



2018-2019 Grow Your Own Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID [redacted]

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)

04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name **KIPP, Inc.** CDN or Vendor ID **101813** ESC # **4** Campus # [] DUNS # **947950879**

Address **10711 KIPP Way** City **Houston** ZIP **77099** Phone **(832) 328-1051**

Primary Contact **Eldon Lewis** Email **elewis@kipphouston.org**

Secondary Contact **Kathryn Huntsman** Email **khuntsman@kipphouston.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Sehba Ali** Signature *[Signature]* Date **03/08/2018**

Grant Writer Name **Kathryn Huntsman** Signature *[Signature]* Date **03/08/2018**

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

701-18-106-071

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Fill hard to fill teacher vacancies with highly effective teachers by increasing the number of highly effective new teachers.	Expand high quality new teacher residency program by ten (10) teachers in 2018-2019 so that teacher candidates have a year on campus, shadowing a highly effective teacher, practice teaching in clinical teaching assignment, and taking IHE courses, before they are the lead classroom teacher in 2019-2020.
Lower the 33% teacher turnover rate by better preparing and producing more highly effective 1st year teachers so that they stay in the district longer.	Expand high quality new teacher residency program by adding ten (10) teachers, continue Education and Training career pathway courses at high schools, establish CTSO chapters at each 9-12th high school, observe and provide high quality feedback and support using a research-based instructional rubric.
Increase long term retention of highly effective teachers and instructional staff by increasing teacher retention.	KIPP Houston will provide career advancement opportunities, mentoring opportunities, instructional leadership training, leadership roles, and incentives for highly effective teachers so that they will stay in education and at KIPP Houston.

SMART Goal

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

Train ten (10) highly effective new teachers to fill positions that have been traditionally hard-to-fill by 1. enrolling ten (10) aspiring new teachers in a high quality new teacher residency program through an IHE/EPP in 2018-2019, 2. supporting the candidates with regular IHE coursework and a clinical teaching assignment at KIPP Houston aligned with research-based instructional rubrics, the Texas Essential Knowledge and Skills (TEKS), and State Board for Educator Certification (SBEC) standards, 3. hiring the new teachers for the 2019-2020 school year, and 4. continuing the high school Education and Training pathways including student CTSO clubs. Note: The highly effective rating is based on valid teacher evaluation scores in four areas of teaching: 1. Student Achievement, 2. Quality of Instruction, 3. Student Relationships, and 4. Self & Others (professionalism, commitment to mission, and alignment with values) are used to measure teacher effectiveness.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

1. Ten (10) new aspiring teachers will be enrolled in the new teacher residency program.
2. High schools will offer the Education and Training pathway courses.
3. High school teachers and students will have registered for and/or attended training related to establishing the CTSO chapters.

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

1. Ten (10) new aspiring teachers will continue in the new teacher residency program, attending classes, shadowing teachers, completing their practice teach, and starting to teach parts of lessons.
2. High schools will continue to offer the Education and Training pathway courses.
3. High school teachers and students will have formed, elected officers, and established regular pattern of meetings for their CTSO chapter.

Third-Quarter Benchmark:

1. Ten (10) new aspiring teachers will continue in the new teacher residency program, attending classes, shadowing teachers, completing their practice teach, and starting to teach parts of lessons.
2. Teachers who are on track to complete the program will be offered a lead classroom teacher position at KIPP for 2019-2020.
3. High schools will continue to offer the Education and Training pathway courses.
4. High school teachers and students will have attended and presented or competed at the CTSO chapter events.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project evaluation data will be collected on a monthly basis to track program implementation and effectiveness and to make mid-course adjustments as needed to ensure successful program implementation.

The program data which will be analyzed includes: 1. attendance of new teachers in training, at work, and on campus, 2. training session surveys, 3. observations of new teachers, 4. student math, reading, science, and social studies MAP/ACT/EOC data (student academic growth data), 5. campus TNTP surveys on school climate, 6. Education and Training course sequence status at each high school, 7. CTSO chapter progress reports from Education and Training course teachers and school administrators, and 8. financial progress on grant expenditures.

The Director of Talent and Recruitment, the Managing Director of Academics, and the Director of the IHE clinical teacher residency program will meet quarterly to review program data as outlined above. During this quarterly meeting, they will identify strengths and weaknesses and determine next steps, as needed, to make any mid-course corrections.

