



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

NOGA ID [redacted]

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

Document Control Center, Grants Administration
 Division Texas Education Agency
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Application stamp-in date and time

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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

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 A&M University San Antonio** CDN or Vendor ID **26-4168896** ESC# **20** Campus DUNS# **928546501**
 Address **One University Way** City **San Antonio** ZIP **78224** Phone **210-784-2548**
 Primary Contact **Shelley B. Harris** Email **shelley.harris@tamusa.edu**
 Secondary Contact **Michelle Janysek** Email **michelle.janysek@tamusa.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 **Patricia Cubeta Zibluk, J.D.** Signature  Date **3-13-18**

Grant Writer Name **Shelley B. Harris** Signature  Date **3-13-18**

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

701-18-106-123

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

2018-2019 Grow Your Own Grant Program

ANDU

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
<p><i>Problem: Teacher Shortage</i> Attracting and retaining excellent educators is one of the most important drivers of a well-functioning education system—a system that must prepare diverse students with complex needs to participate in today’s knowledge-driven economy. However, a recent surge in the demand for teachers, alongside a diminishing supply and a steady rate of teachers leaving the profession, threatens students’ academic and economic welfare. Over the last 10 years, Texas has experienced an increase in attrition rates. Attrition means that teachers are leaving the education workforce. Based on the “Employed Teacher Attrition and New Hires 2009-2016” as reported from Ramsay (2017), attrition rates have increased from 9.61% to 10.34%. Teachers leaving the profession puts a strain on districts to hire new teachers. Hiring new teachers every year can be problematic. Research has shown that a student who has a new teacher three years in a row may be academically behind than their peers who have veteran teachers. According to Marzano, Pickering, and Pollock (2001), effective teachers, among other qualities, have at least three years of experience. This fact is relevant in a study conducted over a multi-year period in Tennessee. Sanders (2008) focused on what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement results. He discovered that when</p>	<p><i>Financing a “Grow Your Own” (GYO) initiative between Texas A&M University San Antonio and Sabinal ISD, D’Hanis ISD, and Devine ISD.</i></p> <p>Texas A&M University San Antonio is a growing institution. The total enrollment since 2009 has increased by 134% with 5474 students (CBM001 FactBook)). In 2016, the university became a four-year institution with a pre-education option for freshman students. 29.8% of our total enrollment is in the College of Education and Human Development. From 2009-2016, 1319 education and leadership degrees were conferred. The Educator Preparation Program at Texas A&M University San Antonio is unique and forward thinking. Pre-service teachers have a choice of pathways in which to complete field residency requirements. Prior to the first semester of the field residency experience, students will choose whether you to complete the “Ready from Day One- Cohort” or the “Ready from Day One – Flex” model. “Ready from Day One” is the signature teacher preparation program at TAMU-SA and no other university provides this option for teacher candidates. This unique teacher preparation initiative was developed as a “Model for Success” initiative under the leadership of Dr. Maria Hernandez Ferrier, former president of Texas A&M-San Antonio. Under Dr. Ferrier’s direction, University representatives met with area superintendents, central office staff, principals and best practice teachers to develop an innovative approach to teacher preparation. The model that emerged is designed to enable TAMU-SA teachers to be prepared and effective on their very first day of employment – ready from day one.</p> <p>Additionally, Texas A&M University San Antonio is uniquely suited to this project as we are experienced in year-long grow your own efforts. For example, this past year, Texas A&M University San Antonio has collaborated with San Antonio ISD in an effort to assist in student and faculty growth at an IR campus. The grant was awarded for multiple areas; two being a one-year paid clinical teaching internship and another, a paid two-year field residency and clinical teaching model. To date, this partnership has been successful and has garnered expertise with our EPP in developing and working collaboratively with districts in a one or two year capacity. This experience makes Texas A&M University San Antonio an excellent candidate for this grant.</p> <p>The three Rural districts chosen for this proposal are Sabinal ISD, D’Hanis ISD, and Devine ISD. Districts were selected based on their size, rural location, and desire to attract new teacher candidates. Additionally, priority</p>

children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade. When children with comparable achievement histories starting in 3rd grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile, an enormous 52-percentile point difference for children who presumably had comparable abilities and skills. This well respected research shows the importance of keeping highly effective teachers employed. However, those who have obtained a teaching position unfortunately do not always remain in the profession. According to Ramsay (2017), of those traditional undergraduate teachers hired in year one constitute 94.5% only to decrease to 85.2% in year three and 75.6% in year five. For alternative certification, the results are more drastic. For year one the percentage hired is 89.7% which decreases to 75.5% in year three and 64% in year five. This data proves that teachers are not staying in the field over time.

