



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

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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 Texas Education Agency
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 Austin, TX 78701-1494

Application stamp-in date and time

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 GRANTS ADMINISTRATION

Grant Information

Grant Period to (Pathways 1 and 2)
 to (Pathway 3)

Program Authority

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 CDN or Vendor ID ESC # Campus # DUNS #
 Address City ZIP Phone
 Primary Contact Email
 Secondary Contact Email

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 Signature Date

Grant Writer Name Signature Date

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

701-18-106-120

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
West Oso ISD (WOISD) student demographics is: 87.8% Hispanic 9,4% African American, 2.2% White	The ethnicity of the students in the COEHD at TAMUCC will help WOISD increase the diversity of their teacher demographics to mirror their student demographics. Teacher candidates' demographics in 2018-2019 are 49.0% Hispanic, 3.1% African American, 44.8% White
WOISD has a need in critical areas of Bilingual, Math, Science, and Spanish. 6% of their students are in the Bilingual program; 0.9% of teaching staff is.	Teacher candidates' certifications in 2018-2019 are: 6 Bilingual (EC-6), 12 Mathematics (4-8), 5 Mathematics (7-12), 8 Life Science (7-12), 2 Physical Science (6-12), 1 Science (6-8), 1 LOTE Spanish (EC-12). These needs will be considered in the selection of the 10 teacher candidates.
In 2017-2018, 25 out of 41 (61%) of the total certified teachers at West Oso High School were new to the district. The overall turnover rate in WOISD is 17.1%.	The grant will help address WOISD with this need by supporting 10 teacher candidates (TC) from TAMUCC with a stipend and 28 weeks of practice to be successful classroom teachers with University supervision. All ten graduates will teach for two years at WOISD once they complete their certification program.

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.

Texas A&M Corpus Christi will support 10 teacher candidates to complete their bachelor's degree and receive their initial teaching certification by the end of the 2018-2019 school year under University supervision. All ten graduates will teach for two years at West Oso ISD once they complete their certification program.

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. After completion of the recruitment and application process, 10 clinical teacher candidates will be placed at West Oso ISD for the fall semester.
2. The ten candidates will sign the attached MOU.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

1. The ten teacher candidates will have received mid-term grades of at least a B.
2. They will receive satisfactory observations.
3. They will have attended one of the two professional development days with their cooperating teacher.

Third-Quarter Benchmark:

1. The ten teacher candidates will have completed 6 hours of university coursework with a 3.0 GPA.
2. These clinical teacher candidates will pass their content exam and PPR exam, fulfill all testing requirements for student teaching (TSI or SAT scores) and continue their student teaching assignment.
3. They will receive satisfactory observations.
4. They will have attended another one of the two professional development days with their cooperating teacher.

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.

Program evaluation sources will include university transcripts for GPA and data on credits earned by clinical teacher candidates. University field supervisors, cooperating teachers, and campus administrators will observe and provide feedback to participants. Results of certification examinations will be utilized for evaluation data as well.

If the evaluation data shows that there are clinical teacher candidates struggling in their university coursework or in passing their certification exams, the program administrator will serve as a liaison to connect the participant with intervention resources at the Texas A&M Corpus Christi. Depending on the need, there may be individual tutoring or a small group workshop offered to support participants in passing these exams.

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.

Our LEA partner, West Oso ISD District # 178-915 has one high school and it currently offers the first three Education and Training courses: 1) Principles of Education, 2) Child Development, and 3) Instructional Practices. Practicum in Education and Training will be added to the catalog and offered during the 2019-2020 school year. Currently, there are thirty-three students enrolled in Principles of Education and thirty-two students enrolled in Child Development. Therefore, the support and funding from the Grow Your Own Grant would help create the coherent sequence of courses at the high school. Ms. Drusilla Lomas currently teaches the two Education and Training courses. Ms. Lomas has sponsored Texas Association of Future Educators (TAFE) clubs in the past as well as Family Career and Community Leaders of America (FCCLA) clubs. In 2012, eleven TAFE club students participated at the regional level and two students advanced to the state level competition. The Grow Your Own Grant funds will assist with the renewal of both clubs in order to create a more robust program in West Oso ISD.

Students who participate in the TAFE and FCCLA clubs will be required to participate in local competitions in the hopes of advancing to regional and state competitions. The GYOG funds will also assist with classroom and competition supplies, registration fees, sponsor teacher and travel expenses.

West Oso ISD has a strong partnership with Texas A & M Corpus Christi. Undergraduate teacher candidates have completed field basing in the fall and are currently student teaching at John F. Kennedy Elementary School. This semester, teacher candidates will be guest speakers for the Principles of Education and Training courses at the high school. It will give the high school students the opportunity to listen to current university students and ask questions about their educational pathway.

