



TEXAS A&M UNIVERSITY

aggieTERM

U.S. Department of Education

Teacher Quality Partnership Grant

ED-GRANTS-051820-001

**Aggie Teacher Education Residency Model (aggieTERM): A Partnership
Among Local Education Agencies and Texas A&M University**

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Dr. Sandra Acosta (co-PI)
Jeanne Carter (Program Coordinator)
Dr. Valerie Hill-Jackson (PI)
Dr. Shaun Hutchins (co-PI)
Dr. Andrew Kwok (co-PI)
Dr. Marcia Montague (co-PI)
Dr. Miranda Walichowski (co-PI)

PROJECT NARRATIVE

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I. PROGRAM DESIGN

A. Rationale: Understanding the Needs of Local School Districts

Teacher quality and retention of beginning teachers to support learners in high-need schools continue to be salient issues in the teaching profession. While new teachers leave the profession at an average rate of 35% after five years (Ingersoll & May, 2016), in most high-need schools they are departing at alarming rates – some estimate upwards of 50% are gone by year five of their teaching career (Blake, 2017; Hill-Jackson, Hartlep, & Stafford, 2019; Hill-Jackson & Stafford, 2017). A recent national study on novice teachers reveals:

More new teachers in low-poverty schools than in high-poverty schools reported feeling well prepared to handle a range of instructional tasks—from teaching their subject matter (85 vs. 75 percent), to disciplining students (60 vs. 48 percent), to differentiating instruction (62 vs. 50 percent)—in their first year in the classroom. (Iasevoli, 2018, para. 6)

Supported by section 111(b) (1) of the Elementary and Secondary Education Act (ESEA) of 1965, and amended by Every Student Succeeds Act (ESSA), Texas school district partners for this proposal, are critically examining the academic achievement of their learners, particularly those children in high need schools, relative to the quality of teaching and retention. Specifically, Austin Independent School District (AISD), Bryan Independent School District (BISD), Caldwell Independent School District (CISD), and Hearne Independent School District (HISD) have conducted a wide-spread needs assessment to diagnose academic challenges for learners and inform a comprehensive plan for their schools. **This proposal for the Teacher Quality Partnership (TQP) grant opportunity strives to advance teacher quality and retention through an “eligible partnership” as defined by the Higher Education Act (HEA) section 200(6) with commitments from several educational entities at Texas A&M University [the College of Education and Human Development (CEHD), College of Science, College of Liberal Arts], as well as partner school districts (AISD, BISD, CISD, and HISD) with high-need schools. This proposal meets the requirements of the Competitive Preference Priority 1 as the partnership aims to provide services in high-need schools with many located in 33 Qualified Opportunity Zones (QOZs) and Competitive Preference Priority 2 as the project represents a new potential grantee.**

- AISD is an urban school district in Austin, Texas. AISD has a diverse student community. It includes children from all economic levels and backgrounds, and supports more

than 90 languages, with 11 languages other than English taught in our schools, including Chinese, Japanese and American Sign Language. The district's 49.4% of nearly 81,000 students in the 125 schools are considered at risk of dropping out of school. The student population is 70% students of color, 29% are enrolled in English as a Second Language (ESL) programs, and nearly 13% receive special education services. With an overall accountability rating of a B (State's rating system), pockets of learners continue to fall behind with a teacher attrition rate of 14%. The teacher force of 5541 is 84% white; a cultural mismatch with the district's student profile. Current projections estimate 80 teacher vacancies in bilingual education for 2020-21 out of an estimated 916 bilingual education teaching positions for 2020-21. Further, 58 bilingual education vacancies and a mix of an additional 22 vacancies in either and/or ESL depending on the programming need. The number of high-need schools in AISD is as follows:

- Based on the 60% or greater Free and Reduced Lunch (FRL) criterion, in 2019-20, 77 of 125 schools were high needs: elementary (52), middle (11), high (8), special sites (6).
- Based on the 45% or greater FRL criterion, in 2019-20, a total of 83 schools were high needs: elementary (56), middle (11), high (8), special sites (8).

BISD is a public school district located in Bryan, Texas—a growing rural/suburban town. It has 16,189 students in grades PK-12 in 2 schools with a student-teacher ratio of 14 to 1. According to state test scores, 34% of students are at least proficient in math and 32% in reading. The student population is 80% students of color and 26% are limited English proficiency; 24% of students are in Bilingual Education and just under 10% receive a special education curriculum. With an overall accountability rating of C, BISD has a teaching force that is 70% white and wrestles with a 23% attrition rate. The composition for the number of high-need schools in BISD:

- Based on the 60% or greater FRL criterion, in 2018-19, 21 of 22 schools were high needs: elementary (14), intermediate / middle (4), high (3), special sites (1).

CISD is a school district in Caldwell, Texas. As of the 2018-2019 school year, it had 1,757 students. The school received an accountability rating of B. 38.1% of students were considered at risk of dropping out of school. The student population is comprised of 50% students of color; 10.7% of students were enrolled in bilingual and 9% of students were enrolled in English language learning programs. The teaching population is about 90% white with a 17% attrition rate. The break-down on the number of high-need schools in CISD is as follows:

- Based on the 60% or greater FRL criterion, in 2018-19, 4 of 4 schools were high needs: elementary (1), intermediate/middle (2), high (1).

HISD has three public schools in Hearne, Texas serving 862 students in a rural town whose total population is just under 4500 residents during the 2019-20 school year. Public school in HISD have an average math proficiency score of 48% (versus the Texas public school average of 78%), and reading proficiency score of 48% (versus the 72% statewide average). This district's average school ranking is at the bottom 50% of public schools in Texas. The student enrollment is 91% African American, which is more than the Texas public school average of 72% (majority Hispanic). Under 1% of students receive bilingual education while the special education is nearly 9%. The teaching population is made-up of 50% teachers of color, and 50% white and the attrition rate is nearly 35%. The number of high-need schools in HISD is:

- Based on the 60% or greater FRL criterion, in 2018-19, 3 of 4 schools were high needs: elementary (1), intermediate/middle (1), high (1).

These statistics, juxtaposed with high-need school districts' growing teacher-student demographic gap (Boser, 2014; Goldhaber, Theobald, & Tien, 2015; Pew Research Center, 2014) and district leaders' inability to place teachers in hard-to-staff schools (Achinstein, Ogawa, Sexton, & Freitas, 2010) presents a dismal forecast for retaining teacher talent. For the past 30 years we continue to face a crisis in teacher shortages. Estimates for teacher shortage exceed 110,000 for a given school year (Sutcher, Darling-Hammond, and Carver-Thomas 2016). Districts across the country are facing severe shortages of teachers--especially in certain subjects (math, science, special education, career and technical education, and bilingual education) and in specific schools (urban, rural, high-poverty, high-minority, and low-achieving) (Aragon, 2018).

Teacher Shortages in Texas

A teacher shortage is defined as “the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed,” (Sutcher, et. al., 2016). The U.S. Department of Education has approved the following teacher shortage areas submitted by the Texas Education Agency for the 2020-21 school year:

- Bilingual/ESL – elementary and secondary levels
- Special education – elementary and secondary levels
- Career and technical education – secondary levels
- Technology applications and computer science – elementary and secondary levels

- Mathematics – secondary levels

According to researchers (Darling-Hammond, Sutchter, & Carver-Thomas, 2018; Ingersoll, Merrill, Stuckey, & May, 2016), there are broad factors that contribute to the growing crisis in teacher shortage in various areas: (a) a declining enrollment in teacher preparation and special education programs, (b) an increase in teachers attrition, and (c) a large number of experienced teachers approaching retirement or past retirement age.

Culturally Responsive Pedagogy

Teachers are needed in various educational areas. To add to the complexity, increasing the supply of teacher in itself is not the panacea to support students' academic outcomes. These teachers must also be equipped with culturally responsive pedagogy. Schools continue to become increasingly diverse and to keep pace new teachers need knowledge and skills that prepare them to work with all children (Lambeth & Smith, 2016). According to Gay (2002) culturally responsive teaching has a direct effect on the academic development and performance of students. Teacher preparation models that emphasize culturally responsive teaching are needed to help meet the education needs of students and increase teacher retention and success. Banks et al. (2001) outline what should be included in these models of teacher preparation: (a) learn the complex characteristics of U.S. society enriched by diverse ethnicities, languages, and social classes; (b) structure opportunities to engage in a rich and rigorous curriculum that integrates students' own experiences and contexts; (c) create environments that promote relationships that foster respect, interactions, and collaboration among students; (d) apply school organizational and leadership strategies that involve members of the community in decision-making; and (e) use assessments that are culturally sensitive and that assess cognitive and social skills. Some researchers recommend an additional factor that should be considered: professional identity and commitment in order to increase the chance of retention and success of a teacher who works in a diverse setting (Olitsky, Perfetti, & Coughlin, 2019).