points are given to applications based upon the demographic/enrollment information on the districts. All information provided below is from the Texas Academic Performance Report (TAPR) from the TEA Division of Performance Reporting.

Sabinal ISD:

Students: 509

Teachers: 39

Turnover Rate: 24.6%

D'Hanis ISD:

Students: 364

Teachers: 33

Turnover Rate: 9.4%

Devine ISD:

Students: 1993

Teachers: 144

Turnover Rate: 12.8

Total Students = 2866/3=955 students (6pts)

Plan:

The partnership between the LEA and IHE/EPP will begin with drafting a MOU in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full teaching role. The proposal consists of a one year paid clinical teaching model for at least 10 teacher candidates. Students will be selected by the LEA and IHE/EPP to participate in this partnership based on their interest and certification needs of the districts. In addition, the teacher candidates will represent the district demographics and come from similar school settings. Awarded funds will be used to fund the cost of a field supervisor to mentor, coach and evaluate the student progress. The supervisor will visit the campus and student five (5) times (three in the Fall and two in the Spring) in order to provide support to the teacher candidate. The IHE field supervisor will evaluate each candidate using the Texas Teacher Evaluation and Support System (T-TESS) rubric on each of the four Domains and 16 competencies. Since T-TESS is a coaching model, each field supervisor will visit with the teacher candidate at a minimum for 45 minutes for Domain 1, 45 minutes for Domains 2 and 3, 15 minutes on Domain 4 and 45 minutes for a post conference. Each campus will offer an Education Training course that is taught by one of their teachers. All teacher candidates will attend the course monthly and provide feedback to the field supervisor. Each teacher candidate will take a leadership role in the campus TAFE/FCCLA chapter by conducting education presentations once a month in collaboration with the campus chapter advisor. The teacher candidate will complete a post survey after each monthly meeting to determine presentation effectiveness and student outcomes. All data will be submitted to the field supervisor and chapter advisor.

Problem: Diversity Imbalance
 Along with the general teacher shortage our state is experiencing currently, we are also still experiencing an extreme shortage in diverse teachers. Research suggests that a teacher workforce that reflects the student population is an essential component to successful schools. Texas lacks diversity in its educator workforce. In 2016-17, enrollment in Texas public schools is 5,359,127 students. In Region 20, in the San Antonio area, there are 477,186 students. Hispanic students accounted for the largest percentage of total enrollment in Texas public schools in 2016-17 (52.4%), followed by White (28.1%), African American (12.6%), Asian (4.2%), and multiracial (2.2%) students. (TEA, 2017)
 77% of the Texas teaching force is white. The same diversity found among students is not found among teachers.

Plan:
 An objective of the State Board of Education is to have a teaching force that reflects the ethnic composition of the state. It is argued that the demographic makeup of the teaching force is a dimension of quality relevant to learning outcomes for minority students. (Cloudt) Recruiting and retaining excellent educators is especially urgent in schools serving concentrations of low-income students and students of color, because teacher attrition disproportionately impacts their schools. In 2012-13, almost one in 10 teachers in high-poverty public schools left the profession. In contrast, fewer than one in 15 teachers in low-poverty schools did so. The persistently higher rates of turnover in high-poverty, high-minority schools contribute to a concentration of inexperienced and underprepared teachers in these schools. The Grow Your Own (GYO) teacher initiative works to support communities to “grow their own teachers” through sparking an interest in education and the teaching profession while students are still in high school. GYO programs, like Future Teachers of Texas (FTOT) can cultivate future teachers by supporting high school students interested in exploring a career in education. Importantly, these GYO initiatives address the dual goals of alleviating the teacher shortage crisis while improving workforce diversity to better reflect the K-12 student population.

