



2022-2023 Texas Educator Preparation Program Quality Review Pilot
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 13, 2022

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, December 13, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

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

Applicant Information

Organization CDN Campus ESC

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program 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 LOI 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.
- 2. The applicant provides assurance that 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Texas Educator Preparation Program Quality Review Pilot Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Texas Educator Preparation Program Quality Review Pilot Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that the legal authority/authorized official will actively participate in all stages of the quality review activities, including pre-review preparation, review, and post-review. Time commitment estimates are as follows:
 - Pre-review preparation (logistics calls, artifact gathering, scheduling and self-assessment): approximately 40-45 hours
 - Review: approximately 5-6 hours
 - Post-review (review of final report, focus groups): approximately 4-6 hours
- 6. The applicant assures a commitment of time, resources, and appropriate faculty to engage in the quality review activities and completion of related deliverables.
- 7. The applicant assures a commitment of time, resources, and appropriate faculty to participate in designated feedback sessions and up to 3 post-review check-ins with their technical assistance provider to support codification of a recommended Texas approach to quality reviews.
- 8. The applicant assures they will verify and approve the contents of the final report.
- 9. The applicant assures that they will commit to utilizing review findings to inform a local continuous improvement plan, aligned with the Texas Administrative Code and review findings.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The current mission of the Tarleton TEP is to provide an environment that prepares day-one ready teachers that every child in the state of Texas deserves in their classroom. Tarleton's EC-6 with ESL program underwent a TPI-US program inspection in October of 2019. The results in the five judgment areas were as follows: Quality of selection for teacher candidates - 2 (needs improvement), Quality of content knowledge and teaching skills - 2 (needs improvement), Quality of clinical placement, feedback, and candidate performance - 2 (needs improvement), Quality of program performance management - 1 (inadequate) , Quality of partnership performance management - 1 (inadequate)

During a cycle of continuous improvement and in partnership with US PREP, many areas of focus arose that needed to be addressed. For Tarleton State University, this occurred throughout the 3 years after that review. The goal of reinspection from an outside agency much like the TEA audit inspections for TEPs; find out what you might have missed and learn what you do not know about your program by looking at it from the inside. This reinspection of the Tarleton EC-6 Teacher Preparation Program can show the effect partnership with an outside transformational entity (US PREP) can have on an EPP, emphasize the importance of the five indicators and how they lead to success of an EPP if addressed in a CIP model, and serve as a pre-test/post-test model for TEA showcase the advantages of the initiatives they are putting

While the Tarleton EC-6 concentration area produces the most graduates, Tarleton's Curriculum and Instruction Department also prepares EC-3, 4-8 (multiple concentration pathways) and was one of the first public universities in Texas to develop a secondary education pathway within a College of Education. Tarleton's EPP has scaled the yearlong residency model to each of those pathways, and because of the proven effectiveness, the residency is the only clinical teaching experience available to students in those programs prior to graduation.

Tarleton's first TPI US inspection identified areas of weakness to address. A second TPI US inspection will allow the university to evaluate the success of the work that has been done and identify remaining areas that need improvement. Specifically, we have identified a need to understand and improve the preparation of candidates before they enter the yearlong residency. Some of those needs are a deeper dive into the lesson cycle and pedagogical practice prior to the residency, classroom management strategies, and a clearer understanding of theory to field practice in the early semesters. A TPI-US inspection will allow Tarleton to evaluate the transformed program and identify any remaining weaknesses within the judgment areas that remain to be improved.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Dean, College of Education - Primarily responsible for the successful implementation of the Teacher Education Program and associated curriculum.	Leadership in higher education/LEA partnerships, management of college level budget, program development, curriculum and education policy expertise, general supervision of multiple departments related to educator preparation.
Associate Dean for Planning, Assessment & Research - Provides supervision and leadership in EPP governance and yearlong residency development	Administrative and Leadership in grant program implementation, curriculum and education policy and practice expertise, EPP development historical context and program management knowledge.
Department Head, Educational Leadership and Technology - Provides grant expertise budgetary and grant	Application and management of numerous grants related to education and technology, grant budget management expertise, experience in EPP leadership and departmental leadership, background knowledge of program development.
Director, Educator Preparation Services - Oversight of certification, testing and placements for all teacher preparation programs and site coordinator roles	Management and supervisory experience of teacher preparation programs across the campus. Hires, trains and supervises site coordinators and site coordinator leads to supervise and train cooperating teachers and residents
Department Head, Curriculum and Instruction - Supervises and manages CHFS, EC-3, EC-6, 4-8, All Level Special Ed, Secondary, and bilingual TEPs.	Directly responsible for the C&I faculty training and the TEP curriculum within the department. Oversight and directs implementation of remediation and program improvements for all TEPs in the department.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Multiple performance measurement tools were developed over the last 3 years within the Tarleton EPP. Benchmarks were established, testing gateways put in place and data driven curricular changes to align with state standards and certification tests were instituted. However, it was recently discovered that earlier blocks of instruction, while aligned to state standards, may not be fully aligned to the new residency model rigor that has been established. The work toward ensuring that goal is accomplished begins this spring.