All four schools in West Oso ISD are within a three mile radius. Next school year, Ms. Lomas plans on organizing trips to John F. Kennedy Elementary (Pre-K to 2nd grade) and West Oso Elementary (3rd -5th grade). The high school students will observe classroom teachers and spend time applying the Principals of Education and Training. They will also have opportunities to work with elementary students as homework helpers, reading buddies, mentors and/or tutors. Students in the Child Development courses will observe prekindergarten classes at John F. Kennedy Elementary. They will also be able to confer with the teachers and ask questions regarding early childhood development.

In the Instructional Practices course, after the first six to eight weeks of classroom observations, students will prepare instructional materials, plan lessons and direct instruction. Classroom teachers will also explain how they disaggregate student data to help guide their instructional activities and spiral skills. Students will also learn effective classroom management techniques and how to communicate with parents. Providing high school students the opportunity to work side by side with teachers in the district will help them determine whether a teaching career is what they want to pursue. There will also be two field trips to Texas A&M Corpus Christi College of Education and Human Development to visit the college and University classes. Grow Your Own Grant will create a strong pipeline of teachers within our LEA district West Oso ISD and TAMUCC. The following will be purchased to assist the Education and Training classes: Laminator, die cut machine, printer, children's books, storage cabinet, video recorder, and binding machine.

There will also be two field trips to Texas A&M Corpus Christi College of Education and Human Development to visit the college and University classes. Field trips for TAFE and Family Career and Community Leaders of America (FCCLA) (2 field trips x \$200) will cost \$400. Grow Your Own Grant will create a strong pipeline of teachers within our LEA district West Oso ISD and TAMUCC.

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. Salaries for PI, Co PI's Administrative costs: program administration, monitoring, and evaluation	10,933
2. Fringe benefits for PI, Co PIs	2,709
3. Stipends for 10 Clinical Teacher candidates x \$15,000	150,000
4. Expendable supplies for exclusive use of the GYOG materials at WOISD Field Base sites	2,000
5. Certification testing for ten teachers x \$137 per exam x 3 exams	4,110
6. Contractual Field Supervisor	5,000
7. Travel/TAFE competitions, supplies for TAFE for WOISD students	2,000
8. Supplies for education /training courses	1,000
9. Release days	3,400
10. Indirect costs 15% of Modified Total Direct Costs	3,756
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Total grant award requested

**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.

10 Teacher candidates

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.

Pathway III Teacher Recruitment and Selection Process

- I. Information E-mail will be sent to EDUC 3311 School and Society course (first course upon acceptance into the EPP) and before clinical semester begins.
- II. EDUC 3311 students will be invited to attend a Grant Information Meeting where the following will be shared
 - a. Grant description
 - b. Specific requirements of the grant
 - c. Specific and desired requirements of the participants (i.e. long-term commitment desire to teach in the district, mirrored teacher/student population)
 - d. Application and student questionnaire for selection will be distributed addressing:
 - i. Teaching in Hard-to-staff areas, Bilingual education, Mathematics, Science and Spanish
 - ii. Mirrored teacher/student populations (Hispanic and African American)
 - iii. Desire and commitment to teach long-term in the district, West Oso ISD
 - iv. Applications will be due three weeks from the date of meeting
- III. Applications will be reviewed and scored using an initial qualifications matrices and rubric

- IV. Top 15 highest scores will be asked to come in for a face-to-face interview
- V. Selection Committee will consist of
 - a. Grant PI and Co-PI's
 - b. Two LEA faculty from West Oso ISD
 - c. Two Clinical Teaching Professors
- VI. Applicants will be ranked in order from 1-12.
- VII. Top 10 applicants will be contacted with an invitation to participate and a Memorandum of Understanding will be signed
- VIII. Two applicants will be kept on file as alternatives

MEMORANDUM OF UNDERSTANDING

**Grow Your Own Grant Program
between
Texas A&M Corpus Christi
and**

(Texas A&M Corpus Christi student)

This Agreement is in support of the Texas Education Agency Grow Your Own Grant (GYOG) between Texas A&M Corpus Christi and the student teacher candidate, _____, taking part in the GYOG Pathway 3 Program.

Both Texas A&M and the teacher candidate, _____, agree to the following relationship that will support and allow for the transition of teacher candidates to full time teaching roles at West Oso ISD.