Problem: Financial Burden
 The U.S. Department of Education awards more than \$120 billion a year in grants, work-study funds, and loans to more than 13 million students. Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Texas A&M University-San Antonio is located on the South Side of San Antonio, Texas and is distinguished for its role in providing educational opportunities for the historically underserved population of this region. As such, most of the students are first generation, working with families to support. Due to clinical teaching being a full time requirement, completing this can be a financial burden on students who rely on providing a family income. As a result, approximately 75% of all students at Texas A&M University San Antonio receive financial aid. This number clearly indicates the need for financial assistance.

Offering financial assistance will attract and retain teachers to address high shortage areas. Given the rising costs of higher education, including teacher training, and the lack of access to financial aid, many prospective teachers may rationally choose pathways in which they can earn a salary while undergoing training, rather than taking on debt they must repay while earning a low salary. Evidence shows that willingness to enter a lower-paying field is tied to the level of debt candidates must carry. Accordingly, the cost of comprehensive preparation coupled with an often low salary contributes to many teachers entering the classroom unprepared, negatively influencing student outcomes, and culminating in teachers leaving the profession. Financial assistance for preparation can make a substantial difference. For example, Irene Castillon (a recipient of service scholarships and forgivable loans and a sixth-year teacher in a school with more than 90% low-income and Latino students) commented that, “Without the financial assistance, I don’t think that I would have enrolled in a teacher preparation program and pursued a master’s degree [in Stanford’s teacher preparation program].” States and districts can develop teacher residencies. Urban and rural teacher residencies have been successful in recruiting talented candidates in high-need fields to work as paid apprentices to skilled expert teachers as part of their preparation. This allows novices to earn an income and gain experience while completing a credential in return for a commitment to teach for several years. Districts, in partnership with local institutions of higher education, could develop teacher residencies by investing a portion of the funds they receive under Title II of ESSA, as well as accessing funds under Higher Education Act (HEA) Title II and AmeriCorps, partnering closely with local institutions of higher education to support the development of these programs.

The federal government should increase existing investments in the teacher residency model (e.g., Teacher Quality Partnership Grants) to support the creation or expansion of additional teacher residency programs in high-need districts. States and districts can create local pathways into the profession, such as high school career pathways and Grow Your Own teacher preparation models. These programs recruit talented individuals from the community to a career in education and help them along the pathway into the profession.

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.

SPECIFIC: To build an educator workforce that is representative of the student population the districts serve and develops individuals to teach in the district's identified high need subject areas.

MEASURABLE: The summative evaluation that determines whether a student has sufficiently demonstrated mastery of the TEA competency components of the educator preparation program is documented in each student's portfolio, which is readily available online in the e-portfolio Digication. Information about evidence of growth on measures of student engagement and academic achievement is documented by university supervisors and can also be found in this location. Each portfolio will be graded using a rubric.

ACHIEVABLE: TAMUSA have already spoken to and received a verbal agreement from three, rural districts: Sabinal ISD, D'Hanis ISD and Devine ISD who are interested in hosting 10 clinical interns in order to support the Grow Your Own proposal to better assist their districts and student population.

RELEVANT: To develop and recruit well-qualified teacher candidates in hard-to-staff rural school districts.

TIMELY: Texas is experiencing a decrease in retention rates, thus requiring districts to hire new teachers each year.

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:

- a. 100% of students who participate in the one—year long clinical teaching experience will attend all district and campus pre-service professional development events.
- b. 100% of students who participate in the one-year long clinical teaching experience will attend grade-level, subject matter or departmental planning meetings (or PLC, etc.)
- c. 100% of students who participate in the one-year long clinical teaching experience will attend monthly education courses taught by campus faculty.
- d. 100% of students who participate in the one-year long clinical teaching experience will meet with the TAFE chapter advisor and plan for the upcoming year for educational presentations.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

- a. 100% of students who participate in the one—year long clinical teaching experience will attend all district and campus pre-service professional development events.
- b. 100% of students who participate in the one-year long clinical teaching experience will demonstrate community growth by participating in districtwide professional development, campus and district programs in high needs areas and community involvement opportunities.
- c. 100% of students who participate in the one-year long clinical teaching experience will demonstrate growth in their T-TESS evaluation with a minimum of Developing in all Domains.

