



2018-2019 Grow Your Own Grant Program

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

Texas Education Agency

NOGA ID []

Application stamp-in date and time

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 **Texas Woman's University** CDN or Vendor ID **061502** ESC # **11** Campus # [] DUNS # **068979848**

Address **PO Box 425619** City **Denton** ZIP **76204** Phone **(940) 898-3375**

Primary Contact **Dr. Donna Scott Tilley** Email **research@twu.edu**

Secondary Contact **Dr. Gina Anderson** Email **ganderson@twu.edu**

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 **Dr. Alan Utter** Signature Date **3/8/18**

Grant Writer Name **Dr. Gina Anderson** Signature Date **3/8/18**

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

701-18-106-077

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
Recruitment In the 15-16 AY, 96 out of 459 rural school districts reported no first-year teachers in their schools.	TWU will establish a teacher pathway with ISD high school TAFE programs by developing dual credit opportunities in education coursework, initiatives for high school graduates earning a teaching degree at TWU, and full-time teaching positions at students' alma mater.
Support During the 13-16 AYs, beginning teacher attrition was about twice as high for rural districts as for large districts.	Provide ongoing supervision & feedback to clinical student teachers using the state approved evaluation system and provide first-year teachers personnel access to TWU's New Teacher Academy induction program that focuses on individualized instructional and pedagogical topics.
Retention In 16-17 AY, avg. turnover was 19.2% in rural districts (16.4% TX) and avg. tenure was 7 years for rural districts (7.3% TX).	TWU will establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus. This program also provides district personnel access to TWU trainings and resources such as online courses and face-to-face trainings.

SMART Goal

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

- Goal #1 - By May 2019, the TWU teacher candidate will demonstrate a 20% increase on the Panorama student satisfaction survey at the end of the student teaching.
- Goal #2 - Number of improved ratings on the TWU Clinical Student Teacher Observation Form will increase by 10% for each candidate observation with an average rating of "proficient" in each domain by the last observation in May 2019.
- Goal #3 - By June 2019, Era ISD & Gordon ISD will commit to hiring at least one TWU teacher candidate for the 2019-2020 AY and beyond.
- Goal #4 - By June 2019, Era ISD, Gordon ISD, & TWU will establish a partnership where TAFE students will receive innovative financial incentives when pursuing teacher certification at TWU.

Measurable Progress

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

First-Quarter Benchmark:

- Goal #1 - During the third formal observation, the TWU clinical student teacher will score an average of "3" in each domain on the Panorama student satisfaction survey to establish a baseline for this goal.
- Goal #2 - The TWU clinical student teacher candidate will establish baseline with an average rating of "needs improvement" in each domain after the first formal observation from the Cooperating Teacher and University Supervisor.
- Goal #3 - Beginning October 2018, develop a data sharing/needs assessment between TWU, Era ISD, and Gordon ISD to begin sharing common employment needs with the needs of each school district.
- Goal #4 - Beginning October 2018, TWU will begin steps to develop an articulation agreement for high school students enrolled in the Education and Training programs at Era and Gordon ISDs to receive a waiver for EDUC 2003 - Schools in Society. This includes, but is not limited to, reviewing staff credentials and high school syllabi.

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

Goal #1 - During the sixth formal observation, the TWU clinical student teacher will score an average of "3.5" on the Panorama student satisfaction survey.

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

Goal #3 - Beginning March 2019, begin identifying employment needs with each participating school district for the 19-20 AY.

Goal #4 - Beginning March 2019, identify TAFE high school students who are ready to apply to TWU to earn a bachelors with teacher certification. At least two students from each district will commit to TWU to earn their certification.

Third-Quarter Benchmark:

Goal #1 - During the final formal observation, the TWU student teacher will score an average of "4" on the Panorama student satisfaction survey.

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

Goal #3 - Beginning May 2019, begin identifying TWU candidates for employment consideration for the 19-20 AY.

