TESS proficiency targets. Practice-based coursework and purposeful EPP-school partnerships provide multiple opportunities for candidates to develop, and practice competencies, including content and pedagogical knowledge in a safe setting, before effectively applying the professional knowledge, skill, and dispositions in P-12 classrooms.

Goal 2: Utilize data for continuous improvement in the development of teacher candidates and educator preparation programming

The Teacher Education Program employs a continuous improvement approach to educator preparation. The program systematically collects, analyzes and uses

candidate data and LEA partner feedback to inform curricula and programmatic decisions. Results of inquiry and data collection are used to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development. Residents are evaluated through a rigorous performance assessment using the T-TESS Rubric twice a semester. The practice of continuous improvement through intervention and direct mentoring is coordinated through multiple pre-conferences, observations and post-conference (POP) cycles that provide a consistent and systemized method to test innovations and candidate's progress toward reaching proficiency in key competencies.

Goal 3: Equip teacher educators to effectively prepare teacher candidates to teach all students, especially historically underserved students

Purposeful teacher education, grounded in specific and research-based teacher educator pedagogies, practices and principles, can positively influence novice teacher practice, efficacy, and effectiveness (Sharma & Sokal, 2015; Brouwer & Korthagen, 2005; Day, 1999). Likewise, the role that a teacher educator (course instructor, site coordinator, mentor teacher, etc.) plays is critical to the success of each resident. As a residency practice, clear criteria have been established for defining effective teacher educator practices that positively impact residents' development and P-12 student learning using the Teacher Educator Effectiveness Framework (US PREP, 2020).

Goal 4: Build responsive and sustaining partnerships with K-12 school systems and the communities they serve in order to meet the educational needs of students

The year-long clinical program prioritizes district partnerships to ensure schools have a voice in shaping the teacher preparation program as well as to foster joint responsibility and innovation. The mutually beneficial partnership allows for a shared vision for teacher preparation quality and positive P-12 student learning outcomes. The establishment of shared governance between the residency program and school district enables co-development of strategies to recruit residents that reflect the needs and demographics of the school district. The teacher preparation program clearly establishes systems that encourage data sharing between the program and district partner to inform decision-making and resource allocation.

Description of the implementation of current practices as part of a continuous improvement efforts

The University of Houston's teacher preparation program uses a range of practice-based practices to continually improve the instructional development of individual candidates and the effectiveness of the year-long residency program in meeting programmatic outcomes.

During the year-long clinical teaching practicum, elementary residents spend four days a week developing key teaching competencies in their residency classroom and one

day a week engaging with practice-based coursework at the University of Houston campus. Secondary students spend 3 days a week in their residency classroom and 2 days per week engaging with both practice-based education course work and targeted content courses. The faculty site coordinator and mentor teacher support residents' development of professional knowledge, skills, and dispositions by providing frequent and actionable feedback by way of POP cycles and performance assessments aligned to the T-TESS competencies. Residents and mentor teachers engage in quarterly professional development sessions to build understanding of effective co-teaching strategies for increased student achievement.

Embedded throughout the year-long residency are structures for using data for continuous improvement and evidence-based decision-making by each stakeholder.

- Residents utilize their performance assessments, student perception surveys, and classroom student achievement data to create instructional goals and student interventions.
- Site coordinators collect and analyze resident data from performance assessments, walkthroughs, PK-12 student perception surveys, and the professionalism rubric to inform topics for their weekly student teaching course, mentor trainings, and quarterly shared governance meetings and develop and implement resident intervention plans.
- Course instructors utilize resident performance data and course assessment data to inform candidate interventions and revisions to coursework.
- Program administrators examine data across all the programs to inform decision-making and resource allocation. Program improvement plans, informed by the data, are put in place to document actionable next steps for implementing programmatic changes.

Below are the residency structures that allot for the implementation of innovative practice-based educator preparation practices a part of the program's continuous improvement effort.

Performance-based assessment

Residents are evaluated through a rigorous performance assessment conducted twice each semester using the T-TESS instructional rubric. Each resident captures video of their instruction and self-evaluates their teaching relative to the instructional rubric. Throughout the year, Site Coordinators provide ongoing classroom observation, feedback and clinical shaping through multiple pre-conferences, classroom walk-throughs and observations, and post-conference (POP) cycles, including:

- Two POP cycles each during the first and second semester (total of four POP cycles), using the T-TESS rubric; and
- Three to four walkthrough observations within both the first and second semesters (total of eight observations).

Site coordinators also use resident performance data to inform bi-monthly student teaching courses attended by the resident teachers. All residents are required to reach

proficiency on the final culminating performance gate. If a resident is not making adequate progress toward performance gates, site coordinators use assessment and observational data to develop and implement a clear intervention.

Student perception survey data is also used to assess residents' performance. Teacher candidates collect data from the p-12 students in their residency classrooms around the following constructs: student learning, student-centered environment, classroom community, and classroom management. Residents use student perception data for the development and application of specific intervention strategies aimed at improving student perceptions, leading to improved student academic achievement.
The survey offers a landscape view of what is happening in classrooms from the perspective of PK-12 students. The survey does not measure whether or how much a student likes or dislikes a teacher; instead, it measures elements of student experience that have been demonstrated to correlate most closely to student growth.

Practice-based coursework

At the start of UH's transformation, the program set out to create a tighter alignment between candidates' coursework and clinical experience through the introduction of practice-based teacher education pedagogy and high-leverage teaching practices. The Teacher Education program engaged in department-wide training with a focus on developing understanding and capacity to facilitate practice-based teacher education pedagogies such as use of video as representation to support resident's development of core teaching practices (Grossman et al., 2009). UH partnered with TeachingWorks (University of Michigan), a teacher preparation technical assistance provider, to support UH's audit of course programming and assessments for evidence of a practice-based approach.

Select courses were identified for redesign. Redesigned courses follow a structured cyclical process using *Teacher Education by Design* (Tedd.org). This process involves: introducing a teaching practice, preparing residents to enact the practice with PK-12 students, observing residents enacting the practice, and analyzing the implementation.