These suggestions and recommendations will be reviewed by the clinical residency program staff as well as the campus leadership teams so that program adjustments can be made, as needed. The Managing Director of Academics and Director of the IHE clinical teacher residency program will then follow-up on these recommendations by communicating with each level of school administration (Heads of Schools, School Leaders, Instructional Coaches, Lead Teachers, Department Chairs) and by visiting the campuses to see how the adjustments may have helped or hindered new teachers as they progress through the program.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Founded in Houston in 1994, the Knowledge Is Power Program (KIPP) Houston or KIPP Houston is a free, open-enrollment, not-for-profit, public charter school. Almost 90% of students at KIPP Houston are economically disadvantaged, over 98% identify as minorities, and 36% are English Language Learners. In this 2017-2018 school year, KIPP, Inc. (dba KIPP Houston Public Schools) serves 14,700 students in 28 schools, grades Pre-K to 12. KIPP Houston students come from the highest poverty, highest crime, lowest income, and most underserved areas of greater Houston. To date, 50% of KIPP Houston students have completed college, almost five times the rate of low-income students in Harris County.

To build the next generation of educators, KIPP Houston currently offers the coherent sequence of courses for students to gain a high school graduation endorsement in Public Service through the completion of the Education and Training pathway. KIPP teachers support the state curriculum standards utilizing supplemental materials as well as attending monthly regional professional learning as the Education teaching team. These monthly meetings serve to align the curriculum, develop assessments to support college readiness as well as develop a regional timeline for school organizations to collaborate. The sequence of Education and Training courses includes: 1. (9th) Professional Communications, 2. (10th) Principles of Education and Training, 3. (10th/11th) Human Growth and Development, 4. (11th/12th) Instructional Practices (2 credit course), and 5. (12th) Practicum in Education and Training (2 credit course). Five times per year, KIPP Houston holds an organized regional professional learning day during which time the Education teachers from each high school meet in their Professional Learning Community (PLC). The Education pathway teachers also have data days for a half day each month. The teachers bring an assessment, student data, and lessons. They plan their lessons and will be able to plan their activities for the new student organizations to develop a cohesive support model with each other. All training is wrapped around the research-based instructional rubric so that our Education teachers mirror the

As KIPP Houston continues to grow, the systems which are developed to recruit and retain high quality, high performing teachers from local communities are of utmost importance to both KIPP and to the greater Houston region. This year, 25 former KIPP students are working as teachers at KIPP and 75 former KIPP students have returned to KIPP Houston as staff members. The high school students in the Education and Training pathways have not participated in an Education and Training CTSO student organization to date. In order to begin, the lead CTSO teacher at each campus will be trained and attend a professional conference on the CTSO organization which best suits their school focus so that they are prepared to lead the student organization. The students and their advisor will attend a CTSO leadership conference related to the student organization and then attend a CTSO conference or competition in the winter/spring. Every KIPP Houston CTSO group will present a professional presentation at the conference either as a team or independently.

Current 8th and 9th graders will be recruited throughout the year for the Education and Career Pathways course sequence. 11th or 12th graders take the Instructional Practices and/or Practicum courses. We expect approximately 20 students at each high school to take Instructional Practices in 2018-2019.

Timeline for CTSO Activities: Step 1: Teacher will sign up for training or register conference in July/August. Step 2: The teacher will recruit the students into the student organization by the end of September. Step 3: The students will select officers by the end of October. Step 4: The students and teacher will apply for the chapter. Step 5: The organization registration fees and paperwork will be completed. Step 6: The students will maintain a chapter calendar, meet regularly, keep agendas and notes, and present their work once per year to their teacher leaders and administration in a professional presentation. The team will schedule the CTSO officers meeting once a month during one of these class periods, during lunch, or after school, depending on student schedules. We will recommend the CTSO officers be juniors or seniors to develop leadership skills. Many of the students participating in the CTSO group will be 9th and 10th graders who are enrolled in the earlier courses of the Education and Training pathway. Each high school student organization will be expected plan and execute at least one literacy enrichment service project annually such as a book drive, family reading night, library tour, assisting a mobile library at the elementary school, or a special reading day.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants times \$13,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification times \$11,000