Special Education

In 2015, a shortage of special education teachers was identified in 48 states, and in some districts nearly half of the special education teachers were not qualified for special education teaching positions (Sutchter, Darling-Hammond, & Carver-Thomas, 2019). Furthermore, there is a growing concern in the field of special education in regards to having teachers who are equipped to teach diverse groups of students. The lack of multicultural pedagogy in traditional teacher

preparation programs adds another dimension to the challenge of teacher shortages in rural places where the number of culturally and linguistically diverse exceptional (CLDE) students tends to be greater than in urban places (Robertson, Garcia, McFarland, & Rieth, 2012).

Sciuchetti, Robertson, McFarland, and Garcia (2018) reminds us that a continuing shortage of teachers certified in special education hinders the possibility of students with disabilities from reaching their full academic potential.

Bilingual Education. The demographics of the country continue to change. Hispanics are the largest ethnic minority group in the United States. It is projected that Hispanics will constitute 30% of the nation’s overall population by the year 2050 (U.S. Census Bureau, 2010). The largest concentrations of Spanish speakers were found in the states of California, Texas, Florida, New York, and Arizona. Texas remains in second place, with the largest Hispanic-origin population (Brown & Lopez, 2013), and 29.8% of its population ages five and older speaks Spanish at home (U.S. Census Bureau, 2014). Not having bilingual teachers to meet the academic needs of bilingual students has negative consequences. Having a qualified bilingual teacher in a classroom helps ELLs to “comprehend academic material, increases attendance, and graduation rates among this group” (Restuccia, 2013, para. 7).

Science Technology Engineering and Mathematics (STEM) Education

Many students in high-need schools lack access to qualified science and math teachers (Darling-Hammond, 2004; Ingersoll & Perda, 2010). Increasing the recruitment and retention of qualified science and math teachers is, therefore, vital for improving the quality of education in high-need school districts (Goldring, Taie, & Riddles, 2014). The shortage of STEM teachers threatens learning for students (Ladd & Sorensen, 2016). Further, the Texas Education Agency and national workforce projections suggest that, over the next decade, most careers will require clear aptitude in key STEM skills. Additionally, Texas is projected to have the second-highest percentage of the nation's future STEM job opportunities.

Residencies as a Teacher Retention Strategy

There are mounting calls to elevate and transform teaching and many argue that teacher residencies are part of the answer because they offer more clinical teaching time (Darling-Hammond, 2010), increased opportunities to connect practice to theory (Zeichner, 2010), enhanced induction (Wang, Odell, & Schwille, 2008) and instructional coaching (Denmark, 2013; Dunn & Villani, 2007; Gardiner, 2011; Hobson, Ashby, Malderez, & Tomlinson, 2009).

Teacher education scholars report that teacher residencies produce classroom-ready teachers who are committed to teach in hard-to-staff school districts. Teacher preparation leaders are disturbed by the revolving door of new teachers, especially given growing evidence that it harms school organizations, teachers, and students (Boyd, Lankford, Loeb, & Wyckoff, 2005; Guin, 2004). For instance, Ronfeldt, Loeb, and Wyckoff (2013) documented the negative impact of teacher attrition on the mathematics and reading achievement of elementary students. Residency programs may help to stem the increased attrition faced by some Texas school districts, improve the diversity of teachers relative to student diversity, and provide a mechanism to support novice teachers through meaningful induction. The authors of the National Center for Education Evaluation (2015) report on comprehensive teacher induction explain that:

Teaching residency programs (TRPs) represent a relatively new approach to addressing two long-standing challenges in staffing high-need schools. One challenge is attracting and preparing new teachers to succeed in such settings. A second challenge is retaining these teachers over time. TRPs aim to prepare teachers to work effectively in high-need schools through a year-long fieldwork placement (called a residency) and integrated coursework leading to a master's degree.... Proponents of TRPs argue that this combination of candidate selection, the residency and coursework, and the teaching commitment will produce teachers who will be more effective and remain longer in their placement schools and districts than teachers from other preparation programs. (p. 1)

Student or clinical teaching for pre-service teachers, the essential capstone experience in teacher training (Gurl, 2019; Smalley, Retallick & Paulsen, 2015; Steadman & Brown, 2011; Valencia, Martin, Place, & Grossman, 2009) is in need of transformation (American Association of Colleges for Teacher Education [AACTE], 2018). Teacher residency models may represent one of the most consequential reforms in clinical teaching (Darling-Hammond, 2010; Guha, Hyler, & Darling-Hammond, 2017a; Mourlam, De Jong, Shudak, & Baron, 2019; National Center for Teacher Residencies [NCTR], 2018) and signal a powerful response to the enduring challenges of how to select, prepare, and retain highly qualified teachers for Texas schools (Guha, Hyler, & Darling-Hammond, 2017b). Teacher residency programs are, by definition, district-serving teacher education programs that pair a rigorous full-year classroom apprenticeship with masters-level education content. “Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers” (NCTR, 2018, p. 3). Building on the residency model in medical education, teacher preparation programs provide residents with both the underlying theory of effective teaching and a year-long, in-school “residency” in which they practice and hone their skills and knowledge alongside an effective

teacher-mentor in a high-need classroom. Teacher residencies are opportunities for pre-service teachers to be authentically active in the classroom for an extended period and to “experiment with specific and concrete strategies under realistic conditions” (Pankowski & Walker, 2016, p. 4), which are typically rare in traditional university-based teacher preparation programs (TPPs).

B. Exceptional Approach: Innovation

The Aggie Teacher Education Residency Model (aggieTERM) in the College of Education at Texas A&M University, is a selective residency program for prospective teachers to teach in an underserved / high-need school district that started in 2019 for pre-baccalaureate students; learn more at <https://tlac.tamu.edu/student-services/aggie-term/>. We have supported one successful cohort to date and 11 residents have successfully completed the pilot program and have signed a 3-year contract with the Bryan Independent School District. The aggieTERM program is a short-term response with long-term personnel implications for independent school districts (ISDs) with staffing challenges in the state of Texas. The TQP funds will be used to enhance and sustain the capacity of the aggieTERM program. Our specific, measurable, achievable, realistic, and timely (SMART) Goal for the TQP Grant Opportunity: By the end of the five-year aggieTERM grant cycle, which includes a year-long authentic and rigorous residency program, 80% of the 250 high-quality pre- and post-baccalaureate candidates with a masters of education degree program will be hired in high-need schools in the Austin, Bryan, Caldwell and Hearne ISDs for 3-year minimum commitment. This goal is measured by performance measurement data that are embedded in a Comprehensive Community Induction Framework[●] (CCIF). The aggieTERM project is made up of an eligible partnership as defined in HEA section 200(6) with commitments from several educational entities: Texas A&M University (College of Education and Human Development (CEHD) as the lead applicant, College of Science, College of Liberal Arts). The partner school districts include AISD, BISD, CISD, and HISD that serve high-need schools—for which many are located in QOZs.