Demonstrated success and *supporting evidence from candidates, LEAs, and other education preparation partners*

Outcome 1: *Increased teacher efficacy through program-wide alignment on practice-based curriculum and clinical experience*

The innovative practices embedded within the year-long residency – specifically those practices related to increasing opportunities for authentic clinical experience have resulted in increased teacher efficacy amongst students. CAEP stated that survey data, interviews and continued placement of candidates in Houston schools demonstrated mutually beneficial, positive relationships as an outcome of the programmatic-wide alignment on practice-based curricula and practicum (UH College of Education,

https://uh.edu/education/features/caep/index.php).

The University of Houston participates in two surveys administered by US PREP that assess perceptions of effectiveness. The University Personnel Survey is administered to individuals with the teacher preparation program at the end of each spring semester to assess faculty and staff perceptions of program effectiveness. The Teacher Candidate Survey is administered at the end of each long semester to assess candidate experiences with course work and field work. Both surveys are voluntary. Select questions have been pulled from these surveys.

Residents report increased teacher efficacy as an outcome of the innovative practices implemented throughout the residency program. In response to the statement, “As part of your teacher preparation program, how frequently did you practice the following in your coursework…Engaging in culturally responsive pedagogy?” candidates reported an average of 3.55 out of 4.

University Personnel Survey- *n=30*	4-point scale
"As part of the student teaching experience, how frequently do teacher candidates engage in the following in K-12 schools? Engaging in culturally responsive pedagogy"	3.52
"In my preparation program, teacher candidate data are…Collaboratively analyzed by program faculty and K-12 district partners"	3.30
"As part of your teacher preparation program, how frequently do teacher candidates practice the following during coursework…Engaging in culturally responsive pedagogy?”	3.39
Teacher Candidate Survey- *n=63*	
"As part of your teacher preparation program, how frequently did you practice the following in your coursework…Engaging in culturally responsive pedagogy?”	3.55

The residency program actively engages in the practice of providing feedback to inform the support, coaching and mentoring of residents toward increased proficiency of teaching competencies. In the Teacher Candidate survey data, candidates averaged 3.28 out of 4 in their response to, “"During my coursework, my instructors provided me feedback…That was frequent enough to support my development.” Faculty and staff express a greater acknowledgement of program efforts to *align practice-based curriculum and clinical experience* to increase candidate’s development of skill and competencies. University personnel reported 3.95 out of 4 on the question item, “The feedback that I give teacher candidates is…Informed by data from their student teaching classrooms".

University Personnel Survey- *n=29*	4-point scale
"The feedback that I give teacher candidates is…Informed by data from their student teaching classrooms"	3.95
"Please rate the usefulness of the following US PREP resources/activities to your practice as a site coordinator/university supervisor. Professional development experiences"	3.25
Teacher Candidate Survey- *n=63*	
"During my coursework, my instructors provided me feedback…That was frequent enough to support my development"	3.28

External standardized testing data also demonstrates the program's effectiveness in increasing teacher efficacy and proficiency. Ninety-eight percent of UH candidates earned a score of proficient and 100 percent of students earned a score of proficient on the Professionalism rubric.

Candidate performance data

Year	N =	% students earning at least "Proficient" on indicators
18-19	298	98
17-18	262	98
16-17	242	88

Source: B.S in Teaching and Learning Annual Performance Report

Professionalism rubric

Year	**Professional Attributes**	
	N	**% earning a Proficient rating**
18-19	298	100
17-18	262	100
16-17	242	88
15-16	568	82*

Source: B.S in Teaching and Learning Annual Performance Report

A priority goal of the HU teacher preparation program is to *develop teacher candidates' teaching competencies to meet the needs of all students, especially historically underserved students.* The data reflects the authentic, practice-based approaches embedded in the residency program such as emphasis on practice-based coursework using data to provide accurate and timely feedback in a continuous cycle and shared governance between partnerships led to greater teacher efficacy. The data suggests that candidates feel prepared to promote learning for all students. The long-term impact of this outcome is the steady contribution to the teaching force with graduates who are ready to succeed in Houston classrooms from their very first day on the job.

Outcome 2: *Pipeline of highly effective teachers from UH's residency and other education preparation programs to high-needs districts and schools*

The UH year-long teacher preparation in conjunction with a concerted focus on practice-based programming has positively impacted the pipeline of highly qualified teachers flowing into local school districts. On a survey of mentor teachers and principals, most mentors and principals say they would recommend hiring the University of Houston graduates they have worked with (37/49) and would recommend those graduates to other principals (38/49) .

Since the implementation of the program transformation, total candidate passing rates has consistently remained above 93 percent and 97 percent for the most recent reporting period (9/1/2018-8/31/2019).