Number of participants pursuing certification only times \$5,500

Total of above two lines

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools times \$3,000

Funding Request

Pathway 1

Pathway 2

Pathway 3

Education and training courses

Total grant funds requested

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
- The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
- The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
- The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgeted
1.	Teacher resident stipends	170,000
2.	IHE field supervisor	50,000
3.	CTSO club training, conferences, and Education course activities	12,000
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Total grant award requested 232,000

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

Ten (10) teacher candidates will participate in the program and receive the stipend.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- € The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- € The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population
- € The plan must also include a description of the Memorandum of Understanding (MOU) in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Process for identifying participants, including a stated desire and commitment to teach long-term in the region and/or district -

KIPP, Inc. (dba KIPP Houston Public Schools) currently operates 28 schools across the highest need, highest poverty areas of greater Houston. The current 14,700 students are categorized as follows: 65% Hispanic, 31% African-American, 2% Asian, 1% White, 90% economically disadvantaged, 7% Special Education, and 42% English Language Learners.

Due to the challenging locations and circumstances of KIPP schools, the last two years have seen high teacher turnover rates of 33% (2017 TAPR) and 31% (2016 TAPR) respectively. Although some turnover (about 3%) is attributable to promotions within KIPP Houston, much is attributable to teachers seeking employment in teaching assignments where they can teach in less risky and more desirable neighborhoods. As a result, KIPP Houston works hard to continue improving the work environment, strengthening the teacher support system, enhancing the regional leadership, and retaining teachers.

KIPP Houston will implement a rigorous and fair screening process for each teacher resident candidate. The process will include an initial residency application, online interview, transcript review, and all-day in-person interview. The in-person interview will consist of multiple interviews with school leaders and Relay (IHE) representatives, interactions with students, and an activity centered on culturally-responsive teaching. KIPP Houston will utilize rigorous questions and rubrics designed to select candidates who demonstrate grit, a growth mindset, and a passion for education. Candidates must be interested in teaching in low-income communities, and have the skill of building strong relationships with students. Two of the questions we ask are "why us" and "why teaching". These questions allow the team to identify highly motivated candidates. KIPP Houston specifically looks for teachers with the intention of staying long-term at KIPP and in high-need communities.

How the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population -

The teacher residency is one of the best tools we have for attracting, training, and retaining diverse, highly effective candidates who are essential to the success of students. In the last two years, KIPP Houston has increased underrepresented participation in the teacher residency program as follows: African American - from 42.8% (2017) to 51.2% (2018), Hispanic - from 17.8% (2017) to 22.6% (2018), Asian - from 3.5% (2017) to 4.7% (2018). Houston is one of the fastest growing and most diverse urban areas in the nation, growing by 283,239 people between 2010 and 2016 according to a Brookings Institute report (2017). The LA Times Article of May 9, 2017 further explains how many cultures, languages, religions, and peoples now live in and around Houston. At last count, more than 145 languages were spoken in Houston alone. This critical funding would allow KIPP Houston to continue increasing the percentage of underrepresented teacher candidates pursuing their teacher training and certifications, and, through this training, elevate the teaching profession. As part of KIPP Houston's recruitment strategy, the team also will contact professors of math and science to help recruit students for secondary STEM roles. High school assignments, STEM assignments, and higher poverty schools are all very hard to staff and such. This important program will provide diverse, effective teachers for hard-to-staff schools and hard-to-staff positions.

With the numbers of schools (28) and students (14,700) in KIPP Houston combined with the growth of population across schools, the residency program is critical to students receiving a high quality teacher. The Relay GSE and KIPP Houston teacher residency program has grown in the number of teachers who have accepted lead classroom teacher roles after their 1st year as follows:

2014-2015: 14 residents accepted lead teacher roles at KIPP Houston

2015-2016: 29 residents accepted lead teacher roles at KIPP Houston

2016-2017: 61 residents accepted lead teacher roles at KIPP Houston

Through this important funding, we will make a significant impact (10 additional teachers) on this critical need to fill teacher positions with highly effective, diverse teachers. Each year, the KIPP Houston recruitment team fills nearly 200 teacher positions. To ensure KIPP Houston students receive the highest quality education, the recruitment team will work tirelessly to attract candidates from backgrounds that mirror the student population. The team will recruit through the online platforms such as Handshake (online platform for recruiting), LinkedIn, on-line job search engines as well as through job fairs at universities and colleges across the state and nation including Howard University, Prairie View A&M, University of Texas – Austin, University of Texas – San Antonio, Texas A&M, Texas Christian, Blinn College, The University of St. Thomas, Sam Houston State University, Texas Tech University, Houston Baptist University, Baylor University, Trinity University, TFA School Leaders Conference, Texas State University, and the University of Houston. To ensure diversity, KIPP Houston will recruit at Historically Black College and Universities (HBCUs). The recruitment team will also maximize personal connections by providing incentives to staff for referrals who are hired and who stay with KIPP Houston for at least a year. Last year, KIPP Houston received hundreds of referrals through personal connections at KIPP Houston.