Texas A&M Corpus Christi (TAMUCC) Responsibilities:

1. Texas A&M Corpus Christi will award the teacher candidate \$15,000 in funding to pursue their bachelor's degree and teacher certification at West Oso ISD.
2. West Oso ISD agrees to hire the candidate for a full-time teaching position for the immediate school year following the completion of teacher certification.
3. If West Oso ISD is unable to offer a full-time position for the candidate upon completion of teacher certification through the GYOG Program, the candidate is released from any financial responsibility to repay the Texas A&M Corpus Christi.

TAMUCC Teacher Candidate, _____, Responsibilities:

1. Candidate must currently be enrolled in Field Placement in fall 2018.
2. Candidate must be able to complete 28 weeks of teacher candidate placement with University Supervision.

3. Upon completion of teacher certification, the candidate commits to remain in West Oso ISD and teach for no less than two (2) years in a full-time teaching role.

This Letter of Agreement will be effective upon signature by both parties and will be in effect through the 2018-2019 school year. The parties will review it on a yearly basis to determine and measure the success of our combined efforts.

TAMUCC College of Education and Human Development
Dean

Date

GYOG Teacher Candidate

Date

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.



I. Description and Overview of the Quality of IHE/EPP Program

Texas A&M Corpus Christi's ranking in the 2016 edition of Best Colleges National Universities, Tier 2 was in the top 10. Our Elementary Educator Preparation Program (EPP) was ranked 14th in the nation by U.S. News and NCTQ- World Report (2014). The Educator Preparation Program was also one of three finalists for the Christa McAuliffe Outstanding Educator Preparation Program in 2010. The program was also recognized by the Center for Teaching Excellence for its school-university partnerships in 2012.

In order to explore how the teacher candidates and clinical teachers enrolled in our teacher education program understand learning to teach, we use the wide lens developed by Korthagen, Loughran, and Russell (2006) to understand teacher preparation through views of knowledge and learning, organization of the program, and the structures and practices. This lens is developed around seven principles, each of which are analyzed in this program description by exploring the representation, decomposition and approximation of our program practices (Grossman, et al., 2009). While the practices of the program span across the two semesters and multiple courses, the program goal is to provide an integrated approach that allows the teacher candidates (TCs) and Cooperating Teachers (CTs) to build upon their clinical experiences across their courses. For example, during their clinical experience I, the TCs are enrolled in a one-credit technology course that focuses on ways to integrate technology into their lessons. This application is not isolated, instead it is woven throughout the lesson plans that the TCs develop and deliver during their Field experiences. Likewise, in their Classroom Management class, the TCs develop a Classroom Management Philosophy, which is part of the final portfolio in the seminar portion of their clinical experience I course. This deliberate integration across courses is designed to form a seamless program delivery for the teacher candidates as well as the clinical teachers and CTs that capitalizes on the classroom experiences while allowing for the interconnectedness of teaching to be evident. Based on this integrated approach, candidates are engaged in learning experiences that are drawn across the entire program as a cohesive unit.

The Teacher Education Program is housed within the College of Education and Human Development and offers initial teacher certification leading to a Bachelor of Science. The Texas Education Agency (TEA) requires two comprehensive examinations for initial certification. The Texas Examinations of Educator Standards referred to as TExES (ETS, 2014) has two parts: A Core Subjects examination and a Pedagogy and Professional Responsibilities examination (PPR). Historically the program has had a 98%+/- pass rate on the state certification exams and 97% of its students obtain teaching jobs within six months of graduation largely due to the program's regional, state and national recognitions for producing quality teachers.

In preparation for the clinical semesters, undergraduates must complete a minimum of 100 semester hours of coursework, of which the last 30 hours must meet a 3.0 grade point average. The upper-level coursework necessary for admission to the teacher education program includes three courses in English and one in public speaking, as well as specific content courses in elementary reading and bilingual studies, mathematics, kinesiology, and special education. Students are also required to complete a foundations course, EDUC 3311: School and Society, prior to being accepted into the educator preparation program. Once accepted into the EPP, teacher candidates are enrolled in a two-semester clinical experience. The unpaid clinical experience semesters are in conjunction with our schools and university ISD Partnerships campuses and range from elementary to secondary classroom settings.

The Clinical Experience is the last screening process in teacher Educator Preparation Program at Texas A&M University-Corpus Christi. It offers an individual another opportunity to make the transition from life as a college student to a future role as a certified teacher. Under the supervision of an experienced certified teacher and a field supervisor, the clinical teacher can develop effective teaching skills. Through open discussion, reflection, constructive criticism, and suggestions, the clinical teacher can recognize areas for personal growth in his/her teaching performance.