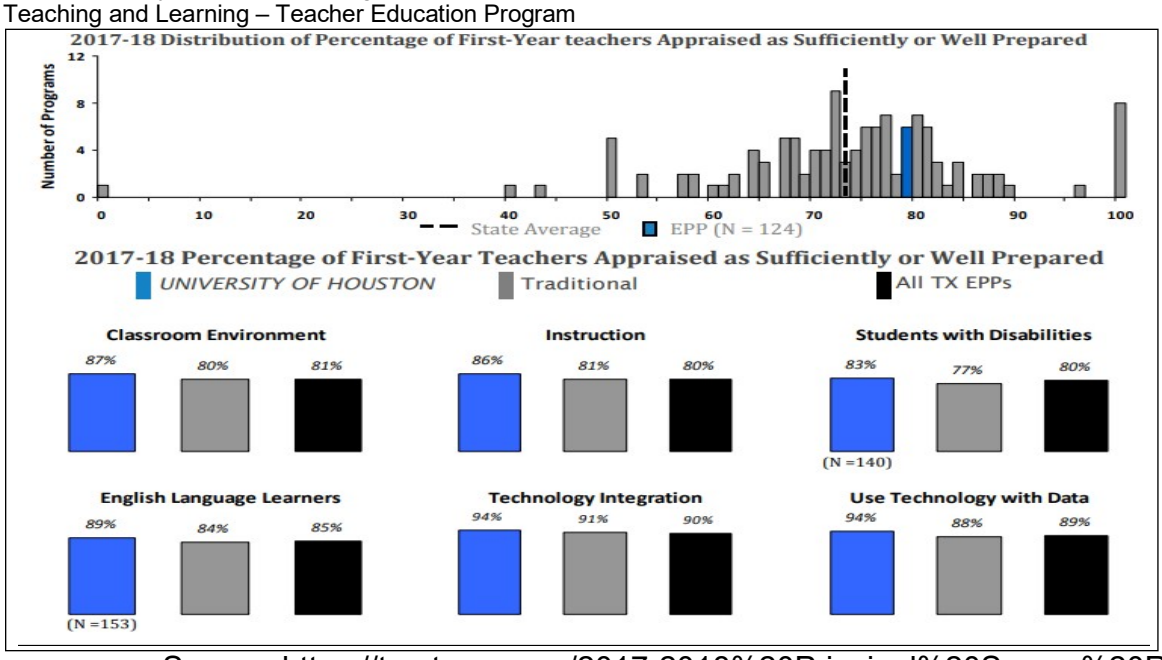
Test pass rates for the completion year 2016 - 2019

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2018-8/31/2019 – PPR Exams	97%(313)	97%(252)	98%(61)	94%(16)	96%(163)	96%(50)	100%(84)
9/1/2018-8/31/2019 – Non-PPR Exams	92%(383)	91%(304)	96%(79)	90%(39)	91%(176)	98%(52)	93%(116)
9/1/17 - 8/31/18	93 (255)	94 (214)	88 (41)	96 (26)	92 (96)	93 (45)	93 (88)
9/1/16 - 8/31/17	96 (424)	96 (317)	96 (107)	92 (48)	94 (161)	96 (67)	99 (148)
9/1/15 - 8/31/16	95 (418)	94 (345)	96 (73)	91 (48)	92 (155)	92 (63)	99 (152)

Source: B.S in Teaching and Learning Annual Performance Report

According to the 2017-2018 TEA Principal Survey data, 86% percent of UH candidates were appraised as sufficiently or well prepared in instruction. Eighty-nine and 94 percent or COEHD teacher preparation program graduates were appraised as well prepared to support English language learners and technology integration respectively.

Data artifact
2017-2018 Principal survey report



Source: https://tea.texas.gov/2017-2018%20Principal%20Survey%20Results

Sustaining responsive partnerships with P-12 school systems and the communities they serve is critical to education preparation programs. The data supports that the program's approach of shared governance has the propensity to have a long-term impact on the sustainability of the residency model and teacher efficacy. It can be inferred that greater cohesion and understanding of shared vision between university and schools will lead to an increase in development of effective teachers.

The program-wide transformation has led to an increase in the number of prepared, and highly qualified teachers. The outcome of the Opportunity Culture initiative contributes to this outcome by removing the financial barrier for many potential applicants whose financial status would have precluded them from engaging in a one-year full-time residency. The stipends provided for Opportunity Culture Model residents and mentor teachers creates a pathway toward pipeline sustainability.

Outcome 3: *Sustained responsive partnerships and shared vision of teacher preparation with Houston-area school districts and high-needs schools*

University Personnel Survey- *n=29*	4-point scale
"In my preparation program, teacher candidate data are…Collaboratively analyzed by program faculty and K-12 district partners"	3.30
"In my preparation program, teacher candidate data are…Used by program faculty and district partners to inform improvement"	3.54
“Please rate the usefulness of the following US PREP resources/activities to your practice as a site coordinator/university supervisor. Support for facilitating governance meetings”	3.21
“Please indicate which activities you engage in with your teacher preparation program's K-12 district partners”	3.11

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**Supporting information from candidates, LEAs and other EPP partners and peer reviewed research identifying the EPP practices as best practices in the field is integrated into the application narrative*

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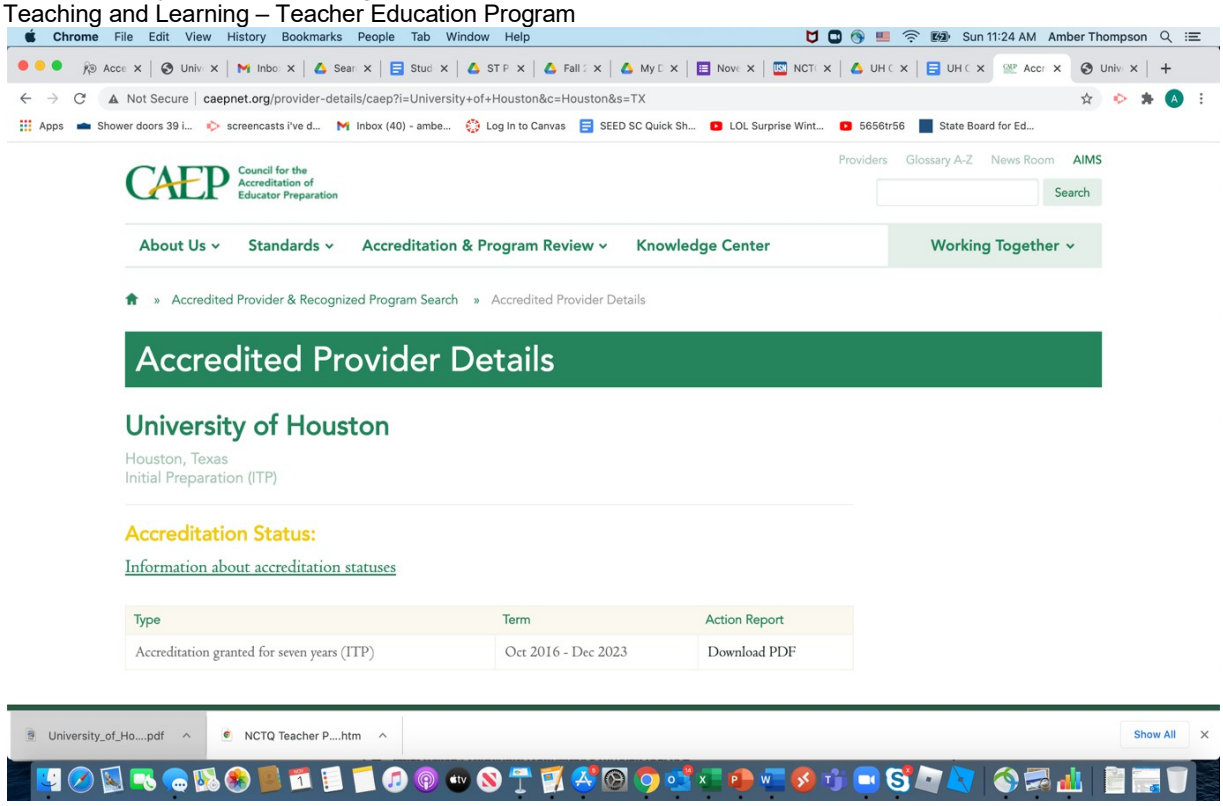
Appendices