Description of the Memorandum of Understanding (MOU) in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend -

When a candidate is accepted into the residency program, they sign an agreement to stay with KIPP Houston for two years. This MOU agreement with the teacher candidate includes clear expectations and consequences for not meeting the expectations. The activities listed in the agreement include attending all Relay Graduate School of Education (the IHE/EPP) classes, deliberate practice sessions, evening classes, and monthly Saturday classes. In addition, the candidate must meet the assessment standards (called Gateways) as established in the program and the SBEC teacher certification exam requirements. If they do not meet these standards by the established dates or do not complete the program, they jeopardize their employment with KIPP Houston. If they leave the program, they will be required to pay KIPP Houston back for the tuition and fees incurred in the program. A candidate who completes the first year of the program as a teacher resident will complete at least one year as a full-time classroom teacher with KIPP Houston in the following school year.

IHE/EPP and LEA Partnership: Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

- € The plan must include a description of the quality of the IHE/EPP program.
- € The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.
- € The plan must also include a description of the MOU between the IHE/EPP and LEA.

The quality of the partnership between the IHE/EPP and LEA -

Relay Graduate School of Education (hereafter Relay GSE) is an independent, fully accredited, non-profit (501c3), Graduate School of Education as well as a fully licensed Education Preparation Provider (EPP) issuing Texas Teaching certificates and Master of Arts in Teaching degrees. Relay is also classified as an Institution of Higher Education (IHE). KIPP, Inc. (dba KIPP Houston Public Schools, hereafter KIPP Houston) is a 501c3 non-profit educational organization and an LEA (Local Education Agency) authorized to provide PK through 12th grade education in the state of Texas. KIPP Houston and Relay GSE work closely to continually monitor progress of the residency program. Relay GSE offices are housed at the KIPP Houston main office which greatly facilitates communication and work sessions. Some of the Relay GSE staff are previous KIPP teachers and staff. Relay GSE understands KIPP Houston's teaching philosophy as well as KIPP Houston's challenges. Relay GSE allows KIPP Houston a great deal of input. Both teams work together to ensure the training, curriculum, and practice align with what teachers are expected to do at KIPP Houston. Additionally, Dave Levin is a co-founder of both KIPP and Relay GSE and serves on Relay's national board. KIPP Houston's superintendent also serves on the Certification Advisory Committee. The mentor teachers who guide the residents at their campus often have graduated from Relay GSE which greatly strengthens the program. The Relay Teaching Residency Partner Handbook also provides written guidance for partners including the goals and description of the program.

The quality of the IHE/EPP program -

Relay GSE provides a mastery-based (minimum of 28 weeks) clinical teacher residency program where students have to demonstrate competency in order to receive their Masters in Teaching (MAT) degree and teacher certification. Relay GSE wraps instruction around a high quality, research-based instructional rubric to guide coursework and support so that residents, observers, and school leaders are all on the same page as to the best practices in instructional support and feedback.

Residency programs have shown evidence of effectiveness in several research studies. In one study of residency programs, those who completed the residency program improved their performance so rapidly that by their fourth and fifth years in the profession, their students outperformed those of veteran teachers in the same school and district. The same study also showed that the residency did positively impact the other desired outcomes of the program such as increasing the diversity of teachers (Papay, West, Fullerton, & Kane, 2012). Other residency programs have also shown positive impacts such as the Denver Teacher Residency, the Memphis Teacher Residency, and the Hunter College Urban Teacher Residency (UTRU, 2013). Relay and KIPP hold their teachers to a high standard of performance and have structured the residency program to exceed these expectations using research-based processes and practices. Candidates must demonstrate learning gains of at least one year for their students before they receive their MAT degree from Relay. During the program, each candidate is trained on exactly which student mastery and/or growth measures will be used in this regard.