Goal #4 - Beginning May 2019, provide financial support to at least two TAFE high school students ready for application to TWU to earn a bachelors with teacher certification. The TWU educator preparation program will waive the EDUC 2003 course for each TAFE graduate enrolled for Fall 2019 and cover any application fees to the University.

Project Evaluation and Modification

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

Era and Gordon ISDs, and the TWU grant coordinator (GC) will gather quarterly data to determine the progress of the TWU GYO program are implemented as planned, and assess their impact on the targeted population. The GC will collect quantitative and qualitative quarterly data to assess the progress and final outcome of the grant. Data collected formatively and summatively will describe how students, teachers, and districts are affected by the grant activities and its potential sustainability.

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

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

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

Statutory/Program 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.

Era and Gordon ISD have existing TAFE programs that include Instructional Practices and/or Practicum in Education courses. Because each school district has shown a need to attract and/or retain highly-qualified STEM teachers, enhancing their TAFE chapter at each school district concurrent with establishing a teacher pathway program may decrease the teacher attrition rate not only in these select school districts but rural and suburban districts as well.

The TWU grant coordinator will identify a TWU university faculty member to support the current TAFE chapter sponsors. Next, the designated TAFE sponsor will attend the TAFE Advisors' Workshop for training on how to effectively manage and enhance a TAFE chapter. With the support from fellow teachers, faculty members, region president schools, region mentors and administrators, the TAFE sponsor will begin updating their constitution, encouraging and recruiting middle and high students to join, recommending members, etc. Funds earmarked from this grant will pay state dues, travel commitments, and obtain an Advisors' Handbook for the TAFE sponsor.

Once the constitution is approved, the TWU faculty member and the TAFE sponsor will develop a sustainability plan with a few core TAFE students. These students will assist in recruiting others in the middle schools. Also, mirroring the successful TWU/Teach Denton collaborative model—a program that provides a career path for Denton ISD students to become Denton ISD teachers—the TWU faculty member and TAFE sponsor will begin identifying Era and Gordon ISD students, in grades K-12, who exhibit natural talents and traits. Once identified, Era and Gordon ISD will provide mentor support to those identified Era and Gordon ISD students who would be excellent candidates for this program.

The TWU faculty member and TAFE sponsor will create a process where an ISD teacher can recommend a student for this program. Potential candidates are eligible if they are student in good standing in their district and exhibit natural teacher talents and traits as identified using a tool such as Holland's (1997) Picture Interest Career Survey, which is a child's career assessment tool. Active participants in this teacher pathway program will (1) discuss with the Education and Training teacher careers in Education, (2) receive assistance with college scholarship applications and the admissions processes, and (3) be given priority with Era and Gordon ISD Human Resources upon TWU college graduation and certification for potential education career opportunities.

Lastly, TWU's New Teacher Academy, an induction program that supports recent graduates as they transition into their first few years of teaching through tailored professional development, will serve as professional development support for Gordon and Era ISD teachers and a platform for TAFE students to interact with novice teachers. The NTA serves as a mechanism of support regarding challenging practices that new teachers struggle with the most (classroom management, etc). Furthermore, the NTA will enhance TAFE students knowledge of effective pedagogical practices and further propel their excitement for entering the profession.

The benefits of identifying K-12 students who display teacher dispositions will: (1) increase the number of students in education & training classes, (2) monitor the number of former Era and Gordon ISD students who then return to their childhood communities as teachers, (3) increase diversity of new teachers hired to reflect the demographics of the community. Students in education pathways in high school could service as a quality source to fill vacant positions and reduce the district's attrition rates. Identifying future teachers in high school, if not younger, could be mentored at an early age and possibly employed later in area schools. The GYO program requires at least two high school students from each participating high school participate in the statewide TAFE conference and attend at least one competitive event. If selected to participate, the GYO grant will financially support these high school students at the competitive events.

Holland, J. L. (1997). Making vocational choices: The theory of vocational personalities and work environments (3rd Ed). Lutz, FL: Psychological Assessment Resources, Inc.