1. **CAEP Accreditation**
2. **NCTQ Ranking**
3. **Teach Forward Houston Flyer**
4. **Sample Governance Meeting (*Abbreviated Version)**
5. **Sample Mentor Teacher Meeting**
6. **POP Cycle Packet**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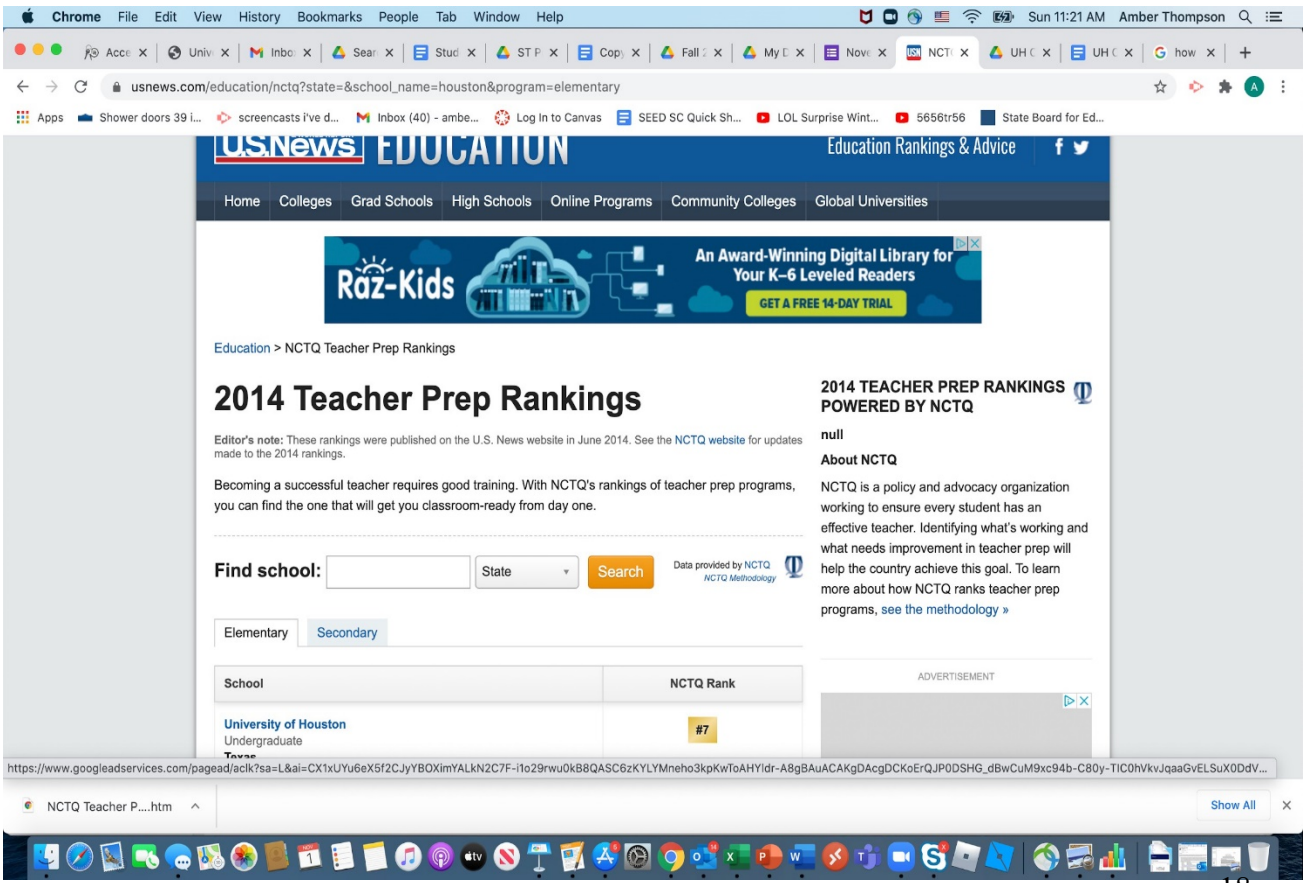
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TEACH FORWARD HOUSTON

FREQUENTLY ASKED QUESTIONS

1. ***What is the Teach Forward Houston program?***
   Teach Forward Houston (TFH) is a ground-breaking and prestigious fellowship developed in partnership by the forward-thinking leaders of Houston Independent School District and University of Houston. Together, we are working to ensure our schools are staffed with highly effective teachers who have a vested interest in improving their community through education. TFH Fellows will earn a B.S. in Teaching and Learning at the University of Houston, and ultimately return to the greater Houston ISD community for a minimum of four years as an HISD classroom teacher and instructional leader on the front lines of education.