II. Description of the IHE Program Structures

Clinical Experience I (Clinical Teaching)

Introduction

The TAMU-CC Educator Preparation Program is committed to the notion of simultaneous renewal evidenced by its four-fold mission:

1. To prepare future teachers in a field based program where they can benefit from the expertise of clinical teachers and direct observation of and work with students;
2. To facilitate the professional development of practitioners using formal and informal strategies;
3. To conduct inquiry, jointly with the school community; and
4. To assist with the renewal of curriculum and instruction.

The simultaneous renewal premise of the program is very much in concert with the new State standards for certification adopted by the State Board for Educator Certification (SBEC) in 2000. Thus, all the curricular, instructional, and assessment components of the program reflect Texas' vision for the preparation of teachers.

Teacher Candidate (TC)

Teacher Candidates in field placements are representatives of TAMU-CC and are expected to be professional in dress and demeanor. Teacher Candidates are required to *look like teachers*, not like students and to follow a strict dress code. The Teacher Candidate is a member of the Professional Learning Community (PLC).

The teacher candidate must:

1. Function as a part of the total school faculty.
2. Meet and talk with students, faculty members, administrators, and parents on an individual or group basis.
3. Conform to the time schedule of the school. Do NOT arrive late or leave early.
4. Use good oral and written communication.
5. Use time efficiently for planning, student conferences, etc.
6. Recognize, understand and utilize the supporting services provided by the school system, such as guidance & counseling, pupil personnel, and administration.
7. Refrain from the disclosure of confidential information about students and/or colleagues; refrain from infractions of the Code of Ethics and Standard Practices for Texas Educators (Rule §247.2)
8. Avoid cell phone/social media use during the instructional day.
9. Avoid the use of social media with students at any time.
10. Avoid using school equipment for personal use such as internet, duplicating equipment unless it is for instructional purposes.
11. Evaluate and reflect on each teaching performance and continually strive for self-improvement.
12. Do not wear blue jeans, tennis shoes, t-shirts, caps or hats unless wear is required to do duties.
13. Cover tattoos and remove visible piercings except for earrings.
14. Don't smell of smoke. This means don't smoke in your car or ride to school with someone who is smoking. Never smoke on school grounds. On some school campuses it is illegal to possess tobacco products include vapor cigs.
15. Be conservative in your dress. Your clothing should allow you to bend over or squat down to talk with your students without embarrassing yourself.

Field Supervisor (FS)

Each partnership campus is assigned one field supervisor who is housed at the district campus in a designated field experience classroom. Field supervisors must be tenured or tenure-track university faculty. From this setting, the field supervisor can conduct seminars, workshops, lessons and all pre-lesson and post-lesson coaching sessions.

The cooperating teachers and field supervisors work together to help teacher candidates develop culturally responsive lesson plans and engage in culturally responsive pedagogical practices. Having our field supervisors on the school campus provides them with the opportunities to formally and informally observe the teacher candidates in the most natural learning environment.

Cooperating Teacher (CT)

For the Clinical I and Clinical II semesters, teacher candidates are strategically placed with a certified cooperating teacher whose role is to mentor, collaborate and contribute to the TCs professional growth throughout the semester and beyond. The cooperating teachers (CTs) are selected from one of the partnership campuses. Each CT is carefully selected from partnership selection committees designed to help ensure optimal and reciprocal learning takes place throughout the clinical semesters. They are expected to work with students in areas such as, but not limited to:

- talking through a lesson in detail before (and after) it occurs;
- co-teaching with the TC;
- assigning well behaved students to the TC;
- assigning small groups to the TC;
- helping the TC to establish authority;
- assisting the TC without taking away his/her authority
- using the TC's strengths about content and interests;
- not undermining the TC in front of the students;
- minimizing the amount of interruptions while the TC is teaching.

The cooperating teacher is perhaps the most influential person in the clinical teacher's public-school experience. He/She must make every effort to be an acceptable role model for the teacher candidate and provide the best opportunity possible for his/her growth into an effective educator. The Cooperating teacher should have a Master's Degree and at least 5 years of teaching experience, or 3 years and the positive written recommendation of the school administrator. The Cooperating teacher must attend training provided by the University Continuing Education earning credit for participating in the training. The Cooperating teacher should be open and honest in grading the teacher candidate, and communicate areas of concern immediately to the university field supervisor or to the Office of Field Experience Director.