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. 4 participants (\$15,000) - 6200	60,000
2. LEA High Schools	
3. State Conference Travel (2 TAFE Sponsors and 4 HS students) - 6400	1,130
4. Summer Leadership Workshop (2 TAFE Sponsors and 4 HS students) - 6400	1,200
5. Teach Tomorrow Summit (2 TAFE Sponsors and 4 HS students) - 6400	1,130
6. Officer Training Workshop (4 HS students) - 6400	1,130
7. TAFE Teacher Leader's Workshop (2 TAFE Sponsors) - 6400	1,200
8. TAFE Organization Supplies, Incidentals, Materials - 6300	210
9. IHE Supervisor (2 TWU Supervisors) - 6400	10,000
10. New Teacher Academy Registr. & Resources (Era & Gordon ISD New Teachers, TAFE Students - 6400	4,100
11. Gordon and ERA ISD Cooperating Teacher Stipend (N=4) - 6291	8,000
12. TWU Pioneer Preview Day (Travel and Meals for TAFE Families) - 6400	2,000
13. Orientation & EPP Application Fee Reimbursement for TAFE Students (15 @ \$200) - 6400	3,000
14. ApplyTexas.org Fees for Graduating TAFE Students (Era and Gordon ISD) (15 @ \$60) - 6400	900
15. Administrative Costs	
16. Grant Team Research and Data Collection	432
17. Grant Team Travel for in-state conference presentations of research	4,000
18. Master's Level GRA @ \$14.92/hr	2,148
19.	
20.	
21.	
22.	
23.	
24.	
25.	
Total grant award requested	100,580

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.

4 teacher candidates will participate in this program; 2 who will complete the year-long clinical teaching assignment in Era ISD, and 2 who will complete the year-long clinical teaching assignment in Gordon ISD.

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.

The recruitment and selection plan for this grant project was developed specifically for Era and Gordon ISDs; two rural districts who currently have high attrition rates and/or hard-to-staff certification areas. Teacher attrition rates were reported as 15.5% for Era ISD and 24.5% for Gordon ISD. The state average is 16.4%. Both districts identified secondary Math and Science as hard-to-staff areas, and secondary English Language Arts in Gordon ISD and Foreign Languages in Era ISD were also identified as hard-to-staff areas. Texas Woman's University (TWU) teacher candidates who wish to participate must meet the following requirements established by TWU's Educator Preparation Program (EPP) in conjunction with the Texas Education Agency (TEA): for undergraduate teacher candidates, a minimum 2.75 overall grade point average for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the Interdisciplinary major and the Education minor; must have passed all of the certification exams and be in good standing with the university. Graduate teacher candidates must hold a minimum 2.75 overall grade point and a 3.0 on their last 60 semester credit hours for admission; satisfactory completion (grade of "C" or better) of all course work leading to degree and certification requirements in the graduate program; must pass all of the certification exams and be in good standing with the university.

TWU teacher candidates must also complete an application and write a 500-word essay expressing their interest in and rationale for teaching in rural communities. Other potential indicators will be evidenced by two letters of recommendation that affirm the candidate's professional knowledge, skills, and dispositions. Candidate diversity will be documented on the application and will be considered in relation to the district partner's student population during the selection process. TWU's teacher candidates help comprise one of the nation's most diverse university campuses, according to U.S. News and World Report (<https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>). Financial need of the teacher candidate will also be considered. Furthermore, the certification area of the candidate and the district's staffing needs will match. Finally, the application will require the teacher candidate to sign a statement acknowledging his or her commitment to return to the district for a minimum of one year in a full-time teaching position (contingent upon staffing needs), as a condition of receiving the stipend.

The recruitment of future teacher candidates will include a teacher pathway for Era and Gordon ISD Education & Training high school program completers. This will include the development of dual credit opportunities in education coursework, initiatives for high school graduates completing their teacher preparation at TWU, and agreements with Era & Gordon ISDs to provide full-time teaching positions for these teacher candidates, based on staffing needs.