The department now desires to utilize the TPI US reevaluation to continue to transform our program, specifically the quality of selection for teacher candidates; quality of content knowledge and teaching skills; quality of clinical placement, feedback, and candidate performance; quality of program performance management; and quality of partnership performance management in blocks 1-2. While there have been major strides to improve all of these areas, reexamining the work put forth from an outside perspective will allow the EPP to improve even further and better prepare students in earlier blocks of instruction for success in the yearlong residency model. Tarleton's EPP has dramatically improved its graduate certified rate over the past 3 years (Currently 98.3%), however the curricular changes in the lower blocks of instruction could still be modified to improve this to a goal of 100%; an achievement no other Texas EPP of this size has accomplished. Strategies to accomplish this and other goals could be developed after a careful look by an outside entity examining curriculum, policy, and practice.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Course sequencing: The department of curriculum and instruction utilized district partners and teacher resident feedback during the yearlong residency pilot in order to sequence courses in a way to better serve residents in their senior year as they are teaching with their cooperating teachers. The department also redesigned courses during the yearlong residency in order to better meet the needs of the district, the teacher residents, and to utilize data from the field to inform instruction; however, the department now desires more rigor and the addition of Practice Based Teaching informed by performance data in blocks 1-2. The TPI US report in 2019 stated: The quality of content knowledge and teaching methods Needs Improvement (2). Specifically, "Further improving the quality of program coursework by developing a shared understanding and uniform research-based definition of all key teaching methods, such as classroom management, assessment, differentiation, and academic feedback and questioning. Coursework instructors should explicitly teach, label, and model each teaching method with frequent and strong connections to immediate practice using strategies such as simulations, video observations of candidates teaching and practicing the new learning, and role-playing with the intention that all candidates have more opportunities to learn how to accurately and successfully apply their coursework knowledge in the classroom so that students learning is consistently advanced." Practice-based teacher education has been offered as one solution to this problem. Over the past century, various iterations of PBTE have emphasized the importance of partnerships, alignment, and rehearsal in teacher education. One iteration of PBTE includes a "systematic focus on developing teacher candidates' ability to successfully enact high-leverage practices " (Zeichner, 2012, p. 378). Shifting the focus of teacher education from the knowledge of teaching to directed, enacted practice of actual teaching tasks and activities provides candidates with opportunities to regularly rehearse a small set of high-leverage teaching practices (Ball & Forzani, 2009). These practices can be further deconstructed into discrete components introduced gradually throughout the TEP with scaffolded support and feedback (Vartuli et al, 2016). Teacher candidates can achieve greater proficiency and transfer essential pedagogical skills through the creation of these simplified contexts (Dawson & Lignugaris/Kraft, 2017). Tools used to measure this performance include a cadence of rigorous observations and walk throughs conducted by highly trained site coordinators using a T-TESS rubric 12 times in the yearlong residency. The 4 formal observations include a pre-observation planning session, the observation, and a post-observation feedback session (POP) cycle. This includes an emphasis on calibration and collaboration to help us ensure a uniform experience for all Tarleton residents, regardless of home campus or clinical teaching placement.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The full funded amount for this grant will be used to fund the salary difference for work associated with grant management, the faculty and staff that collect the data for the inspection, and materials and supplies that are necessary during the site visit. A detailed synopsis of the grant budget is attached as a separate document. Previous experience with this inspection (and similar grants) format indicated that the general disbursement of funds as listed below will serve as most efficient:

\$1,302.00 - Indirect Costs

\$2,000.00 - Materials and Supplies

\$6,682.00 - Salary difference for work associate with grant management, data collection, & follow-up documentation

The other grants awarded with very similar budgetary needs included the The University-School Partnerships for the Renewal of Educator Preparation grant, and the HEB Foundation/Raise Your Hand Texas Emerging Partner grant. Both of these grants were program improvement grants awarded following the initial TPI US inspection and resulted in program recognition at the state and national levels for improvement and rapid scaling of initiatives in curriculum and field experiences to include fully scaling a yearlong paid residency model across the program. These two grants were funded at \$300,000 over 3 years and 50,000 per year for each year in the partnership respectively. The funding for both of these program improvement grants also included faculty and staff stipends for work outside of normal hours, which is not allowed for federal grants such as this one. Travel costs for presentations and conference attendance was also included in the two mentioned grants, but will not be necessary for the TPI US grant.