Our Innovative Approach: The Comprehensive Community Induction Framework[●]

The aggieTERM program leverages a 5-point Comprehensive Community Induction Framework[●] (CCIF). There is an impressive body of research on the aspects of teacher preparation that have the most impact on quality teachers. The CCIF[●] (see Figure 1, p. 10) is informed by a review of the current research on residencies and induction and illustrates key

considerations for a robust and meaningful comprehensive induction program. There are five fundamental attributes that researchers link to quality residencies:

1. *A coherent vision of teaching between school and university partners.* The preparation of future classroom teachers must prepare them for culturally diverse classrooms. The aggieTERM program serves as the laboratory in which residents have opportunities to implement a variety of instructional strategies, materials, and technologies for working with diverse populations in high-need schools. Residents placed in high need schools have frequent and supported opportunities to apply evidence-based theories of child development and high leverage teaching practices in real school settings— unapologetically driven by culturally relevant pedagogy. CRP is a pedagogical mindset and set of teaching approaches to empower students socially, intellectually, and politically (Ladson-Billings, 2014). As residents gain in the knowledge, skills and dispositions of an equity pedagogue, they concurrently gain a cogent understanding of their role as agents of change. Residents learn how to abandon a deficit perspective of students’ culture (Ford, Harris III, Tyson, & Trotman, 2001), and use instruction to validate P-12 students’ culture to elevate their interests and thereby improving academic performance (Borrero, & Sanchez, 2017; Brown, Boda, Lemmi, & Monroe, 2019; Christ & Sharma, 2018).
2. *Comprehensive strategies that enhance clinical experiences.* Comprehensive approaches to support for preservice teacher programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease human resources costs for school districts, and increase student learning (Ingersoll & May, 2016). Prospective teachers will receive closely supervised interaction with faculty, experienced teachers, principals, other administrators, and school leaders. Beginning teachers who receive multiple supports are less likely to leave the profession after the first year (Ingersoll & Smith, 2004). A comprehensive approach to onboarding beginning teachers can nurture the growth of teaching quality of beginning teachers (Davis & Higdon, 2008; Mitchell, Kwok, & Huston, 2019). Further, every aspect of the support structures for beginning teachers—including professional learning for mentors, teacher leaders, and principals—are critical elements for effectively supporting beginning teachers (Bickmore & Bickmore; Redding, & Henry, 2018). The aggieTERM program consists of a plethora of activities for all stakeholders and takes advantage of existing school and university structures that allow experimentation and adaptation.

3. *Shared governance.* The key to a successful school-university partnership is authentic alliances among each entity whereby the mutual benefits drive the relationship, vision, goals, and outcomes. The nature of the collaboration dictates a shared commitment for selecting residents, professional learning, the collection and analyses of data, and retention of residents to positively impact P-12 students' academic and emotional achievement (Burns, Jacobs, Baker, & Donahue, 2016; McCall, Howell, Rogers, Osborne, Goree, Merritt, & Gasaway, 2017).
4. *Developmental induction training for clinical teachers and mentors.* The teaching profession has a retention problem. While new teachers leave the suburbs at an average rate of 35% after five years (Ingersoll & May, 2016), in most high-need schools they are departing at alarming rates – some estimate upwards of 50% are gone by year five of their teaching career (Blake 2017; Hill-Jackson et al., 2019; Hill-Jackson & Stafford, 2017). Breaux and Wong (2003) advise that an induction process is the best way to send a message to your teachers that you value them and want them to succeed and stay. Induction activities for aggieTERM includes orientation to the workplace, but then continues to be a planned and systemic approach to supporting the beginning teacher into the profession (Kozikoğlu, 2018; Mitchell, Kwok, & Huston, 2019) and incorporates initiation to the workplace, socialization, mentoring, and guidance through beginning teacher practice. Induction works (Carver & Feiman-Nemser, 2009; Ingersoll & Smith, 2004; Johnson & Birkeland, 2003; Mitchell, Kwok, & Huston, 2019; Weiss & Weiss, 1999) but it must be more than guidance provided to new teachers in the first weeks of their teaching assignment. Beginning teachers and their mentors need a prolonged set of learning experiences that utilize induction activities that are job-embedded (Bolen, 2018), sustained over the first two to three years of their career (Kearney, 2019), utilizes professional learning communities (De Neve, & Devos, 2017), promotes a growth not evaluative model (Amrein-Beardsley, & Collins, 2018), and ensures that their instructional mentors also receive training that is growth oriented (Luet, Morettini, & Vernon-Dotson, 2018; Weisling, & Gardiner, 2018)
5. *Anchored in the community.* This attribute is based on the belief that good teachers know the school, while exemplary teachers understand their learners' community. The aggieTERM program utilizes mentors, a site coordinator/coach, university supervisors, community mentor, and a school-university leadership team to provide a 'culture of community' for the

aggieTERM teacher candidates. We do this with community service, community tours, and with professional gatherings at sporting events, game nights, book clubs, cultural field trips, and holiday gatherings. All stakeholders engage to form a sense of belonging for the resident and are willing to “go off script to build connections, letting the candidates know that we care about them professionally and personally” (Coburn, 2020, para. 6). Teacher education experiences that are embedded in the community (Hill-Jackson, 2018) positively impact candidates perceptions of diverse learner (Murrell, 2001).

The general themes that aggieTERM’s CCIF[®] addresses can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with high-need ISDs and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIF[®] is cemented in evidence-based approaches that are *comprehensive, coherent, and sustainable* (Wong, 2005). Figure 1 exhibits the CCIF[®] structure, which continuously embeds the needs of ISDs and culturally relevant pedagogy in ways that are comprehensive, coherent, and sustained.

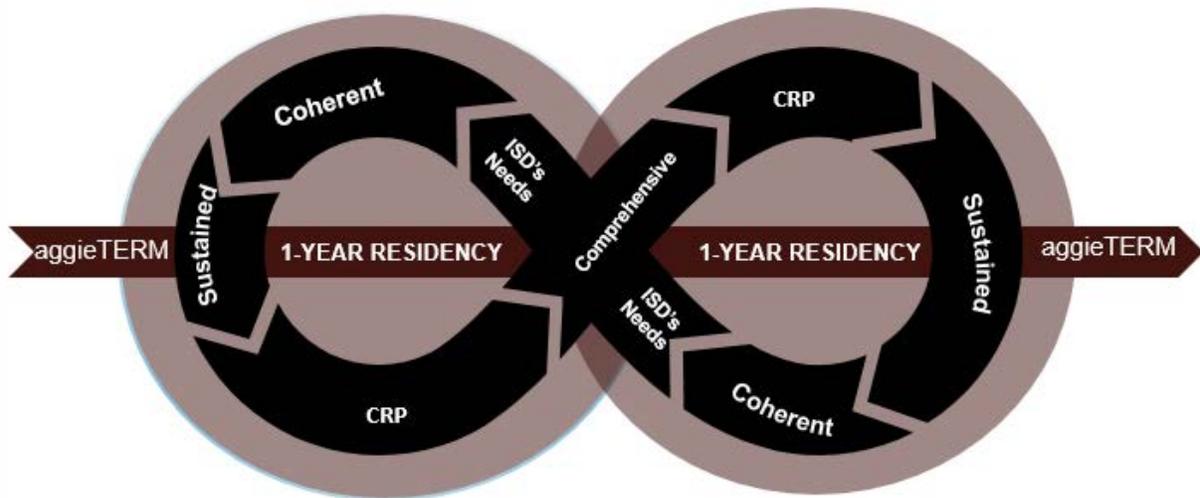


Figure 1. aggieTERM’s Comprehensive Community Induction Framework[®] (CCIF).

Comprehensive. The aggieTERM program structure consists of many activities, components, strategies and stakeholders. Comprehensive induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease human resources costs for school districts, and increase student learning (Ingersoll & Strong, 2011). aggieTERM utilizes mentors, a site coordinator/coach, university supervisors, program leaders, community

mentor, and an ISD-CEHD leadership team to provide a ‘culture of community’ for the aggieTERM teacher candidates.

The National Education Association suggests that beginning teachers receive induction experiences that scaffold in three stages of induction (National Foundation for the Improvement of Education (NFIE), 1999). In stage one, the focus is on the practical skills and information for understanding the teacher profession. In stage two, teacher candidates hone their knowledge of pedagogy and fine-tune their classroom management proficiency. By the third stage of induction, teacher candidates acquire a more nuanced understanding of instructional strategies and seek professional development that is attuned to the needs of their learners (See Table 1).

Table 1.

Stages of induction for beginning teachers

STAGE	FOCUS
1 st Stage	Practical skills and information <ul style="list-style-type: none"> ● Where to order supplies ● How to organize a classroom ● Where to find instructional resources ● What kind of assistance the teacher association can provide
2 nd Stage	The art and science of teaching and on polishing classroom management
3 rd Stage	A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students

Source: National Foundation for the Improvement of Education

Coherent. The various factors, program endeavors, and stakeholders are rationally linked to each other and undergirded by 10 Teacher Induction Standards (New Teacher Center [NTC], 2018). Using current senior methods and clinical teaching structures, aggieTERM can adapt these processes to logically connect a community for support for teacher educators.

Sustained. The ideal form of induction is well-articulated and sustained for many years. Following best practices, aggieTERM will include support to its teachers beyond the first year of the residency. Novice teachers need ongoing emotional (Dickee, Parker, Holzberger, Kunin-Habenicht, Kunter, Leutner, 2015; Hill-Jackson, 2018; Ripski, LoCaslae-Crouch, & Decker, 2011) and instructional (Dunne & Villani, 2007) support for the first three years of their practice.