- d. 100% of students who participate in the one-year long clinical teaching experience will attend monthly education courses taught by campus faculty.
- e. 100% of students who participate in the one-year long clinical teaching experience will attend and present educational workshops and trainings at the campus monthly TAFE chapter meetings.

Third-Quarter Benchmark:

- a. 100% of students who participate in the one-year long clinical teaching experience will demonstrate growth in their T-TESS evaluation with a minimum of Developing/Proficient in all Domains.
- b. 100% of students who participate in the one-year long clinical teaching experience will attend all district and campus end of semester professional development events.
- c. 100% of students who participate in the one-year long clinical teaching experience will demonstrate community growth by participating in districtwide professional development, campus and district programs in high needs areas and community involvement opportunities.
- d. 100% of students who participate in the one-year long clinical teaching experience will attend monthly education courses taught by campus faculty.
- e. 100% of students who participate in the one-year long clinical teaching experience will take on a leadership role or special project as suggested by campus administration and leadership.
- f. 100% of students who participate in the one-year long clinical teaching experience will attend and present educational workshops and trainings at the campus monthly TAFE chapter meetings and collect interest data in those who identify as pre-education majors.

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.

- i. Texas Teacher Evaluation and Support System (T-TESS) - Evaluations and Walk-through evaluations: Students will receive extensive pre/post coaching on their evaluations by both TAMUSA faculty and campus administration. In addition, there will be a celebration with students on their individual growth during the program.
- ii. State of Texas Assessments of Academic Readiness (STAAR) scores (pre/post): State exam scores will be confidential, but shared with invested stakeholders such as the teacher, administrator, tutor and student. The test will be analyzed for areas of growth and actual growth from the program.
- iii. Professional Development: Students will provide the necessary documentation of all district and campus opportunities such as professional learning communities (PLCs), workshops, community drives, faculty meetings, PTA/PTO, TAFE, etc.
- iv. Pre-Hires: Data will be collected on those students who the district chooses to pre-hire for the following year.

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.

Pathway 3 focuses on developing well-qualified teacher candidates through a year-long clinical teaching assignment, with a prioritized focus on placing teacher candidates in clinical teaching assignments in rural and/or small LEAs. According to 19 TAC 228.2(9) clinical teaching is defined as a supervised educator assignment through an educator preparation program at a public school accredited by TEA or other school approved by TEA for this purpose that ends with the issuance of a standard certificate; also referred to as student teaching.

- Clinical teaching participants start and complete their year-long (min. 28 week) assignment and are issued a standard teacher certification
- Participants are expected to return to LEA of teaching assignment as a full-time teacher during the 2019–2020 school year
- High schools in participating LEAs offer at least Instructional Practices and/or Practicum in Education and Training courses
- High schools in participating LEAs establish or continue a chapter of a CTSO (TAFE or FCCLA) and participate in at least one competitive event
- Eligible applicants are encouraged to reapply for the 2019–2020 school year

Statutory: TAC §228.35: Preparation Program Coursework and/or Training

Program: A student teacher must follow the same schedule as the cooperating teacher for a full semester. Students are expected to plan their academic programs, by registering for no more than 6 hours during their last semester. To be eligible to register for student teaching, students must have:

- Been officially admitted to the Educator Preparation and Certification program in the College of Education & Human Development
- Completed and submitted the Student Teaching application during enrollment period
- Passed the TExES state exam in their content area prior to student teaching
- A cumulative grade point average of a minimum of 2.75 overall (transfer and Texas A&M-San Antonio work) and a minimum of 2.75 average or better in the teaching field(s) and/or delivery systems
- Completed all education courses (except EDFR 4613 Elementary Student Teaching and EDFR 4623 Secondary/All-Level Student Teaching).
- Submitted the Criminal Background Check prior to Student Teaching. Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. An applicant with a criminal history may be denied student teaching.