Program Requirements

1. Please provide a short narrative description of your programs visions and mission as it aligns to continuous improvement.

The current mission of the Tarleton TEP is to provide an environment that prepares day-one ready teachers that every child in the state of Texas deserves in their classroom. The vision to achieve that mission is through a lens of data driven decision making and best-practice instructional methodology used to prepare teachers in content knowledge, pedagogical soundness, educational classroom leadership and effective classroom management. The TEP currently uses a Continuous Improvement Process described below:

Prior to the 2019 TPI US program review, there was no mechanism in place for continuous improvement. Following the inspection, a cadre of leaders within the teacher education program met weekly in conjunction with US PREP to develop the yearlong residency, constantly review procedures and processes, design and build effective mutually beneficial governance with LEA partners, obtain student feedback, collect meaningful data from the field experience observations and rubrics, develop benchmarks and gateways, and create policy and MOUs that guided faculty, students and district partners. The meetings are still occurring and all aspects of the program are reviewed regularly for improvement possibilities. Recently, it was determined through examination of residency practices that the earlier blocks of instruction (prior to the residency year) needed to align more closely to the higher expectations that had been created with the residency model.

Any program is only as effective as the weakest component of the program. This is why every aspect of the TEP at Tarleton is continuously examined for ways to make improvements. This includes a fresh look at curriculum on a regular basis. For example, the 4-8 program concentrations were recently moved from the elementary education program to the secondary education program. This allowed for a closer alignment to the content and pedagogical standards based on feedback from teacher candidates in those concentrations, and testing scores. Based on ESL testing data, two more ESL courses were added to the course inventory for students wanting to pursue that supplementary certification. This will make any TSU teacher certified in ESL an expert in their future LEA. These two recent examples are just a glimpse to the hundreds of changes the leadership team, in conjunction with faculty and staff in the TEP, have made to continually improve the program.

Tarleton's TEP was a forerunner in the development of rubrics and procedures in the EdTPA replacement for PPR that did not manifest, and incorporated the best parts of that assessment into our own capstone course. Our rubric for the POP cycle and data collection method has been cloned by numerous universities across Texas. After hosting the US PREP Learning tour, numerous universities have asked for and received our secondary education curriculum as a model to mimic and use as their own. Our policy manuals, scoring rubrics, seminar scope and sequence, the Tarleton Teacher Work Sample capstone, feedback model, governance model, and our site coordinator funding model have all be shared with multiple universities wanting to begin a residency or secondary education program.

Tarleton was requested to provide multiple presentations at the TEA Yearlong Residency Summit in the summer of 2022, and has been asked to present at the capitol on the importance the residency model toward solving the teacher shortage, gave numerous presentations at CSOTTE on their TEP and was recently asked by Stephen F. Austin Univeristy to form a panel to discuss the benefits of a US PREP partnership. While these accomplishments do not speak directly to the CIP at Tarleton, they are indicative of a program that is robust and thriving that others would like to mimic. Always willing to share the best of what we do, Tarleton's TEP does not just want to improve our own program, but wants to impact teacher education across the state.

The TPI US reinspection would allow Tarleton to do just that. By pointing out other areas that could be improved upon, the TPI US team could help take our TEP to the next level. As part of our CIP, we desire the constructive feedback that will allow for even greater improvements to our program. Tarleton, more than any other university, has already proven that after one TPI US inspection, dramatic change is possible. We are excited about the opportunity to take it to the next level.

Program Requirements (Cont.)

2. Please review the proposed timeline for participating in quality review planning and preparation during spring 2023. Articulate your plan for how you will participate in the quality review process.

February 2023 - Kick-off Communication with approved technical assistance provider, TPI-US. Having previously worked with TPI US, we will schedule a mutually agreeable time for program evaluation that will allow for faculty & leadership interaction and interviews, time to meet with cooperating teachers, teacher residents, and school administrators, opportunity to attend a governance meeting, and allow for a complete curriculum review and examination of our current processes for continuous improvement and program self-assessment.

March-May 2023 - Engage in all quality review activity phases: pre-work and preparation, quality review, post-review summary and debrief. Key leadership, faculty and staff have already been identified in preparation for this phase of the grant. Materials that have been used to present our progress at other venues are now easily collectable for this phase.