Curriculum

Within the Clinical Experience semester, the Teacher Candidates (TCs) work closely with both their Cooperating Teacher (CT) and their Field Supervisor (FS) to learn to plan, to facilitate a teaching and learning climate of rich discussion and inquiry on the part of the students, to teach in an increasingly responsible way, and to constantly reflect upon and decompose the entire process. Clinical Experience I employs the State Board for Educator Certification State Standards for Teachers (19 TAC, Chapter 149) and the TExES PPR Domains 1-4 and competencies as the framework for the curriculum. The curriculum also integrates Educator Technology Standards 1, 2, 3 & five.

TCs spend a portion of the clinical experience learning pedagogy from TAMU-CC faculty including curriculum development/organization, instructional delivery, assessment, and a variety of topics essential to providing a successful learning experience for students. The curriculum includes the thirteen competencies

of the EC-12 PPR TExES Exam and the State Standards for Teachers listed in 19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards. TCs are encouraged to be as visible as possible and to attend as many meetings and activities that afford them a variety of opportunities to experience the school community.

As teacher candidates (TCs) move through the two stages of the program, they gradually assume teaching responsibilities utilizing the co-teaching model between TCs and cooperating teachers (CTs). Steps to assuming teaching responsibilities may include:

1. The TC observes a teacher who is teaching a type of lesson, which the TC will later co-teach.
2. The TC and CT co-teach previously observed lessons or similar lessons, using plans prepared by the CT.
3. The TC and CT co-teach lessons, using plans prepared in university classes.
4. The TC and CT co-teach lessons, using plans the teacher and the teacher candidate have collaboratively developed.
5. The TC and CT co-teach lessons, using plans the teacher candidate has developed.
6. The TC plans and teaches along with coaching and other support as needed from the CT.

Prior to the start of the Clinical Experience I, teacher candidates participate in a "Fall Experience" designed to expose them to campus preparation activities, which take place prior to the first day of public school, as well as help lay a strong foundation for the remainder of the semester. The teacher candidates (TCs) then submit a reflection to the Office of Field Experience describing their individual encounters and how they may contribute to their own learning, preparation as well as inform their future teaching. Students are concurrently enrolled in *Creating a Positive Learning Environment* (formerly Classroom Management) during Clinical Experience I. This course provides them with a deeper understanding on creating and maintaining a positive learning environment and successfully meeting the needs of an ever-growing diverse and global student population.

Although it is recommended that teacher candidates take and pass their Core Subjects TExES upon being accepted into the EPP and prior to entering the clinical semesters, it is not required. However, TCs are required to take and pass this examination to enter Clinical Experience II.

Our EPP has developed and implemented a strategic *Pre-Assessment Plan* to help better prepare the Teacher Candidates for success with the PPR and Content Exams. It has yielded great results with over 95% of our students passing by the second attempt.

Most TCs are completing course requirements in their chosen field(s) during Clinical Experience 1 of the field experience. While there are recommendations NOT to exceed the 15-18 credit hour course load, TCs are advised to keep the following time commitments in mind:

- a. The *time commitment* extends *beyond* the days physically spent in the classroom as there are numerous course requirements including lessons to prepare that will be taught in the classrooms.
- b. *Coursework* will consume class time as well as study time. TCs should factor into this time allocation their study habits, their abilities/proficiencies, and the difficulty of the course. A minimum of 2-3 hours is required **OUTSIDE** of class for **EVERY HOUR** spent in class.
- c. *Work demands* will consume time and energy from time available for course preparation.

Familial demand.

Co-teaching is a significant feature of the program. Not only does this benefit TCs, CTs, and university professors, but more importantly it benefits students in the PK-12 classrooms. Unlike traditional teacher education programs where PK-12 students are taught by a novice student teacher who takes over the classroom for a period of six to nine weeks, co-teaching in partner schools precludes any potential negative effect that can reoccur semester after semester, year after year. Co-teaching allows the experienced CT to remain in the classroom, providing a continued positive impact on students' learning while adding another adult resource (the TC) to the classroom. This results in a lowered pupil-teacher ratio enabling students to receive more learning support.

Feedback: Coaching, Evaluation and Mentoring

The clinical experience consists of 10 lessons total (5 in Clinical Semester I & 5 in Clinical Semester II) for a total of 30 weeks of clinical teaching. The TCs prepare each lesson in collaboration with both the cooperating teacher as well as the field supervisor employing a pre-lesson and post-lesson conference coaching method. For most of the students, this is the first time they have shifted from being a student in a classroom to being the teacher.

To set a strong foundation of reflective practice, the first lesson, which occurs approximately four weeks into Clinical Semester I, is video recorded. Teacher Candidates complete a reflection form after their lesson is taught and before their coaching session (CS) with their field supervisor. Candidates are required to print the completed reflection form and bring it to the coaching session. The coaching instrument allows for an in depth pre and post discussion to take place, which inform the lesson before it is taught as provide goal specific feedback for the subsequent lesson(s).