Meaningful induction may improve the efficacy of new teachers (NTC, n.d.) and it helps them forge deep connections with the school district and the community (Wang, et al., 2008).

C. Goals/Objectives, Outcomes, Impact, and Logic Model

The primary needs of the partner ISDs are: (1) closure of the academic gaps at high-need schools in Quality Opportunity Zones (QOZs), (2) decrease the elevated annual teacher attrition, (3) build mentoring capacity to support classroom practice, (4) improve the teacher-student demographic mismatch, and (5) provide effective teachers for high-need subject areas: Bilingual Ed, SPED, and STEM, and content areas (See also Figure 2 and Appendix C, Logic Model).

The objectives of the aggieTERM Program are to:

1. Determine how high-need districts compare and contrast with one another in issues related to equity access, hiring, climate, and student achievement.
2. Ascertain how comprehensive induction prioritizes beginning teacher development in cultural competency.
3. Outline the fidelity of implementation for induction structures throughout each district.
4. Calculate the effect of comprehensive teacher induction on such issues of preparation, equitable access, district composition, resident teachers' self-efficacy and perceptions of professional learning opportunities, teacher evaluation, student achievement and student behavior, and retention of teachers in a high need school.

The Expected Outcomes of the aggieTERM Program are:

5. Evaluate how resident teachers compare with non-resident teachers on teacher (e.g., retention by year, self-efficacy, performance appraisals, etc.) and student outcomes.
6. Articulate how our high-need districts compare and contrast with one another in terms of equitable access, hiring practices, climate, and student achievement gaps at high-need schools in QOZs.
7. Realize how comprehensive induction prioritizes beginning teacher development in cultural competency.
8. Establish the quantitative and qualitative effect of comprehensive teacher induction.

The Expected Impact of the aggieTERM Program:

9. Map the fidelity of implementation for induction structures throughout each district.

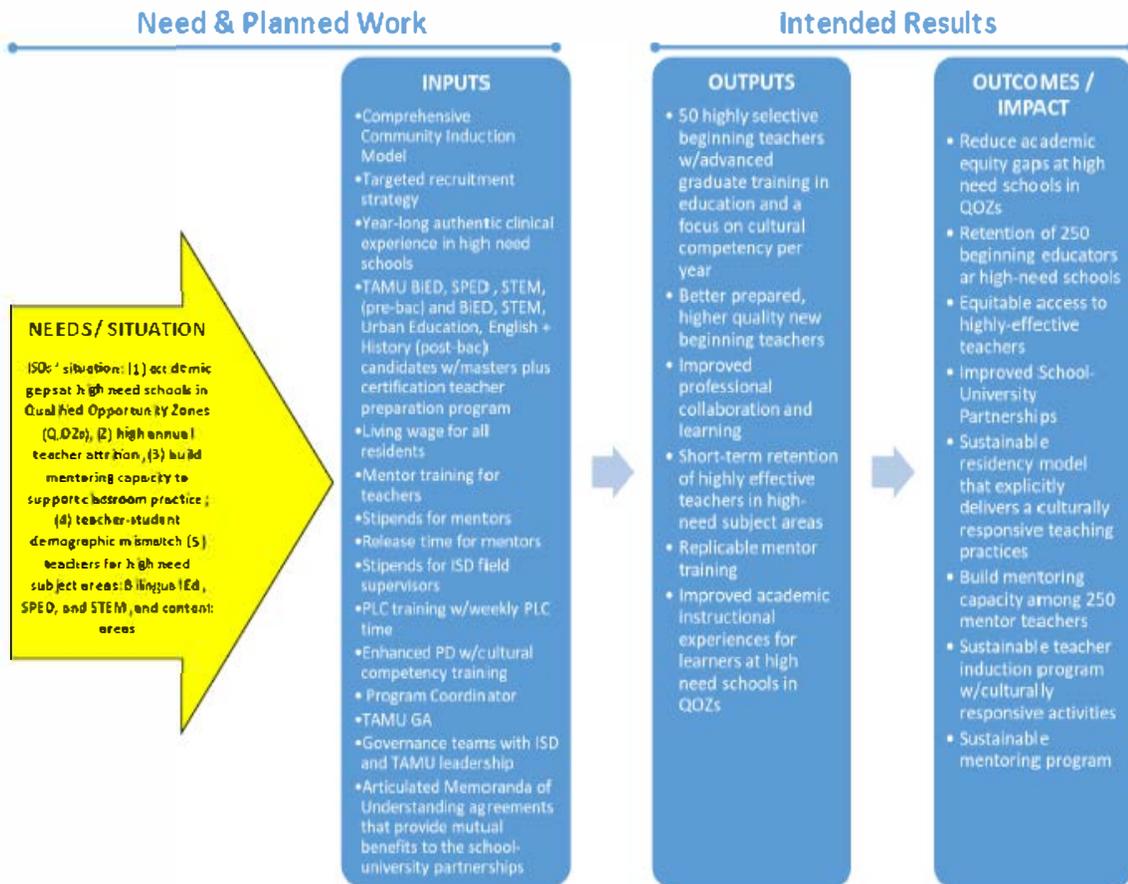


Figure 2. Needs, planned work, and intended results of the aggieTERM 5-year program.

D. Comprehensive Effort: The Five Core Components aggieTERM Program

Consistent with ESEA Section 111(d)(1)(B), aggieTERM is a link between partner ISDs and the lead university applicant that have diagnosed their needs in order to develop a:

...comprehensive support and improvement, the local educational agency (LEA) must “for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.” In addition, the comprehensive support and improvement plan must be informed by all of the statewide accountability indicators, identify resource inequities, include evidence-based interventions, and be approved by the school, LEA, and state. (USDOE, 2018, p.18)

The aggieTERM project is made up of an eligible partnership as defined in HEA section 200(6) with commitments from several educational entities: Texas A&M University (College of Education and Human Development (CEHD) as the lead applicant, College of Science, College

of Liberal Arts). The partner school districts include AISD, BISD, CISD, and HISD that serve high-need schools—for which many are located in QOZs.

The aggieTERM program leadership will facilitate monthly roundtable gatherings to discuss district needs, trends in aggieTERM data and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, ISD partners will make adjustment to the aggieTERM program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, a site supervisor, and university supervisors. The aggieTERM leadership team for each partner school will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensure standardization.

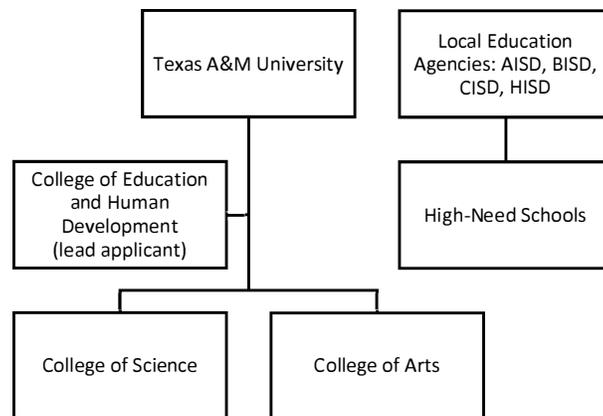


Figure 3. Entities engaged in the aggieTERM partnership.