2. ***Why should I be interested in this program?***
   If you have ever had a desire to teach and work with elementary or middle school students, are interested in attending a Tier 1 university, need help with tuition, and are interested in giving back to your community as part of a groundbreaking initiative, this is the perfect program for you. You will be part of a prestigious fellowship earning a Bachelor of Science in Teaching and Learning at University of Houston while also completing the requirements for a teaching certificate to teach either elementary or middle school children in Texas. In addition, TFH Fellows will receive coaching, mentoring, professional development opportunities, and continued support throughout the program.

3. ***What financial assistance will I receive?***
   You will receive $20,000 over four years to help pay your tuition. This is in addition to all federal and state financial aid that you receive. To qualify for TFH, all applicants are required to complete the FAFSA application.

4. ***What are the requirements?***
   Teach Forward Houston evaluates prospective fellows holistically, considering the following: the prospective fellow is an HISD senior with a good academic record as evidenced through test scores, GPA, and other factors. Additionally, prospective fellows must demonstrate participation in extracurricular activities and/or have served in leadership roles, and should have a deep desire to give back to their community through education. All prospective fellows must fulfill the admission requirements for University of Houston prior to being accepted into the Teach Forward Houston program. For more details on the application process and to apply, please visit the Teach Forward Houston website here.

5. ***What will I be teaching?***
   The 2017 Teach Forward Houston cohort will be placed in HISD classrooms with a focus on kindergarten through eighth grade.

6. ***What supports can I expect throughout the program?***
   Teach Forward Houston Fellows will receive program supports throughout their experience in the four-year degree program and also while serving as a teacher of record in HISD. HISD supports will include, but are not limited to, tuition assistance; designated summer-internship opportunities; prioritized hiring support; coaching and mentoring; cohort activities; and targeted and specialized professional development opportunities.

7. ***I have several hours of college credit. May I apply?***
   Yes, each student's credit hours will be evaluated upon acceptance to the program.

8. ***What happens at the conclusion of my teaching commitment?***
   While TFH Fellows will be free to choose the future direction of their career, we believe that the high-quality preparation and support the fellowship provides will position fellows for a sustained and successful career in teaching. Once selected as fellows, the TFH Fellows become lifelong members of a network of intellectual leaders.

9. ***What happens if I leave HISD before I fulfill my four-year teaching commitment?***
   Each year of teaching service equates to 25 percent of the supplemental HISD tuition (loan) to be forgiven, for up to four years. If a teacher leaves prior to their four-year commitment, they will be required to pay back the prorated percentage of the supplemental tuition that was received from HISD for the years of service not completed under the commitment.

For more information, email TeachForwardHouston@HoustonISD.org or visit the Teach Forward Houston website here.

TEACH FORWARD HOUSTON

University of Houston/SBISD ST2 Governance Meeting February 26, 2020

Meeting Outcomes

- Understand benefits of district and university partnerships
- Examine student teacher benchmarks for spring semester
- Review ST1 instructional performance expectations
- Share TC candidate performance data
- Share mentor teacher feedback
- Determine actionable next steps

Current Teacher Candidate Courses

EDUC 4511 (Student teaching)	ELED 4315 (Elementary Math Methods II)
CUIN 4332 (Literacy Assessment)	CUIN 4361 (Second Language Methodology)

**Student Teaching Conference, March 27th*

Teacher Candidate Evaluation Cycles

POP #1
January 10-February 14, 2020

Walk-throughs

Walk-through 1	Walk-through 2
January 2020	March 2020

Governance Meetings

Westwood ES/Shadow Oaks ES

October 29, 2020
February 25, 2020
TBD (To schedule today)

Mentor Meetings

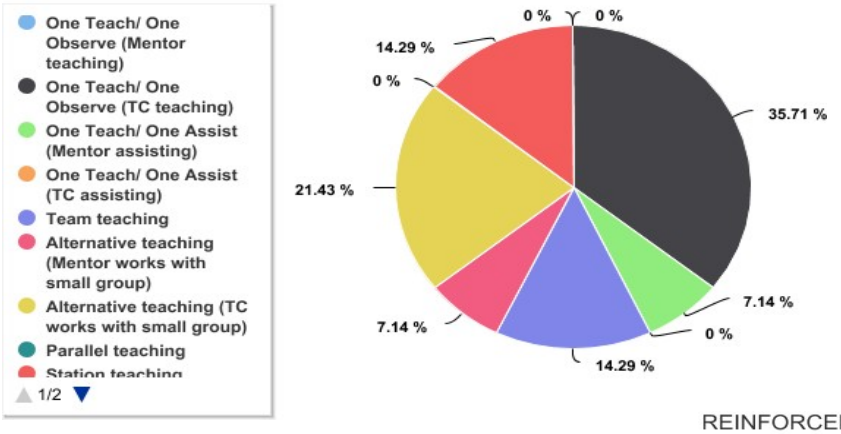
Westwood ES/Shadow Oaks ES

September 16, 2020
November 11, 2020
February 18, 2020

Walk-Through Visit Data

Walk-through #1: Co-Teaching Strategies Observed

Co-Teaching approach(es) observed Please select all th...