The remainder of the nine lessons are developed and planned in collaboration with the cooperating teacher and field supervisor. First, the teacher candidates complete the *Teacher Candidate Lesson Reflection Form* identifying the variables associated with lesson summary, student learning and teacher candidate learning. Employing a pre-lesson and post-lesson coaching method and instrument, TCs schedule pre-lesson and post-lesson coaching sessions with their field supervisor. During the pre-lesson coaching session, the TC and FS collaborate to complete the "pre-lesson" section of the instrument. After the lesson is taught, the "post-lesson" section is completed by the TC and brought to the post conference coaching session.

The reflective experience provides the learner with varied, authentic experiences for learning, which creates knowledge that is refined through individual coaching sessions. The focus of the coaching session is centered around three primary goals: decompose the lesson by guiding the teacher candidate to identify promising pedagogical practices, to identify areas of greatest potential for growth and to promote improvement through goal specific feedback from the field supervisor. Through situating this learning engagement as one that is about the teacher candidate's practice, rather than the outcome of the lesson, personalized knowledge is created. The decomposition of the lesson, which requires the teacher candidates to view and analyze their approximation of practice, allows each teacher candidate to utilize the knowledge gleaned from both the lesson taught and coaching session to inform the subsequent lessons.

Coaching sessions are another example of how we support learning about teaching. The coaching sessions are first between the CT and TC, then between the field supervisor and the TC. These sessions have the capacity to get relatively intense and have a revelation aspect to them that often results in helping to build a strong bond between the teacher candidate, the cooperating teacher, and the field supervisor.

Teacher/Candidate Ratio: 10:1

The GYOG will pay for release days for the 10 teacher candidates and their Cooperating teacher to meet twice a semester to discuss objectives of the grant program.

Texas A&M Corpus Christi provides teacher candidates 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.

Clinical Experience (Clinical Teaching) II

Introduction

To complete the requirements for a teaching certificate, the clinical teacher remains at West Oso ISD for an additional 15 weeks for Clinical Experience II. The clinical teacher will gradually assume more teaching responsibilities during the following fourteen weeks. The clinical teacher is to remain in his/her setting for the entire semester (14 weeks) unless a district requests a split assignment for experience purposes. Clinical teachers who are seeking all level certification will do their Clinical Teaching I experience at one grade level (EC-6, 4-8, or 7-12), and then be moved to another level during Clinical Experience II.

Clinical Teacher (CT)

There are several divisions within the organization of the semester of clinical teaching. The clinical teacher

has specific responsibilities to assume in each of these. Acceptable performance of these tasks will further the development of a student as an effective teacher.

The clinical teacher is expected to maintain standards of dress and appearance that do not detract from the purpose of the assignment. Extremes in hairstyling and fashion should be avoided. The clinical teacher's dress and manner must conform to the established policies of local school authorities. Implied in this description are the qualities of good posture, calmness, dignity, assertiveness, and the appearance of being professional. No type of body piercing is acceptable during clinical teaching. The clinical teacher is embarking on the initial steps of a proud profession. Examples of dedication to this profession include exhibiting an awareness of moral and ethical obligations to the students, the cooperating teacher and the school, and accepting the responsibilities assigned. Both effort and achievement are indicated clearly in the evaluation of a cooperating teacher using the indicators of the T-TESS system. Just as in evaluating children's work in the classroom, both effort and achievement are appraised. Part of the "trying hard" is one's enthusiasm for and enjoyment of teaching. Efforts to improve must be evident. Success requires that the clinical teacher make a transition mentally from an attitude and behavior that is considered acceptable in a university classroom to behavior expected in a real-world profession. The mental disposition of one who is a NOVICE, not an equal, will result in appropriate behavior on the part of the clinical teacher. The clinical teacher who thinks of himself as an apprentice will seize every opportunity to draw positive lessons from his/her experiences and ultimately will earn the acceptance and respect of the school's professional staff. Attendance during clinical teaching is imperative. There are no recognized "cuts" or excused absences in clinical teaching. Absences from assignment may be excused by the field supervisor for reasons of personal illness, death, or emergency in the immediate family of the clinical teacher; however, absences must be made up by the end of the clinical teaching period or the week following the end of clinical teaching. Each absence must be documented by the student on a Weekly Schedule form. Unfounded or excessive absences will lower the final grade, or be cause for termination from the program.