In accordance with 202(f) of the Higher education Act (HEA), the requested funds will be used to support 50 participants/residents per year in the aggieTERM program. There are two types of residents, pre- and post-baccalaureate, who will all benefit from a program that incorporates the following five components (See also Figure 4). The novelty of the aggieTERM program is that it has the resources to support the implementation of two tracks that are references in the Federal Register, which reads:

Under section 202(d) and (e) of the Higher Education Act of 1965, as amended (HEA), these partnerships must implement either (a) teacher preparation programs at the pre-baccalaureate or “fifth-year” level that include specific reforms in IHEs’ existing teacher preparation programs; or (b) teacher residency programs for individuals who are

recent graduates with strong academic backgrounds or are mid-career professionals from outside the field of education. (Teacher Quality Partnership Grant, 2020, p. 29692)

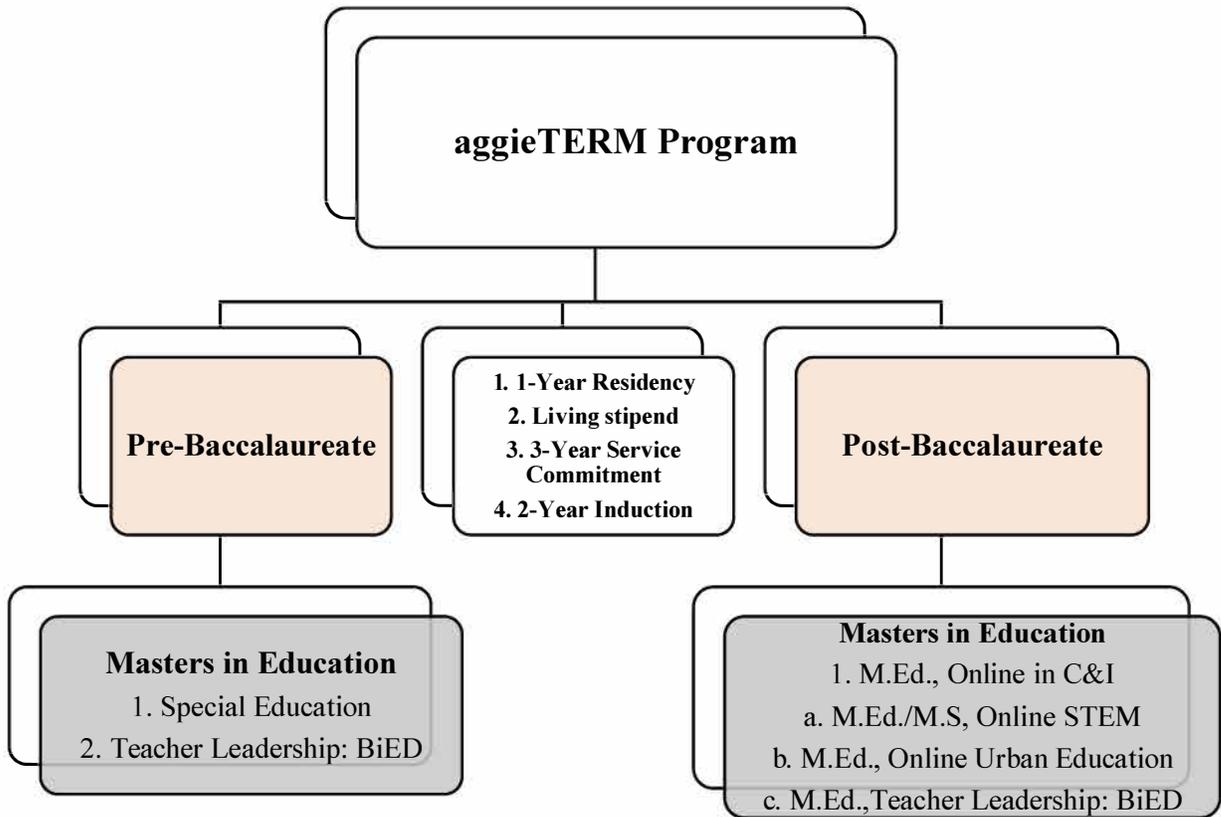


Figure 4. Five components of the aggieTERM program, which are supported by 202(d) HEA.

D-1. One-Year Residency: These education pre-bac students will learn alongside their classroom mentor as an associate teacher of record for an entire year engaging in clinical teaching practices. The post-bac residents are recent graduates of non-education programs and returning to acquire a teaching credential and a master’s degree. The post-bac students will also spend an entire academic year in a co-teaching model, which allow them to serve as a teacher of record in a classroom alongside a veteran teacher. Pre- and post-baccalaureate residents will receive closely supervised interactions with faculty, experienced teachers, principals, other administrators, and school leaders. Participants will use the residency as an opportunity to link educational theory to classroom practice and hone effective teaching skills in academic content areas while serving in high-need elementary and secondary schools.

D-2. Living Stipend - The pre- and post-bac students will receive a living stipend that is equivalent to the salary of first-year teachers in the state of Texas (\$41,000) and it will be paid over twelve months. The funding source for the pre-bac students' living stipends comes from the grant funds, while the funding sources for the post-bac students' living stipend comes from the partner ISD.

D-3. 3-Year Service Agreement - As a requirement for receiving the stipend, the *Intent to Serve Agreement* is a binding contract that must be required by all residents, which describes an explicit understanding with the aggieTERM student to serve as a full-time teacher for the assigned ISDs for a minimum of three years. Please read and complete all four sections of this *Intent to Serve Agreement*. The aggieTERM students are subject to a number of stipulations, including successful progress toward completion and repayment if the 3-year teaching assignment is not fulfilled (See Appendix H-1).

D-4. 2-Year Induction – The aggieTERM program includes an additional two years of professional induction activities, as an extension of the collaboration between the host ISD and the university, which supports the professional development of the residents beyond the residency guided by need. “They should be prepared to offer integrated and ongoing support that will create and sustain resiliency factors” (Hartman, Kennedy, & Brady, 2016, p. 185).

D-5. A Master Degree in Education– Each resident who participates in the aggieTERM program will be enrolled in an 18-month masters degree program (Cochran-Smith, Keefe, Carney, Sánchez, Olivo, & Smith, 2020) as a cohort. However, the program is adaptable and leaves room for the graduate experience to be expanded to 24-month master’s program due to the demands of being a new teachers while completing a master’s degree (Mitchell, Howard, Meetze-Hall, Hendrick, & Sandlin, 2017). The pre-bac residents are those students engaged in a “fifth year” undergraduate program and simultaneously enrolled in a master of education program focused on Bilingual Education or Special Education. The post-bac students are recent four-year graduates who will enroll in a master of education program in curriculum and instruction, and may select an emphasis in STEM, Urban, or Bilingual Education. Each student in the program will meet high academic standards determined by the program and participate in an intensive clinical experience. Each resident in the aggieTERM program will be prepared as a teacher to meet applicable State certification and licensure requirements. The graduates of the aggieTERM

program who intend to enter the field of teaching must also pass subject matter assessments of subject matter knowledge in the content area in which the teacher intends to teach.

Pre-baccalaureate Master's Programs

At Texas A&M University, senior undergraduate students (with a grade point average of at least 3.0) are eligible to enroll in graduate coursework and petition to reserve that coursework for graduate credit as part of a "fifth year" graduate program. Accordingly, the bilingual and special education programs will encourage academically superior students to enroll in six semester-credit hours during their senior year of undergraduate studies. These hours are part of the master's degree program and will facilitate student entry into those programs.

Bilingual Education Background

The first two years of a bilingual education teacher's experiences in the EL classroom are critically important, especially given the ongoing shortage of bilingual education teachers in public schools and the increasing English learner (EL) population in Texas public schools and across the nation. Furthermore, early-career bilingual education teachers generally do not have certified bilingual education teachers as mentors. They are often assigned to teachers who are not trained in evidence-based strategies for ELs. In addition, a second issue for the novice bilingual education teacher is administrative support. School administrators often have little understanding or training in the language program models for serving ELs, the instructional needs of ELs, and the resources necessary to improve the academic performance of ELs in their schools. This program identified Bilingual Education pre-service teachers at Texas A&M University interested in developing their knowledge and skills in bilingual education and second language acquisition pedagogy. In addition to the regular Bilingual Education Master's Program (BEMP) that includes courses in lesson design, assessment, and public school language models, the BEMP-TIL cohort offers three components: action research, technology integration, and mentor training. The BEMP-TIL cohort to date has always focused on Early Career Bilingual Education Teachers.

Beginning in 2019, the BEMP-TIL cohort added an Early Admittance to Graduate School Program. This program offers the same features and emphasis as described above. The program allows undergraduates to take Master's courses in the fall and spring semesters of their senior year. Afterward, they continue their graduate coursework, beginning during the summer after graduation, through their first year of teaching and ending in the fall semester of their second

year of teaching when they graduate with a Master of Education (M.Ed.) in Bilingual Education. All coursework for the master's program is delivered online using asynchronous and synchronous (Zoom) models. (See Schedule in Appendix H-3). The Bilingual Education Master's Program–Teacher Instructional Leadership aims to boost bilingual education pre-service teachers' progress towards becoming expert teachers. To accomplish this goal, our program uses a 3-pronged approach. The three components are teacher research, technology integration, and teacher mentoring. By providing this support during the induction period of an early career teacher via the cohort structure, courses, and dialogic conversations with bilingual education teacher peers, the BEMP-TIL program offers a smooth transition from the field and clinical experiences to the classroom by increasing the effectiveness of early-career bilingual education teachers.