The Memorandum of Understanding (MOU) will include:

TWU Educator Preparation Program Responsibilities:

- Enact SMART goals to:
 - Increase teacher candidate satisfaction of the clinical student teaching experience
 - Increase improvement/ratings on the TWU Clinical Student Teacher Observation Form
 - Increase hiring of TWU candidates in Era and Gordon ISD
 - Establish partnership pathway with financial incentives for Era and Gordon ISD TAFE students who pursue teacher certification at TWU.
- Provide high quality supervision and feedback to clinical student teachers using the state approved evaluation system.
- Provide a TWU university faculty member to support current TAFE chapter sponsors.
- Share end-of-grant survey data.
- Establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus.
- Provide district personnel and TAFE student access to TWU's New Teacher Academy induction program that focuses on individualized instructional and pedagogical topics.
- Provide professional development and resources such as online courses and face-to-face trainings to district personnel as needed.

- Continue teacher pathway assistance and partnership as appropriate, beyond the life of the grant.

TWU Teacher Candidate Responsibilities

- Abide by all of the TWU EPP requirements and TEA Code of Ethics.
- Demonstrate professional dispositions at all times.
- Commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend.
- Attend TWU's New Teacher Academy induction program.
- Attend/support TAFE/FCCLA related events.

Era and Gordon School District Responsibilities

- Provide high quality cooperating teacher supervision.
- Develop hiring needs assessment.
- Share data and employment needs with TWU to sustain the GYO pipeline.
- Complete end-of-grant survey to evaluate effectiveness of the program.
- Provide full-time teaching positions for the grant participants/teacher candidates, based on staffing needs.
- Identify professional development and resource needs such as online courses and face-to-face trainings that TWU may provide to district personnel.

TAFE Sponsor/Program Responsibilities

- Partner with TWU faculty member to enhance quality of the TAFE chapter.
- Attend the TAFE Advisors' Workshop for training on how to effectively manage and enhance a TAFE chapter.
- Participate in statewide TAFE conference and attend at least one competitive event.
- Identify at least two TAFE high school graduates to attend TWU to complete degree leading to teacher certification.

The MOU will also include official signatures.

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 partnerships between TWU's Educator Preparation Program (EPP) and Era and Gordon ISDs is underscored by TWU's rich history as a leader in the field of education, commitment to advanced technologies, advancement of innovative degree programs inclusive of field-based learning, access to test preparation resources, implementation of professional dispositions, documentation of TWU teachers' high retention rates, and continued support for teacher candidates post-graduation.

In 1906, TWU became the first institution in Texas authorized to issue teaching certificates to graduates who completed an approved program of study. In 1917, TWU became the first Texas college to add a kindergarten teacher training program, and in 1920, began nursery school teacher training and offered the first fully equipped nursery in Texas. In 1924, a B.S. degree in Kindergarten Teaching was awarded and included training for public school music teachers. The tradition of outstanding leadership in the field of education continued through the 1940s, as TWU added a Master of Arts degree in Education, and created a demonstration school where students could perform supervised teaching, quickly becoming a center for excellence in the development of curricula in art and music for the public schools in Texas. Since that time, TWU has continued to lead in the field of education through multiple "firsts", such as its doctoral programs in Reading and Library Science, development of the Reading Recovery Training Center, and development of the Bilingual Education Action (BECA) program in 1969. This groundbreaking program works in partnership with local Texas school districts to provide university training for teacher aides working in bilingual classrooms.

Four high-tech labs underscore Texas Woman's investment in producing teacher candidates who are well prepared for the 21st century classroom. In 2013, TWU was the first institution in Texas to implement the TeachLive™ lab, a mixed-reality approach for preservice teachers to develop and practice behavior management and instructional skills. Since implementing TeachLive™, TWU has been the first institution in the nation to add a Spanish-language component to aid in the preparation of teachers who will work with Spanish-speaking children and adults. A second lab, known as the Future Classroom Lab (FCL), is the only one of its kind in the United States. TWU is the only U.S. partner of the European Schoolnet, the international consortium of educator organizations, who created the lab design. The FCL is used to help prepare new teachers effectively use technology in the classroom. The third 21st Century Teaching Lab utilizes technology to prepare teachers and administrators, and the fourth lab, known as the Family Sciences Lab, invites student collaboration and promotes critical thinking skills.