Draft follow-up plan to address focus areas. Focus areas are why we are applying for this grant. With our leadership meetings already established, the intention is to prioritize any findings in order of program improvement impact. The higher the impact, the higher the priority. The team will then divide and conquer, much like we have in the previous 3 years.

Ensure Flexibility during April and May for completion of on-site quality review. We will ensure all personnel needed to complete the review are available when needed. The on-site review is one of the critical components of the overall review and one we will be ready for, once a date is set. As an institution that was previously inspected, we are familiar with the need to adjust to accommodate the on-site review process.

June-August 2023 - Complete reflection of quality review experience. Participate in up to 3 focus groups and/or check-ins to provide input on future potential Texas processes and tools. Tarleton's TEP has responded quickly and affirmatively any time we have been called upon by TEA, or our sister institutions of higher learning. Always team players, Tarleton's TEP will help lead the way in developing and implementing Texas processes and tools.

September 2023 - Participate in focus groups and checkins to finalize recommendations and input related to future potential Texas processes and tools. The hope is, that in conjunction with other TEPs across the state, Tarleton can take the current processes and tools to the next level across the state. Consistently and constantly setting the bar higher for all educators, both new and veteran, is the way to end the teacher shortage and ensure all children in this state get the education and the educators they deserve.

All leadership, faculty, and staff required to ensure the successful completion of the review process and develop subsequent plans and strategies to address the findings will be provided to ensure the conditions of the grant are met. More importantly, these personnel resources will be allotted and dedicated to the successful improvement of the program so that the preparation of Tarleton teachers is the best the state has to offer.

Program Requirements (Cont.)

3. Provide an outline of your process for using the results of the plan to support the continuous improvement of your preparation program.

After the results are published, using our current Continuous Improvement Plan model, a prioritized improvement plan with measurable data points will be developed by the leadership team in consultation with the faculty. The plan will then be implemented and monitored to ensure reasonable progress based on a timeline determined by the team. As high priority issues are addressed, continual monitoring and self-assessment will be put in place to ensure solutions are viable and sustainable, while lower priority issues are worked on.

After the previous TPI US review, Our work with US PREP addressed the focus areas identified by the review. The grant funding and support began in December of 2019. Tarleton requested and was granted an unfunded one-year extension with our US PREP Regional Transformation Specialist that expires in December, 2023. This also includes access to US PREP's team of experts, the coalition partner expertise, and any tools and help that could provide. The remaining time with those resources will allow for additional help and a more rapid shift in areas that may be determined for improvement from the TPI US program review process. During 2022, we transitioned from reliance on the high-level of assistance given toward the yearlong residency as we scaled to 100%, and our US PREP representative will now be freed up to help in beginning the tranformation required from any findings from the program review.

Ultimately, the Tarleton TEP team embraces the opportunity for feedback and improvement that rigorous program evaluation provides. We are committed to improving our curriculum, processes, policies, and procedures. It is our desire to correct anything that prevents us from providing the best prepared teachers in Texas.

Program Requirements (Cont.)

4. The quality review includes observation of teacher candidates in practice and communication with district and school leadership. Please note that the review teams seek to observe 10-12 teacher candidates placed with several different schools and/or partner districts. You may list up to 6 district partners. For each partner listed, please share:
- The final dates of the candidates’ clinical teaching or internship experience. The review must be conducted when candidates are teaching.
 - Any dates shared by the district when the EPP is not permitted on campus (e.g. STAAR testing dates, etc.). Again, to ensure the opportunity for TPIUS to observe candidates teach and be observed by their clinical supervisor

Six of the ten key districts used in the residency are as follows:

Huckabay ISD - Residents available February 15 - May 3, 2023 (Fall start yearlong residency)
Stephenville ISD - Residents available February 15 - May 3, 2023 (Fall and Spring start yearlong residency)
Granbury ISD - Residents available February 15 - May 3, 2023 (Fall start yearlong residency)
Glenrose ISD – Residents available February 15 - May 3 2023 (Spring start yearlong residency)
Ft Worth ISD - Residents available February 15 - May 3 2023 (Fall start yearlong residency)
La Vega ISD - Residents available February 15 - May 3 2023 (Fall start yearlong residency)

School administrators can be made available once a date is established for the review.

Many other districts are available for earlier blocks of instruction (prior to the yearlong residency), and four other districts within the residency are also available upon request of TPI US.

Interviews with cooperating teachers, teacher residents, and juniors (earlier blocks of instruction) can also be arranged if desired.

If desired, an LEA quarterly governance meeting could be arranged during the on-site visit as well. These typically last one hour and cover any issues that may be happening, data from observations and ways to improve the program based on district, teacher, and resident feedback.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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