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 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.	10 paid student interns for one-year clinical teaching	150,000
2.	1 High School campus	3,000
3.	2 Supervisors	8,120
4.	10 Certification exams	3,500
5.	Indirect	16,462
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Total grant award requested		181,082

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.

Texas A&M University San Antonio is a growing institution. The total enrollment since 2009 has increased by 134% with 5474 students (CBM001 FactBook)). In 2016, the university became a four-year institution with a pre-education option for freshman students. 29.8% of our total enrollment is in the College of Education and Human Development. From 2009-2016, 1319 education and leadership degrees were conferred. The Educator Preparation Program at Texas A&M University San Antonio is unique and forward thinking. Pre-service teachers have a choice of pathways in which to complete field residency requirements. Prior to the first semester of the field residency experience, students will chose whether you to complete the “Ready from Day One- Cohort” or the “Ready from Day One – Flex” model. “Ready from Day One” is the signature teacher preparation program at TAMU-SA and no other university provides this option for teacher candidates. This unique teacher preparation initiative was developed as a “Model for Success” initiative under the leadership of Dr. Maria Hernandez Ferrier, former president of Texas A&M-San Antonio. Under Dr. Ferrier’s direction, University representatives met with area superintendents, central office staff, principals and best practice teachers to develop an innovative approach to teacher preparation. The model that emerged is designed to enable TAMU-SA teachers to be prepared and effective on their very first day of employment – ready from day one.

Additionally, Texas A&M University San Antonio is uniquely suited to this project as we are experienced in year-long grow your own efforts. For example, this past year, Texas A&M University San Antonio has collaborated with San Antonio ISD in an effort to assist in student and faculty growth at an IR campus. The grant was awarded for multiple areas; two being a one-year paid clinical teaching internship and another, a paid two-year field residency and clinical teaching model. To date, this partnership has been successful and has garnered expertise with our EPP in developing and working collaboratively with districts in a one or two year capacity. This experience makes Texas A&M University San Antonio an excellent candidate for this grant.

Awarded funds will be used to fund the cost of a field supervisor to mentor, coach and evaluate the student progress. The supervisor will visit the campus and student five (5) times (three in the Fall and two in the Spring) in order to provide support to the teacher candidate. The IHE field supervisor will evaluate each candidate using the Texas Teacher Evaluation and Support System (T-TESS) rubric on each of the four Domains and 16 competencies. Since T-TESS is a coaching model, each field supervisor will visit with the teacher candidate at a minimum for 45 minutes for Domain 1, 45 minutes for Domains 2 and 3, 15 minutes on Domain 4 and 45 minutes for a post conference. The supervisor to teacher candidate ratio is 5:1.

The partnership between the LEA and IHE/EPP will begin with drafting a MOU in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full teaching role. The MOU is a standard contract that outlines the responsibilities of each partner: Texas A&M University San Antonio and the selected district. Additional items will include the one-year clinical teaching, attendance in the education and training course offered at the campus, participation in the TAFE chapter on campus as well as any educational workshops/trainings or seminars as required by the district.

**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.

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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 proposal consists of a one year paid clinical teaching model for at least 10 teacher candidates. Students will be selected by the LEA and IHE/EPP to participate in this partnership based on their interest and certification needs of the districts. Students will be identified by desire and commitment to clinical teach for one year in this rural region. Hard to staff areas will receive additional recruitment efforts through our mandatory monthly seminars and via email. In addition, the teacher candidates will represent the district demographics and come from similar school settings.

Each campus will offer an Education Training course that is taught by one of their teachers. All teacher candidates will attend the course monthly and provide feedback to the field supervisor.

Each teacher candidate will take a leadership role in the campus TAFE/FCCLA chapter by conducting education presentations once a month in collaboration with the campus chapter advisor. The teacher candidate will complete a post survey after each monthly meeting to determine presentation effectiveness and student outcomes. All data will be submitted to the field supervisor and chapter advisor.

The partnership between the LEA and IHE/EPP will begin with drafting a MOU in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full teaching role. The MOU is a standard contract that outlines the responsibilities of each partner: Texas A&M University San Antonio and the selected district. The MOU will explicitly state the length of time in a full-time clinical teaching model which is equivalent to 180 days of instruction as a condition of receiving the stipend.