In 2017, TWU expanded its certification programs and now offers the first degree program of its kind in Texas: A B.S. in Interdisciplinary Studies degree leading to three certifications concurrently. The "triple crown" degree plan leads to certification in Early Childhood-6th Grade Core Subjects, Special Education, and English as a Second Language. TWU's EPP offers a total of thirty-three certifications, both initial and professional/advanced. TWU's EPP also provides high quality educator preparation through the Barnes & Noble Reading Program and the Summer Clubhouse Program where teacher candidates facilitate hands-on experiences for children in the Denton community and for children of TWU students living in family housing through tutoring, active reading, instructional games, and arts and crafts.

The TWU TExES Prep (Preparation and Review for Educator Proficiencies) Center is a service for current and former students as well as community members. The Center provides preparation manuals, online resources, practice exams, and workshops in order to facilitate successful TExES exam results. Most of the resources can be accessed through a mobile app for both Apple and Android platforms. Our students typically achieve an overall pass rate of 96 percent on the TExES Pedagogy and Professional Roles and Responsibilities exam — meaning they are well prepared to make an impact in the classroom.

Professional dispositions are a vital component to teacher preparation. Teacher candidates are expected to develop and practice attitudes, values, beliefs, and dispositions throughout their preparation as professional educators. Upon entering the EPP, candidates sign a commitment contract acknowledging their awareness and understanding of the professional dispositions. Over the course of their preparation program, candidates are evaluated to ensure they are upholding the standards spelled out in the dispositions for teaching policy.

The early identification of K-12 students who exhibit the natural talents, traits, and dispositions of becoming a teacher will support the collective goals between both the LEA and IHE in this partnership.

Educator preparation does not end after graduation at TWU. In 2014, TWU created its New Teacher Academy (NTA) for graduates of TWU's EPP in their first three years of teaching for enhanced professional development in effective and innovative instructional practices, technologies, and resources, including in-service mentoring. 300+ teachers have benefitted from the professional development provided during the NTA, and several graduates from TWU's EPP have facilitated the sessions and served on panels. NTA evaluations indicate that 100% of participants agreed that they have greater confidence in their ability to be successful their first year in the classroom as a result of participating in the NTA. Moreover, participants agreed that additional information learned through their participation in the NTA added to their depth of knowledge in effective pedagogical practices and in turn, would aid them in being successful during their first year of teaching. The NTA will be an integral to the quality of the IHE/LEA partnership. First year teachers and TAFE students from Era and Gordon ISDs will have access to this induction program so that they may receive instructional and pedagogical support.

After beginning their teaching career, our graduates are more likely to stay on the job. TWU Teacher Education graduates have the highest retention rate among 56 universities in Texas served by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE), according to Performance Analysis for Colleges of Education (PACE) data. For the past four years, our teacher education graduates have the highest retention rate in the proximal zone of professional impact (PZPI), a seventy-five mile radius that includes the Dallas/Fort Worth Metroplex and Region 11, when compared to all of the other public and private university EPPs and nonprofit and for-profit Alternative Certification Programs. Because retention is such a significant indicator of this EPP's quality, it will also be enhanced by the partnership with the LEAs. TWU will establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus. This program will also provide district personnel access to TWU trainings and resources such as online courses and face-to-face trainings; many of which can be used for continuing professional education credit.