To enhance and improve teacher effectiveness, self-efficacy, and professional identity, first as pre-service and then as early career teachers, the BEMP-TIL cohort members use observational data and data recording techniques as well as formative assessments to systematically and accurately measure students' engagement and learning behaviors. Moreover, using action research, teachers test the effectiveness of evidence-based instructional strategies within a specific academic context, such as mathematics, to improve students' academic performance and academic discourse competence. [See Appendix H-3a for a review of the course sequence of 36 graduate credit hours]

Special Education Background

Students with disabilities who have significant behavioral challenges often need intensive individualized supports and programs. Teachers of students with significant disabilities need to be prepared to respond to behavior and intervene in order for students to be able to make positive academic, social, and behavioral growth. To provide those services, special educators are often tasked with conducting behavioral assessments, analyzing the data, creating behavioral intervention plans, training others to implement plans, and overseeing implementation (BACB, 2015). The Master of Education in Special Education program is a 36-semester credit hour program, which includes a seven-course sequence that provides the students with a TAMU Graduate Certificate in Applied Behavior Analysis (ABA), which has been approved by the Behavior Analyst Certification Board (BACB) as meeting the coursework requirements toward

eligibility to take the certification exam. ABA is supported by research as an approach that produces improved cognitive outcomes for children with disabilities (WWC, 2010).

The mission of the Special Education Master's program is to improve long-term academic outcomes for individuals with disabilities through high-quality service delivery in education and related community-based settings. Further the emphasis of our faculty, per 612(a)(14)(C) of the Individuals with Disabilities Education Act (IDEA), is to prepare professionals with advanced skills in behavior analysis, positive behavioral interventions and supports, and special education in order to improve outcomes for individuals with disabilities. [See Appendix H-3a for a review of the course sequence of 36 graduate credit hours]

Post-baccalaureate Master's Program

Curriculum and Instruction Background

The Graduate Certification Program leads to initial teacher certification (EC-6, 4-8, or 7-12). The potential for a paid internship and the opportunity to apply all course work toward the Master of Education degree in Curriculum & Instruction are unique features of the program. The Graduate Certification Program is designed for those candidates who have completed or will complete a baccalaureate degree and desire initial certification to teach in Texas public schools. Candidates are admitted upon recommendation of aggieTERM leadership and progress through the summer, fall and spring semesters as a cohort. The certification program requires the completion of 21 graduate credit hours, the successful completion of the appropriate state examinations and a full-year public school residency. The candidates will complete the residency requirement through a paid teaching position provided by the partner ISD.

The Masters of Education in Curriculum and Instruction program is a 36-semester credit program. Candidates earn a teaching certificate plus a Master's of Education degree in Curriculum and Instruction (36 credit hours). Students will also have the opportunity to complete a Masters of education degree in curriculum and instruction with an emphasis on Science Technology Engineering and Mathematics (STEM), Urban Education, or Bilingual Education. All special emphasis areas include coursework on special populations and an emphasis on teaching students with limited English proficiency. Eligible students are those with semesters or

less to complete their undergraduate degree or graduates with a bachelor's degree. Candidates must have a 2.75 minimum overall GPR and complete requisite coursework with cohort peers.

The Graduate Certification with M.Ed. program is a cohort program that begins each summer. Students take all of the courses in the cohort portion of the program during the summer, fall, and spring semesters. [See Appendix H-3b for a review of the course sequence of 36 graduate credit hours]

II. EVALUATION

Methods

Guided by the New Teacher Center’s Teacher Induction Program Standards (2018), aggieTERM will use multiple measures to gather evidence to inform decision-making and engage key stakeholders to take active roles in promoting the growth and sustainability of the partnership. To determine the efficacy of aggieTERM, a quantitative methodology will be employed allowing the utilization of numeric data to describe the phenomena under evaluation (Fitzpatrick, Sanders, & Worthen, 2011). This framework was chosen for several reasons. First, it allows for the collection of data from a large sample size (Center for Innovation in Research and Teaching, 2016). Second, the data sources selected to generate numeric/statistical estimates of the populations (i.e., mentors, teacher candidates, university supervisors, etc.) in the program (Creswell, 2014). Third, statistical results may be viewed by policymakers as providing greater objectivity and credibility (Center for Innovation in Research and Teaching, 2016). Fourth, statistical scores provide comparisons across the data sources and to other research studies (e.g., Levine, 2006; Teach Plus, 2015; U.S. Department of Education, National Center for Education Schools and Staffing Survey [SASS], 2012). Finally, the descriptive data provide the foundation for future qualitative studies into stakeholders’ perceptions — allowing for a more in-depth construction and inquiry of aggieTERM’s efficacy (Creswell, 2013).

Project Objectives/ Questions

Inputs

1. How do our high-needs districts compare and contrast with one another in:
 - Equitable access to high quality beginning teachers?
 - Hiring teachers in high needs areas?
 - Climate, culture, and support for teacher success?
 - Student achievement gaps?
2. How does comprehensive induction prioritize beginning teacher development in cultural competency?
 - How do beginning teachers feel about and respond to this program?
 - How does this program compare with pre-existing district induction support?
 - How do resident teachers' beliefs shift as a result of this induction program?
 - How does mentor teacher quality affect resident teacher success?
 - How does support from community partners influence resident teachers’ feelings of preparedness and cultural competency?
3. What is the fidelity of implementation for induction structures throughout each district?
 - How do supervising teachers and school principals feel about the preparation of residents for their year-long clinical experiences?

- What percentage of residents complete their year long clinical experience?
- What is the distribution of BiED, SPED, STEM teachers selected for residency at the pre-bac level?
- What is the distribution of BiED, STEM, Urban Education, English+ History teachers selected for residency at the post-bac level?
- What percentage of pre-bac residents attained initial state certification/licensure?
- What percentage of post-bac residents attained initial state certification/licensure?
- What percentage of residents placed into positions as the teacher of record at high needs schools following their year of residency?
- How many, and in what mentee-mentor ratio, were trained mentors assigned to support residents?
- What was the average frequency and duration of field supervisor meetings with residents throughout the first residency year?
- What was the average frequency and duration of mentor meetings with mentees throughout each year of support while the resident was the teacher of record?

Outputs

4. What is the effect of comprehensive teacher induction on:
 - The preparation of new teachers for high-needs schools?
 - Equitable access to new teachers at high-needs schools?
 - District composition of the teacher workforce?
 - Resident teachers' self-efficacy, classroom practices, and retention as teachers of record?
 - Resident teachers' perceptions of professional collaboration and professional learning opportunities?
 - Teacher evaluation and principal perceptions of teacher success?
 - Student achievement, student behavior, and classroom climate?
 - Retention of novice teachers at high needs schools in the first two years as teacher of record?

Evaluation of outcomes and impact

5. How do resident teachers compare with non-resident teachers on teacher (e.g., retention by year, self-efficacy, performance appraisals, etc.) and student outcomes?

Methodology

We anticipate using a mixed method data collection with a matched (e.g., economic disadvantage, special education population, bilingual education population, STEM, etc.) comparative quantitative model and an emergent design qualitative perspective. The evaluation of TQP will take steps to approximate a quasi-experimental design in which purposefully selected TQP residency schools will be compared with matched comparison schools on several school characteristics of interest (i.e., the percentage of students economically disadvantaged, receiving services for bilingual education or English as a second language, and receiving special education services). Schools selected for TQP comprehensive teacher induction implementation

will be matched with similar schools for comparison in order to gain information about the impact of comprehensive teacher induction. Comparisons between TOP residency schools and the matched comparison schools will target high-needs schools (i.e., 60% or greater economic disadvantage) within Qualified Opportunity Zones (QOZs). Figure 5 illustrates our proposed model for this comparison.