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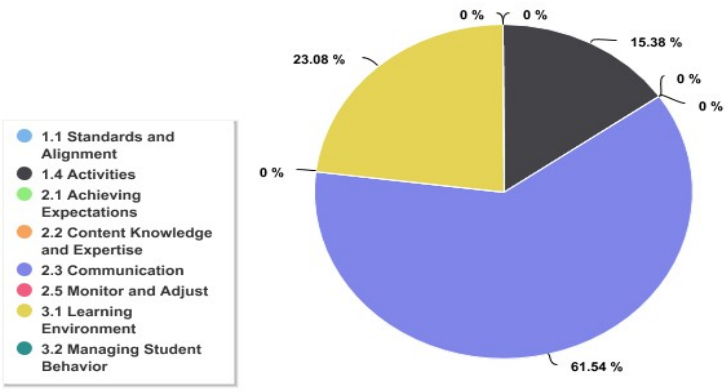
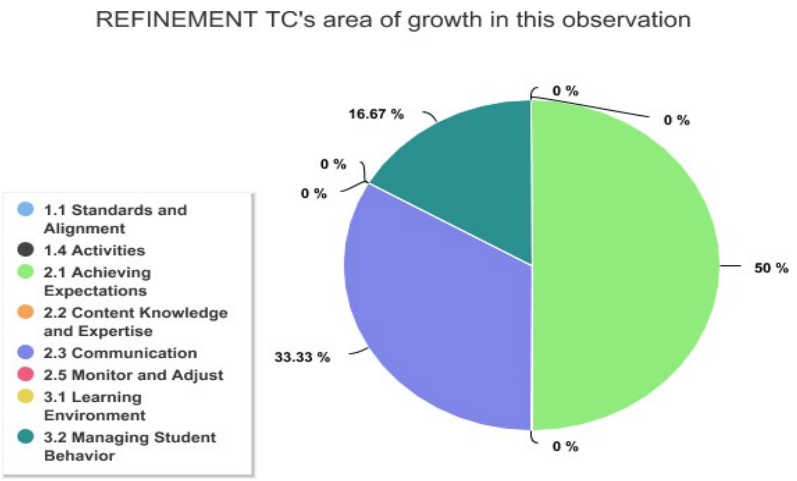


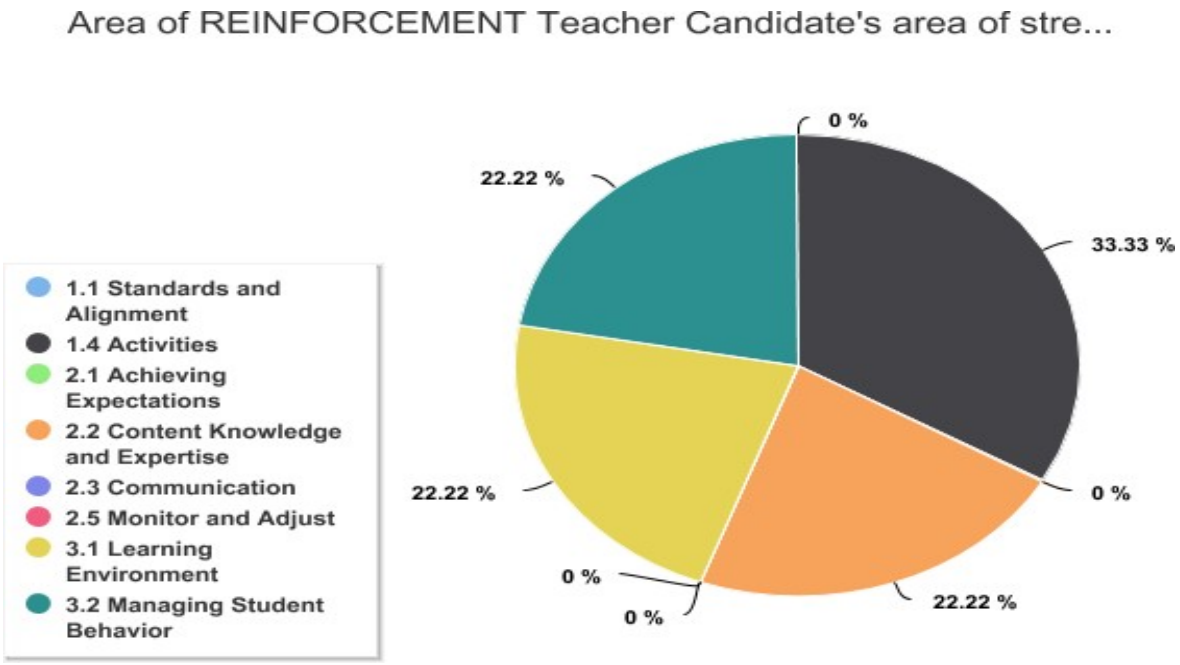
Walk-Through #1 Reinforcement

Walk-Through #1 Refinement



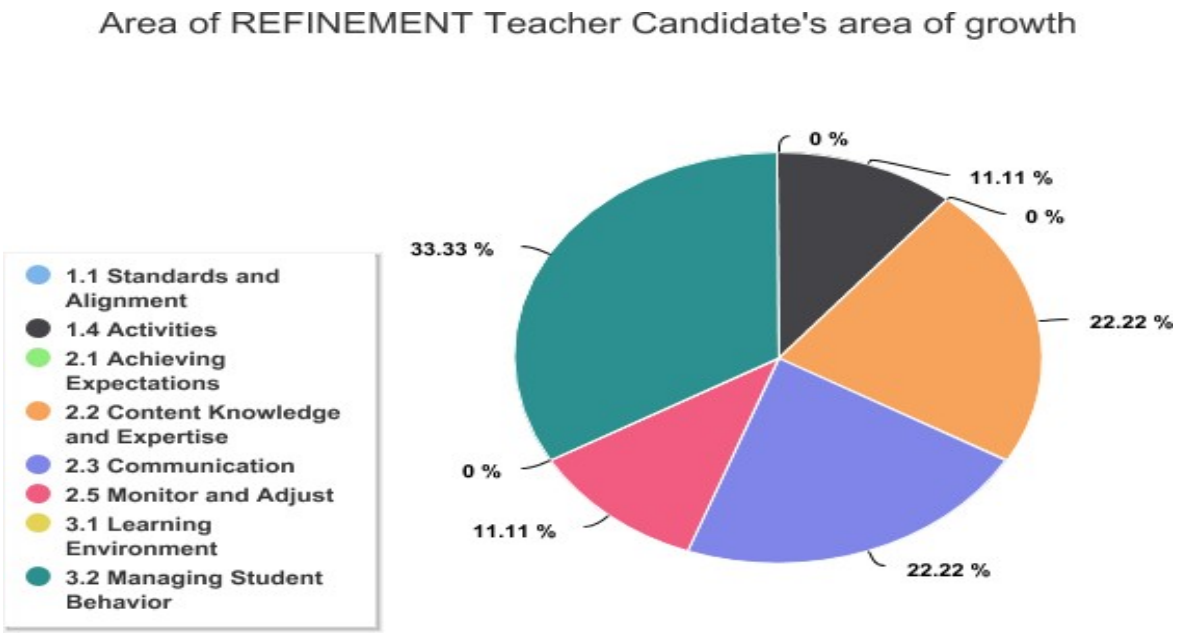
Mentor Teacher Feedback

Mentor Feedback-Instruction- Reinforcement



Mentor Feedback- Instruction- Refinement

Mentor Feedback- Instruction- Refinement



Mentor Teacher Meeting Agenda - Pasadena ISD

Date of Meeting: 10-19-20

Cohort: Pasadena ISD (Elementary)