While the traditional approaches to teacher training include the colleges of education and alternative certification programs that have provided teachers for schools, these systems have not produced a consistent flow of *highly effective* teachers who are successful in high-need environments, and who stay in teaching long-term (Dahlkemper, 2001). As an alternative to existing programs, KIPP and Relay have developed a systemic partnership to produce lasting excellence in urban education. This program hinges on a supportive, high quality, on-the-job training for a year on a campus prior to teaching as a career. This work is transformational not only for new teachers but for the campus system of teacher support.

Description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio -

Relay Graduate School of Education evolved out of a partnership between three highly successful charter networks serving students from under-resourced communities who previously attended low-performing schools: Achievement First, Knowledge is Power Program (KIPP) and Uncommon Schools. Drawing from the research-based best practices of those schools, Relay developed its on-the-job training protocols and sequence of study to transform schools through best-in-class instructional programs that empower aspiring and current teachers and leaders. Relay's on-the-job training program matches brand new teachers with seasoned professionals for a year-long supportive on-ramp into teaching. Together with a mentor teacher, new teachers hone their skills in the classroom while taking Relay courses toward their Master of Arts in Teaching (MAT) degree as part of this program. Relay's instructors are documented as highly effective in instruction with high need student populations and integrate every course with on-the-ground practice which Relay teachers can use the very next day or week on their campus. In the second year, the residents take on their own classroom as a full-time lead classroom teacher, while continuing to work toward their degree. Compared to a traditional approach, the on-the-job training provides the critical connection to sufficient, effective daily practice which is missing from most traditional colleges of education. Compared to an alternate certification approach, the on-the-job training provides time to learn and refine effective teaching strategies prior to being the full-time teacher of record. In a high need, high poverty environment, this practice is more essential than ever.

Every candidate and new teacher who is in the Relay/KIPP new teacher residency program has assigned to them 1. a core professor who teaches the core pedagogy and facilitates weekly deliberate practice sessions, 2. an adjunct professor who teaches the content whether it be Math, Science, ELA, Social Studies, Elementary Education, or other content areas, and 3. a faculty advisor— this person serves in year 1 to guide students through the residency year (the apprentice year under a master teacher) and serves in year 2 as the certification field supervisor. The ratio is maintained at 20 field residents to a field supervisor.

The schedule is as follows: graduate students receive 1. core pedagogy courses two times per week, 2. deliberate practice sessions one time per week, and 3. content pedagogy one Saturday per month aligned with the TEKS and SBEC certification standards. In year 1, five formal observations are conducted in their school. These are called Gateways and are explicitly taught throughout the program. Of the 5 formal gateway observations in year 1 – at least 3 are an observation of a whole lesson. Gateway benchmark assessments are scheduled at different times during the year so that the teachers-in-training (Year 1 of residency) and the new teachers (Year 2 of residency) are guided through the critical components of effective teaching. In the second year, the Gateway observations are of the whole lesson each time.

All Relay GSE field supervisors follow the same research-based, instructional rubrics and training as well as feedback structures. These align with the Relay GSE Gateway evaluation, content and core instruction, and field observation rubrics. The Relay GSE and KIPP teams spend time norming, finding exemplars, to ensure rubrics are valid so that all parties know exactly what to expect, how to evaluate, and how to provide feedback. This is also very aligned closely with the teacher pathways teacher evaluation rubric that KIPP Houston Public Schools utilizes to evaluate teachers. KIPP also provides instructional coaches for the weekly deliberate practice sessions to ensure alignment between KIPP and Relay GSE.

Description of the MOU between the IHE/EPP and LEA -

The partnership between the IHE/EPP (Relay GSE) and LEA (KIPP Houston) is a highly effective and strong partnership. Each year, KIPP Houston and Relay GSE review the MOU, make necessary adjustments and renew it through the contract and procurement processes. The 17 page-long MOU and scope of work outlines in great detail the program operational details including payment of tuition and fees, stipends, financial aid, communication, intellectual property, data and reporting, selection processes, resident responsibilities, deliberate practice session schedule, graduate coursework required, gateway assessment processes, criminal history check process, prohibited activities for residents, nondiscrimination regulations, drug-free workplace policy, as well as processes for working through any challenges or differences. These processes allow KIPP and Relay GSE to maintain a high quality teacher residency program which will provide minimum of 28 weeks of a clinical teaching residency experience for participants.