Field Supervisor (FS)

The Field Supervisor from the university serves as a liaison between clinical teacher, cooperating teacher, building principal, and the Director of Field Experience to provide the clinical teacher with the very best teaching experience. The Field Supervisor should have a Master's Degree and at least ten years of teaching experience, and experience in a leadership role on a campus, have a valid Texas Teaching Certificate or one from another state and the T-TESS Observation Training as specified by the Texas Education Agency.

The Field Supervisor duties are as follows: 1. Establish and maintain rapport with building principal and cooperating teacher. 2. Complete a minimum of five (5) observations of the clinical teacher in a single assignment in the classroom. Four of the observations will count toward the final grade. Those who have clinical teachers with split assignments will complete three (3) observations for each assignment of the clinical teacher. Two observations will count for each assignment toward the final grade. Please list the time of the start of the observation and the time of the ending of the observation, and the start time, end time, and date of the pre-lesson and post-lesson coaching sessions. Conduct a pre-conference with the clinical teacher reviewing what your expectations are for the evaluation/observation. 3. Evaluate the clinical teacher's performance using the "Observation/ Evaluation Record" which is based on the T-TESS system indicators. 4. Conduct a post conference with the clinical teacher immediately following each observation, if possible, and offer constructive criticism and suggestions for improvement. 5. Confer with the cooperating teacher regarding the student teacher's progress and any concerns that may arise. 6. Evaluate lesson plans and review the clinical teacher's portfolio notebook using the portfolio rubric. 7. Apprise the Director of Field Experience on the clinical teacher's progress. 8. Submit final grade sheets to the Director of Field Experience and online.

Cooperating Teacher (CT) (same as Clinical Experience I)

Curriculum

During the first three to five (3-5) days after arrival at the school, it is recommended that the clinical teacher be allowed primarily to observe the assigned cooperating teacher and become familiar with his/her schedule, teaching styles, classroom management, and students. Although this is the preferred course of action, it represents a guideline. Clinical teachers are also required to make ten (10) observations of other teachers in the school. It is suggested that five (5) of these observations be made during the first two weeks and the remaining five be distributed throughout the semester. Clinical teachers with a split assignment usually observe the first (1) week of each assignment and will complete five (5) observations in each assignment. The cooperating teacher should assist whenever possible in making the arrangements for observations of other teachers. Each observation is to be summarized in writing as stated in the portfolio grading policy. Clinical Teachers are concurrently enrolled in the *Special Populations* course designed to prepare them for the diverse population they will be working with and the tools they need to help them be successful. This course provides them with a deeper understanding on creating and maintaining a positive learning environment and successfully meeting the needs of an ever-growing diverse and global student population.

The Teaching Experience

1. In the transition from observation to actual teaching, the clinical teacher gradually assumes responsibility by:
 - a. Preparing and planning lessons exceptionally well.
 - b. Displaying individualism in teaching.
 - c. Employing available instructional materials.
 - d. Working with the individual differences of students.
 - e. Developing flexibility in meeting situations by anticipating problems and planning varieties of action.
 - f. Critically reflecting on his/her teaching.
 - g. Accepting constructive criticism.
 - h. Striving for self-improvement.
 - i. Cooperating professionally with fellow teachers.
 - j. Attaining a greater poise and self-confidence through attention to mannerisms, initiative, dependability, punctuality, good grooming & dress.
 - k. Having a good sense of humor.
 - l. Participating in extracurricular and curricular programs such as faculty meetings, teacher/parent conferences, and student activities.
 - m. Be proactive in assuming responsibility; take initiative, don't wait to be directed every step.

The normal teaching load for clinical teachers depends upon such factors as: student capabilities, size of classes, number of preparations, etc. Usually the student begins with a single class on the secondary level or subject on the elementary level. Teaching responsibilities are gradually added until a full work load for a minimum period of six weeks can be assumed. For those with split assignments, this will be a minimum of three weeks in each assignment. Even though the clinical teacher assumes teaching responsibilities throughout the semester, the final authority for the class remains with the cooperating teacher. The clinical teacher should always keep the cooperating teacher informed as to the lessons being taught and the methods being used. Prior to each lesson taught by the clinical teacher, the cooperating teacher should review and approve the lesson plan and make the necessary modifications at least the day before the lesson is to be taught.