Site Coordinator: Liz Ortiz

Location of MT Meeting: Zoom Meeting

Attendees: G. Sicilla, C. Simecek, D. Madrigal, N. Smith, K. Allbritton, N. Hutson, J. Singeltary

Purpose of the MT Meeting: The purpose of the Mentor Teacher Meetings is to bring University of Houston College of Education Representatives and Pasadena Independent School District Mentor Teachers together as a shared decision-making team. To ensure effective communication, we will continually assess the effectiveness of the program by reviewing teacher candidate data, feedback from you – the Mentor Teacher - and by providing needed support.

Agenda Items:

- How's it going? What's going well?
- Be sure to sign the TCs timesheet at the end of each week; be sure to check the virtual log
- Co-Teaching Model in a virtual setting
- Co-Teaching
- Progression of ST Responsibilities Guide
- Progression of Student Teaching Responsibilities
- Crucial Conversations
- Questions from Mentor Teachers

Dates to remember:

- Coaching Visit #2 taking place this week; Mini-Teach and Self-Evaluation as Prep for Coaching Visit 2
- Coaching Visit #3 will take place the week of Nov. 16-20
- TCs have two deadlines coming up: Nov. 6 eportfolio due E-Portfolio , Nov. 13 SEL assignment due **SEL Assignment**
- October Newsletter for TCs and MTs - November Newsletter coming soon!
- POP 2 window - Oct. 26-Nov. 20
- Nov. 15 - complete 3rd progress report
- TCs last day in the field is Dec. 4
- Next mentor meeting - Monday, Nov. 16 at 3:30 (Data Review)

Notes:
MTs shared that TCs are helping out so much with small groups, increasing contact time with students, and technology. They are helping students troubleshoot technology issues.

Next Steps:
Continue coaching TCs to prepare them for January hire.
Would you want them on your team or grade level? Coach them in those areas that need improvement.

University of Houston
POP Packet

During the POP Cycle (pre-conference, observation, and post conference), teacher candidates have the opportunity to enact instructional practices in the classroom, while receiving high-quality feedback and coaching. This packet will provide an overview of the steps for the POP Cycle and the materials that teacher candidates will need to be successful.

POP Cycle Steps

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Identify dates and time	Plan & Prepare	Pre-Conference	Lesson Delivery	Self-Evaluation	Post-Conference

Step 1: Identify Dates and Times

Communicate directly with your instructional coach and mentor teacher to schedule the:

- pre-conference (no less than 48 hours before the lesson)
- observation (to be videotaped for Self-Evaluation purposes only)
- post-conference (no less than 48 hours after the lesson)

Step 2: Plan & Prepare

- Collaborate with your mentor teacher to identify the standard & content for your lesson
- Identify the lesson's assessment and complete the following on the Student Achievement Chart (SAC) on page 10:
  - pre-assessment column
  - description of student work in each mastery category
  - complete an assessment sample at the MEETS level
  - Example Completed SAC Chart
- Prepare all materials required for lesson execution
  - Use one of the **lesson plan templates** and **backwards design** to plan your lesson
    - Direct Instruction Lesson Plan Template
    - Inquiry Lesson Plan Template
    - Differentiated Lesson Plan Template

Step 3: Pre-Conference

Use the following pre-conference discussion guide to prepare for the pre-conference:

Pre-Conference Discussion Guide	

Step 1:
 	
Preparation
	Teacher candidate brings all of the following to the pre-conference:
	• Access to state standards
	• Completed lesson plan
	• Teacher evaluation instrument
	• Assessment sample (*completed at proficient level*)
	• Student Achievement Chart (SAC):
	  ○ proficiency levels identified
	  ○ pre-test scores and student names
	• Lesson materials (*i.e. texts, manipulatives, links to websites/videos/apps, etc.*)
	• Ability to articulate most recent reinforcement and refinement areas (*performance assessments 2-4 only*)

Step 2:
 	
Standards and Objectives
	Teacher candidate will:
	• Read and explain the standard being addressed in the lesson
	• Explain the scope & sequence of the standard being addressed in the lesson with attention to the content and skills being taught:
	  ○ What was taught before the lesson being observed? Student outcomes (referencing the Student Achievement Chart)
	  ○ What will be taught after the lesson being observed? Expected outcomes?
	  ○ Was this standard addressed in prior grade levels? What is the difference in rigor?
	  ○ Is this standard addressed in future grade levels? What is the difference in rigor?
	• Explain the objective and sub-objectives for the lesson:
	  ○ Identify and explain the alignment of the objective's verb to that in the state standard
	  ○ Explain what students will know, understand, and be able to do at the end of this lesson
	  ▪ Explain relevance to students' real-lives and/or the real world
	  ○ Explain the lesson's sub-objectives, specifically identifying the following:
	  ▪ Connections to prior learning
	  ▪ New content knowledge and skills (to include content-specific vocabulary)