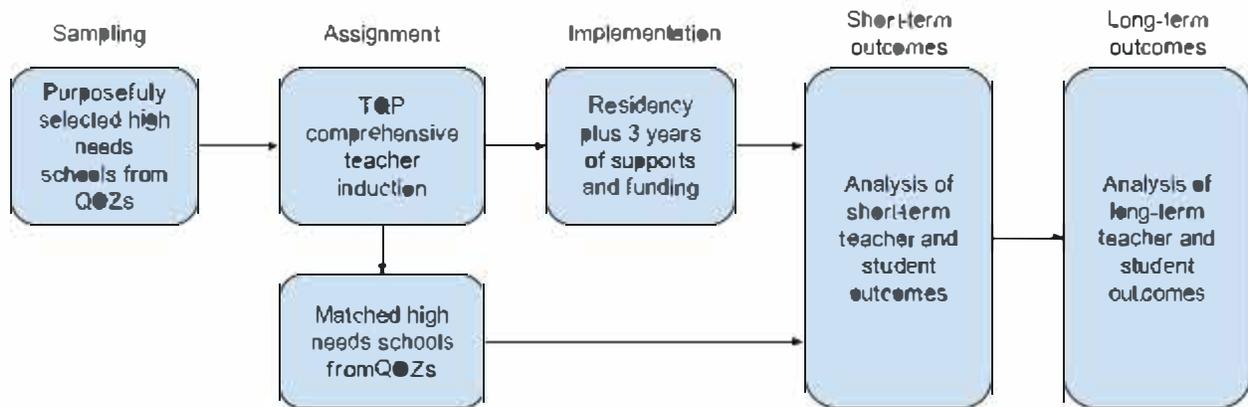


Figure 5. Matched comparative quantitative model.

For this project, we intend to evaluate the resident teacher preparation, support, and retention within high-need schools through aggieTERM's CCIF[®], a comprehensive community induction framework that emphasizes cultural competency. Through this induction program, we propose to measure the influence it has on resident teacher preparedness, efficacy, quality, and retention, as well as connections with student, administrator, and community relationships. The overarching research question that will guide our study is: *What is the impact of the comprehensive community induction framework[®] (CCIM) on reducing academic equity gaps among residents at high-need schools?* This question will guide our data collection and analysis, described below.

We will take a mixed method approach, integrating various qualitative and quantitative methods of data collection. We believe that taking a mixed approach is necessary to investigate the research questions for this study, as “it is virtually impossible for any one approach to be used to address the complex issues being explored through research in education” (Green, Camilli, & Elmore, 2006, pp. xvi). We will oscillate between both approaches and the various types of data

to complement one another to develop findings further than what would otherwise be done in isolation.

Quantitatively, we want to take a global perspective of each participating high-need districts and how they compare and contrast with one another. We anticipate using district and state administrator data, along with district survey data of staff and school climate. This will allow us to establish how, despite being high-need, each district has a unique context. Broadly, we will create various ordinal and hierarchical linear modeling approaches to identify predictors of teacher and student outcomes. We anticipate focusing on four separate sets of models. First, we expect to identify persistent patterns of attrition, as well as the overall campus structures, to present the context that resident teachers will enter. Second, we will analyze within and between district differences in important outcomes related to resident teacher hires. This includes outcomes of student achievement, student climate and behavior, teacher retention, and teacher evaluation. Third, we will analyze differences between resident teachers and non-resident teachers within districts using a matched demographic and contextual approach. Fourth, we will analyze between districts to determine whether similar patterns are consistent across residencies.

Qualitatively, we will explore the individuals and experiences of our resident teachers and those that support or interact with them. We anticipate collecting all original qualitative data. First, we want to gather the profiles of each of our resident teachers to better understand the motivations of individuals who want to enter and commit to working in underserved communities. Second, we want to explore the CCIF. Because induction varies so widely (e.g., Wei et al., 2009), yet is so vital for teacher outcomes such as retention (e.g., Ronfeldt & McQueen, 2017), we want to better understand and explain what makes an effective comprehensive induction program and how it can focus on cultural competency as a key pedagogical component towards beginning teacher success. Third, we want to explore the experiences of resident teachers throughout the induction program and within their classrooms. We will collect interviews, observations, and artifacts throughout their beginning teacher tenure to identify how they are processing their support and how they pedagogically develop. We will also interview students and administrators about their perspective on resident teacher success and how it compares with current or previous non-resident teachers. Analytically, we will take an emergent approach and allow the individual data to speak on its own, constantly comparing the data with our own interpretations.

III. ADEQUACY OF RESOURCES

A. Adequacy of Support

This proposal strives to advance teacher quality and retention through an “eligible partnership” as defined by the Higher Education Act (HEA) section 200(6) with commitments from several educational entities at Texas A&M University [the College of Education and Human Development (CEHD), College of Science, College of Liberal Arts], as well as partner school districts (AISD, BISD, CISD, and HISD), which are high-need schools and scattered in 33 COZs. The total anticipated 5-year budget for the aggieTERM program to perform this work is \$13,315,674.00; \$6,657,837.00 is the requested grant amount and \$6,657,837.00, or 50% of the budget, is the amount of the cost share/match provided by the partner ISDs and the university.

Total:	\$13,315,674.00	100%
Grant Amount Requested:	\$6,657,837.00	50%
Cost Share/Match:	\$6,657,837.00	50%

As indicated by the tentative cost share commitments (see the Budget Form), the partners will be able to pool their collective resources to seed the aggieTERM program and grow it to be a sustainable program. The cost share for the aggieTERM program is the portion of the project expense borne by the partner ISDs and university. The aggieTERM program’s cost share, which represents 50% of the total budget, and includes salaries for post-bac residents, in-kind contributions, small state grant, facilities, equipment and fringe. The ISD partners have provided letters of support. Due to the COVID19 pandemic, we were unable to secure memoranda of understanding (MOUs) by local school boards in time for the submission of the proposal. However, if the aggieTERM program is fortunate to secure an award, the cost sharing that is documented in the proposal will become confirmed by a MOU and converted to a binding commitment.

B. Commitment of Partners

Texas A&M University is ranked the top university in Texas and 18th nationally in *MONEY Magazine’s* new best value ranking, a list which ranks 744 schools around the country based on quality of education, affordability and graduates’ earnings as they pursue their careers. Texas A&M University is ranked 27th overall among public universities in “*US News & World Report Best College Rankings*” for 2020. The University ranked 70th among all public and

private universities. *US News & World Report 2021* edition of the Best Graduate Schools rankings assesses multiple types of graduate programs, including the six disciplines with some of the largest enrollments: business, law, medicine, nursing, engineering and education. *US News* routinely adds new specialties within these disciplines to make these rankings more complete.

CEHD, as the lead applicant, has a lauded history of producing the highest number of certified teachers in the state of Texas:

- #1 in producing teachers in General Elementary (EC-6 Core)
- #5 in producing teachers in Bilingual Education
- #1 in producing teachers in English, Language Arts and Reading
- #1 in producing teachers Math and Science
- #7 in producing teachers in Special Education (Texas Education Agency (TEA), 2019)

CEHD is also ranked 34th among the nation's education graduate schools. The college's student counseling and personnel services program ranked 13th, its special education program, its curriculum and instruction program each ranked 19th, and its educational psychology program ranked 16th. The College of Science, College of Liberal Arts, and CEHD are partners in teacher preparation. With the support of CEHD, the College of Science and Liberal Arts offer three (3) pathways for non-education majors to seek a secondary teacher certification through the aggieTEACH program to become a teacher candidate. The College of Science and the College of Liberal Arts are committed to supporting the aggieTERM program in the identification and recruitment of potential candidates, and advising.

The CEHD, as the lead applicant, is committed to the following support to initiate, implement and grow the aggieTERM program. CEHD will provide:

- Adequate Personnel: Advising and teaching of courses by expert faculty
 - Release time of expert faculty so they may closely interact with residents, mentors, and administration as well as conduct professional development
 - Release time by expert faculty to conduct research
 - Release time for assistant Dean of Educator Preparation to oversee the management of the project
 - Certification Officer
 - University Supervisors
- In-house program evaluation center: The Education Research Leadership Center (elrc.tamu.edu)
- Funding:

- Support student cohorts (\$10,000 per year) as learning communities
- \$1200 per year as scholarships for pre-baccalaureate students
- Infrastructure:
 - The aggieTERM program began in 2019 and the residency infrastructure has been created. Learn more at <https://tlac.tamu.edu/student-services/aggie-term/>
 - Assure implementation through a high-quality clinical curriculum and Comprehensive Community Induction Framework
 - Assure that all selected teacher candidates that receive a stipend will participate in at least 28 full weeks of an internship that aligns to the state standards
 - Provide a professional development opportunities for the residents for 3-year program
 - Provide professional engagement / network after graduation from CEHD
 - Manage the budget needs for the grant award
- Facilitate aggieTERM governance meetings
- Provide mentor training. CEHD has created an online mentoring and coaching academy. The We Teach Texas P12 Mentoring and Coaching Academy is *a self-paced online mentoring and coaching certificate opportunity for P12 teachers*. Our self-paced online Level 1 course explores the best practices in mentoring and coaching for P12 classroom teachers and offers ways to positively impact a beginning teacher's readiness to teach. Organized around 7 topics, and formatted in the research-based L.E.A.D.E.R. model, the Academy's standards-driven curriculum will guide participants through readings, videos, and applications to implement new ideas and tools focused on what it means to be an effective teacher mentor for novice Texas teachers. The overall vision of the We Teach Texas P12 Mentoring and Coaching Academy is to transform the preparation of teacher mentors by providing evidence-based professional development for P12 mentors and coaches who support beginning teachers throughout the state of Texas. Our mission is to build capacity among P12 teacher mentors, support the retention of quality teachers, and engage school districts as mutual partners to accelerate capacity among mentors. Learn more at <https://education.tamu.edu/mca/>