The clinical teacher should assume teaching responsibilities in the classroom on a gradual basis. On the secondary level, he/she may begin with one class and periodically add others. At the elementary level, it can be one subject area at a time. These responsibilities should slowly increase until a full load can be assumed for *no less than six weeks*. For those with split assignments, this will be a minimum of six weeks in each assignment. A capable clinical teacher, however, may participate fully with classroom activities for a considerably longer period. Throughout the semester, the clinical teacher should be given time alone in the

classroom as deemed appropriate by the cooperating teacher and the field supervisor. Clinical teachers should NOT be left alone with the students regularly. During the semester, the clinical teacher should be involved in the following activities:

- a. Developing daily lesson plans.
- b. Planning, teaching and evaluating a long-range unit of work.
- c. Testing, grading, marking, recording.
- d. Maintaining desirable classroom control.
- e. Using a variety of methods, techniques, and materials in various subject-matter areas.
- f. Working simultaneously with the class as a whole & with individuals.
- g. Engaging in classroom management and extra-class activities.
- h. Giving and following up with assignments.
- i. Planning and giving drills and reviews.
- j. Constructing and administering quizzes or exams.
- k. Administering and correcting some form of standardized or state test.
- l. Reviewing test results.
- m. Engaging in teacher-student planning.
- n. Evaluating and recording progress.
- o. Planning and supervising a field trip or excursion.

Educators cooperating with Texas A&M University-Corpus Christi in the clinical teaching program will be guided by the following university policies:

- a. A clinical teacher has no legal authority as a certified teacher, either in or out of the classroom.
- b. A clinical teacher may not be used as a legal substitute for a certified teacher except in an emergency as specified in the school district's administration regulations and procedures.
- c. A clinical teacher alone may not assume the legal responsibility for activities (such as field trips, debate contests, etc.) that occur away from the cooperating school, although attendance and assistance in supervising these functions may be required.

Feedback: Coaching, Evaluation and Mentoring

Evaluation and Conferences (Pre and Post Conferences Using the T-TESS Indicators)

The cooperating teacher is asked to complete five (5) *Progress Reports* throughout the semester. For a student who has only one assignment, the first progress report will not count towards their grade. Those who have clinical teachers with split assignments will complete three (3) Progress Reports for each assignment of the clinical teacher. The first report will not be counted, but it must be completed during the first three weeks. A recommended schedule for performing these appraisals will be provided by the student and/or field supervisor. Since these reports account for a portion of the final grade, it is necessary that they be completed in a timely manner. The clinical teacher will furnish the cooperating teacher with these forms.

The cooperating teacher should schedule a weekly conference with the clinical teacher. There should also be a pre-conference preceding each formal progress report/evaluation, and a post conference following a progress report/evaluation. This should be in addition to the short, informal discussions that occur during the normal school day. The cooperating teacher should offer suggestions and constructive criticism in a positive manner explaining their Progress Report rating and areas needing improvement. The clinical teacher depends on his/her cooperating teacher to identify clearly what their expectations are for effective teaching. The cooperating teacher should notify the university field supervisor of any areas of concern immediately.

Teacher/Candidate Ratio: 7:1

The GYOG will pay for release days for the 10 teacher candidates and their Cooperating teacher to meet twice a semester to discuss objectives of the grant program.

Texas A&M Corpus Christi provides teacher candidates 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.

MEMORANDUM OF UNDERSTANDING

**Grow Your Own Grant Program
between
Texas A&M Corpus Christi
and
West Oso Independent School District**

This Agreement is in support of the Texas Education Agency Grow Your Own Grant (GYOG) between Texas A&M Corpus Christi (TAMUCC), and West Oso Independent School District taking part in the GYOG Pathway 3 Program.

Both the TAMUCC and West Oso ISD agree to the following relationship that will support and allow for the transition of teacher candidates to full time teaching roles at West Oso ISD.

Texas A&M Corpus Christi Responsibilities:

4. Texas A&M Corpus Christi will award the teacher candidate \$15,000 in funding to pursue their bachelor's degree and teacher certification through the TEA Grow Your Own Grant.
5. Texas A&M Corpus Christi will assist the teacher candidate in 28 weeks of teacher candidate placement with University Supervision.

West Oso ISD Responsibilities:

1. The District agrees to hire the candidate for a full-time teaching position for the immediate school year following the completion of teacher certification.
2. If the District is unable to offer a full-time position for the candidate upon completion of teacher certification through the GYOG Program, the candidate is released from any financial responsibility to repay TAMUCC.
3. Upon completion of teacher certification, the candidate commits to remain in West Oso ISD and teach for no less than two (2) years in a full-time teaching role.

This Letter of Agreement will be effective upon signature by both parties and will be in effect through the 2018-2019 school year. The parties will review it on a yearly basis to determine and measure the success of our combined efforts.

TAMUCC College of Education and Human Development
Dean

Date

West Oso Independent School District
Superintendent

Date