Step 3: Assessment and Materials	Teacher candidate will: Part 1: Assessment 1. Show the completed assessment at the proficient level 2. Explain: a. the alignment of assessment to the standard and objective (*with specific attention to verbs*) b. the mastery categories on the Student Achievement Chart c. how formative assessments will be used to check for understanding *throughout* the lesson d. how and why they will differentiate assessment(s) by citing evidence from the Student Achievement Chart and the teacher's knowledge of students Part 2: Materials 1. Show and explain the materials/resources students will access throughout the lesson 2. Explain: a. the overall structure of the lesson (*direct instruction, gradual release, 5E's*) b. the selection process/criteria for materials/resources (*i.e. provided in school curriculum, online research, mentor teacher, etc.*) c. the alignment of materials/resources to grade-level state standard d. how and why materials/resources will be differentiated in order to support ALL students in accessing grade-level content
Step 4: Instructional Design	Teacher candidate will: 1. Explain: a. how the lesson sequence increases in complexity as the lesson progresses--scaffolding for ALL students b. how specific instructional strategies will be utilized to teach the objective c. how student cultural heritage and interests are incorporated into the lesson d. how students will learn and have opportunities to use content-specific language in the lesson

Step 5: Instructional Delivery and Refinement Rehearsal	Teacher candidate will: 1. Rehearse how they will model for students - Tier I (*procedural - skill they need to teach*) and Tier II (*metacognition - think aloud approach*) 2. Explain a recent refinement area and actions that they are taking within this lesson to improve in this area 3. Rehearse the actions they will take to improve this area of refinement

Step 4: Lesson Delivery

- Lessons may be conducted via video, synchronously or asynchronously.
- Synchronous: They must be synchronous, if at all possible; and should be livestreamed through Zoom (the SC will set this up). If synchronous, SC will record via Zoom.
- If asynchronous, ensure a plan for recording is in place. See POP Cycle PPT.
- Deliver lesson (virtually or FF)
- Collect the assessment from all students at the end of the lesson for scoring and analysis

Step 5: Self-Evaluation

- Score student work and complete the remainder of the Student Achievement Chart (SAC) on page 10
- Based on your observation:
    - Document evidence for each dimension on the TC PA Evidence and Scoring Guide Document and score the lesson based on the Fall 2020 UH-T-TESS Rubric.
        - 2nd option for an Evidence and Scoring Document - You will need the **UH-T-TESS Rubric**. available if you choose to use this document.
        - Be sure to make a copy of the evidence and scoring documentyou choose before you begin documenting evidence.
    - In TK20, complete the Self-Assessment BEFORE the Post-Conference
        - Self-score for each of the 9 indicators
        - Reinforcement and Rationale
        - Refinement and Rationale
        - Actionable Next steps based on SAC scores from post-assessment of students.
- Be prepared to explain your selections based on:

- observable evidence
- student achievement

Step 6: Post-Conference
During your post-conference, you will be expected to take notes and document your areas of strength and growth, as well as next steps. Bring all materials required to the post-conference and use the following discussion guide to prepare for the conversation. Your SC will explain your scores DURING the Post-Conference. These scores will be posted to the official TK20 POP Cycle Form AFTER the Post Conference.

Post-Conference Discussion Guide	
Step 1: Opening	Based on my lesson delivery, the viewing of my video, and my reviewing of the student mastery outcomes, my overall impressions of my lesson are … The student data outcomes from this lesson are: ○ E (# and/or %) ○ M (# and/or %) ○ A (# and/or %) ○ F (# and/or %) Let me show you some student work samples as I explain observed misconceptions, errors, and/or trends My next steps for subsequent instruction include …
Step 2: Teacher Candidate Reflection	Reinforcement Area ● I have identified (insert instructional rubric indicator) for the lesson reinforcement … ○ The evidence to support this selection includes … Refinement Area ● I have identified (insert instructional rubric indicator) for the lesson refinement … ○ The evidence to support this selection includes …

Step 3: Instructional Coaching: Reinforcement	At this point in the conference, the instructional coach should reveal the area(s) that s/he has identified as the area for reinforcement. ● Based on the area of reinforcement the instructional coach has identified, the actionable next steps that I can employ for sustaining performance within this reinforcement area are … ● Sustaining these practices will positively impact student achievement and other instructional indicators by …
Step 4: Instructional Coaching: Refinement	At this point in the conference the instructional coach should reveal the area(s) that s/he has identified as the area for refinement. ● Based on the area of refinement the instructional coach has identified, the actionable next steps that I can employ for improving performance within this reinforcement area are … ● Improving these practices will positively impact student achievement and other instructional indicators by …
Step 5: Closing	To reiterate, my identified area of reinforcement is (insert instructional rubric indicator) and my actionable next steps for sustaining performance within this indicator are … To reiterate, my identified area of refinement is (insert instructional rubric indicator) and my actionable next steps for improving performance within this indicator are … At this point in the conference, the instructional coach and the teacher candidate reveal their scoring for all indicators (where applicable, the teacher candidate should share their recorded evidence regarding any score discrepancy of 2 or more points). NOTE: The instructional coach will post the official scores to TK20 following the Post-Conference. The instructional coach and the teacher candidate reveal their scoring for the Professionalism rubric and related next steps.

Student Achievement Chart (SAC)

Example SAC Chart Completed

TEKS Objective:

Lesson Objective:

FAME Mastery Levels	*Description of Student Workin each Mastery Category*	*Assessment Data Outcomes:*	Pre	Post
Exceeds	Description for 'Exceeds' the standard: Number Correct: Characteristics of student work:			
		Number of students:		
		Percent of Total class:		
		Student Names:		
Meets	Description for 'Meets' the standard: Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		
Approaches	Description for 'Approaches' the standard: Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		
Falls Far Below	Description for 'Falls Far Below' the standard: Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		

Scoring Guide for 4.2

5	4	3	2	1
Consistently sets and modifies meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.	Sets some short-term and long-term professional goals based on self=assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all	Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and	Sets short term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice.	Set low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over

Implements substantial changes in practice resulting in significant improvement in student performance.	professional goals resulting in improvement in practice and student performance.	student performance.		time.
		Brings all necessary documents to pre- and post-observation conferences. (LP, SAC, exemplary assessment, completed evidence documentation) Completes TK20 form before attending post conference.	Brings most necessary documents to pre- and post-observation conferences. (Missing 1-2 documents - LP, SAC, exemplary assessment, evidence documentation) Completes TK20 form after attending post conference.	Brings few necessary documents to pre- and post observation conferences. Does not complete TK20 form.