TWU's EPP, as situated within an institute of higher education (IHE), is dedicated to preparing high quality educators to support the needs of diverse learners in PreK-12 schools. The program structures, curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio, also underscore the quality of the partnership between the EPP and Era and Gordon ISDs. TWU's EPP is committed to preparing teachers for entry and sustainability into K-12 schools who demonstrate knowledge of pedagogy and professional responsibilities relative to the classroom, school and community. In such, the content area and pedagogical coursework is carefully constructed and continuously updated to align with TEA, INTASC, T-TESS, and TExES PPR standards. Moreover, the coursework includes extensive field practicum hours which allow teacher candidates to put their knowledge and skills into practice. The typical TWU teacher candidate completes 115 hours of field experience prior to student teaching. The close relationships with school district personnel enhance the authentic, clinical student teaching experiences which result in full-time teaching positions following the preparation program. During the clinical student teaching experience, TWU's candidates are paired with distinguished cooperating teachers who serve as mentors during the day-to-day operations of the clinical student teaching experience. TWU works collaboratively with school district personnel to identify and select seasoned educators who help mentor and mold beginning teachers. In tandem with the cooperating teacher at the campus, TWU employs accomplished university supervisors to assist in the development of the clinical student teacher. Our 2016-2017 clinical student teacher to university field supervisor ratio was 8:1 in comparison to the state ratio of 11:1, which contributes to the quality of the supervision. The clinical student teaching evaluation protocols are aligned to T-TESS standards and include formal and informal observations from the university supervisor and cooperating teacher. If a teacher candidate experiences challenges during the placement, the student, cooperating teacher, university supervisor, Director of the Office of Clinical Practice, and faculty advisor collectively develop a Student Improvement Plan that allows for the teacher candidate to address and improve his/her practice. TWU's EPP continually analyzes clinical student teaching data in an effort to maximize the

experience and ultimately better prepare teacher candidates for the induction years of the profession and beyond.

The Memorandum of Understanding (MOU) will include:

TWU Educator Preparation Program Responsibilities:

- Enact SMART goals to:
 - Increase teacher candidate satisfaction of the clinical student teaching experience
 - Increase improvement/ratings on the TWU Clinical Student Teacher Observation Form
 - Increase hiring of TWU candidates in Era and Gordon ISD
 - Establish partnership pathway with financial incentives for Era and Gordon ISD TAFE students who pursue teacher certification at TWU.
- Provide high quality supervision and feedback to clinical student teachers using the state approved evaluation system.
- Provide a TWU university faculty member to support current TAFE chapter sponsors.
- Share end-of-grant survey data.
- Establish an Ambassador/Mentor Program to monitor the progress of all new TWU certified teachers in the district and/or campus.
- Provide district personnel and TAFE student access to TWU's New Teacher Academy induction program that focuses on individualized instructional and pedagogical topics.
- Provide professional development and resources such as online courses and face-to-face trainings to district personnel as needed.
- Continue teacher pathway assistance and partnership as appropriate, beyond the life of the grant.

TWU Teacher Candidate Responsibilities

- Abide by all of the TWU EPP requirements and TEA Code of Ethics.
- Demonstrate professional dispositions at all times.
- Commit to return to the school district for a minimum of one academic year in a full-time teaching role, as a condition of receiving the stipend.
- Attend TWU's New Teacher Academy induction program.
- Attend/support TAFE/FCCLA related events.

Era and Gordon School District Responsibilities

- Provide high quality cooperating teacher supervision.
- Develop hiring needs assessment.
- Share data and employment needs with TWU to sustain the GYO pipeline.
- Complete end-of-grant survey to evaluate effectiveness of the program.
- Provide full-time teaching positions for the grant participants/teacher candidates, based on staffing needs.
- Identify professional development and resource needs such as online courses and face-to-face trainings that TWU may provide to district personnel.

TAFE Sponsor/Program Responsibilities

- Partner with TWU faculty member to enhance quality of the TAFE chapter.
- Attend the TAFE Advisors' Workshop for training on how to effectively manage and enhance a TAFE chapter.
- Participate in statewide TAFE conference and attend at least one competitive event.
- Identify at least two TAFE high school graduates to attend TWU to complete degree leading to teacher certification.

The MOU will also include official signatures.