Partner ISDs (AISD, BISD, CISD, and HISD) will:

- Engage in a recruiting and selection of residents
- Support the management and sharing of data
- Provide a stipend/salary for post-bac residents
- Provide a quality mentor for each mentee/resident
- Give the mentor adequate release time to support the resident
- Jointly create sustained and coherent professional development opportunities for the residents for the 'Residency Year' and for the length of the 2-year induction program
- Create a professional community of care
- Offer qualified and successful residents a 1-year residency (with intention for renewal for 3 years pending adequate progress)
- Arrange an "intent to serve" and "contract signing" event for April/May and invite local community, press, and university partners

- Support marketing and communications needs (press releases, social media, etc.)
- Support students in state loan forgiveness program (if applicable)
- Ensure mentors and site supervisors complete onboarding training and receive release time
- Provide a qualified site coordinator
- Ensure ISD personnel attend aggieTERM governance meetings
- Provide facilities (meeting spaces, classrooms, and web platforms) to deliver professional development

C. Reasonable Costs

Texas A&M University and its principal investigator (PI) and co-principal investigators (co-PIs) are jointly responsible for stewardship of sponsored research funds in compliance with federal cost principles established by the university. Adherence to all cost principles is required to appropriately justify the expenses of conducting research at Texas A&M University. The consequences of failing to comply with cost principles may range from prohibition of specific incurred costs to dissolution of the award—contingent upon on the particular cost and circumstances in question. The university’s chief cost principles are “reasonable and allowable.” For a cost to be allowable on a specific sponsored award, it must meet all three of the following criteria:

Reasonable. It is necessary for the performance of the project and the cost is what a “prudent person” would pay for the particular goods or services obtained. Do I really need to make this purchase for the award?

1. Is this the least amount we could spend and still meet my needs for the efficient and effective performance of the award?
2. Will we use the product or services I am purchasing?
3. Is the cost reasonable?
4. Can we justify this purchase?

Allowable. The project that pays the cost is the project that benefits from it. Expenses shared across multiple projects benefit all projects proportionately, when benefit can be clearly assigned or allocated, or when proportionate value cannot be readily determined due to the inter-relationship of the work involved. Some expenses that may directly benefit a project may be prohibited by the award sponsor and, thus, are not allowable on the award. Additionally, the cost must not be explicitly excluded by federal guidelines or the terms and conditions of the award.

PIs and co-investigators in CEHD are responsible for reviewing their monthly reports of expenditures for allowable costs and to identify errors and omissions for resolution in a timely manner. The PI will work with her department administrator to prepare a budget and justification for the project. The budget must be in accordance with allowable cost principles, including application of the appropriate facilities and administrative rate. As the project progresses, the grant budget will be compared to actual expenditures on a regular basis.

Resources for Sustainability

The aggieTERM program leadership will facilitate bi-monthly roundtable gatherings to discuss district needs, trends in aggieTERM data, and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, ISD partners will make adjustment to the aggieTERM program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, a site supervisor, and university supervisors. The aggieTERM leadership team for each partner school will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensure standardization.

Table 2.

Projected budget to ensure the sustainability of the aggieTERM Program

Budget Item	Cost	Potential Funding Sources
Residents’ Salary	\$1.5 Million for 25 residents	Participating ISD’s Personnel Budgets
Professional Development Curriculum	\$10 k	ISD Professional Development Funds
Master’s Program at CEHD	\$1075 for each 3 credit graduate course	Resident; Scholarships available via CEHD Endowment Program
Professional Development / Induction Activities	N/A	In-house program created by the aggieTERM project and sustained by the ISD-university partnership
Professional Learning Community of Residents	\$10 k per year	CEHD’s Learning Community Initiative

After building capacity among the four partner ISDs, we aspire for aggieTERM to develop a long-term collaboration with each of the partner ISDs to continue the comprehensive induction program. The aggieTERM program will continue to thrive at participating high-need schools.

Eventually, aggieTERM will become a self-sustaining model for all school-university partnerships in the state of Texas. To leverage resources required to institutionalize aggieTERM beyond its initial grant award, the PIs will:

Plan Component/ Method	Action Steps	Timeline
Initiate Relationship with target ISDs	<ul style="list-style-type: none"> • Schedule partner meetings to jointly conceptualize the vision for the aggieTERM program. • Prepare personal invitations and ask those who recommended individuals for our aggieTERM Governance team to invite them personally. Select team of helpful TAMU faculty, ISD representatives • Begin the discussion for a Memorandum of Understanding (MOU), 	Upon Grant Award
Identify Additional Funding Opportunities	<ul style="list-style-type: none"> • Trellis Foundation Founded by Trellis Company in 2018, Trellis Foundation is a grant-making public charity that supports postsecondary access, affordability, and completion for low- and moderate-income students. More information is available at www.trellisfoundation.org. • TEA Grow Your Own Grant-funding Program (Pathway 3) • Texas Higher Education Coordinating Board (Texas Higher Education Foundation); The Foundation’s mission is to foster and further evidence-based initiatives that positively impact postsecondary outcomes in Texas. • Participating School Districts • College of Education and Human Development: Endowment and Development Funding 	Month 1-36
Refine Vision, Mission, Case for Support	<ul style="list-style-type: none"> • Create staff to guide the planning. • Create a campaign to communicate with local schools, universities, and business communities why aggieTERM is needed, who will benefit, and why our TAMU is the best organization to undertake it. • Identify other stakeholders who might share a common vision. • Gain the endorsement and support of additional collaborators in the local community and statewide. • Identify a continuation/sustainability liaison (site coordinator) at each high school who can facilitate program goals 	Months 1-3

Goals and Objectives	<ul style="list-style-type: none"> • Refine the logic model to clarify sustainability goals, create specific program objectives, and identify measures to track progress and objectives • Cement the aggieTERM professional development curricula and pre- and post-bac programs with ISD partners and advisory 	Months 1-3
Analyze Program Costs	<ul style="list-style-type: none"> • Clarify financing for services and outcomes • Map current spending and analyze funding gaps • With staff and advisory committee, develop financing strategies, evaluate options, and develop recommendations. 	Month 4
Make the Ask	<ul style="list-style-type: none"> • Determine appropriate level of collaborative commitment for each ISD • Determine needs for “sustainability team” for each ISD 	Month 3-4
Formalize Relationship	<ul style="list-style-type: none"> • Finalize the Memorandum of Understanding (MOU) • Formalize Governance Team and an Advisory (local and state-wide partners, ESCs, college advisors, faculty, etc.) 	Months 4-7
Steward the Program	<ul style="list-style-type: none"> • Offer opportunities for continued involvement in shaping the program through regular meetings and dialogue. • Share the credit and celebrate successes. • Make sure the aggieTERM program is mutually beneficial to all partners. • Document objectives and celebrate benchmarks • Seek regular feedback from the Governance team and disseminate results. 	Month 8 and ongoing
Refine and Execute the Plan for a Sustainable Budget	<ul style="list-style-type: none"> • Create a team and marketing plan with advisors across the Colleges to develop and market aggieTERM. • Identify budget items that could provide in-kind contributions by partners or other stakeholders. • Select methods and teams for resource gathering for the year • Review grant plan with objectives and timelines. 	Month 8 and ongoing

IV. Management Plan

A. 3-Stage Comprehensive Plan for aggieTERM

Using the research on the 10 best practices from the most sophisticated partnerships between school districts and teacher preparation programs (Education First, n.d.), and focused on the staffing needs of the partner ISDs, the aggieTERM partnerships utilizes a 3-stage roadmap (*initiation, implementation, and continuous improvement*) that establishes the program components and shared governance strategy.

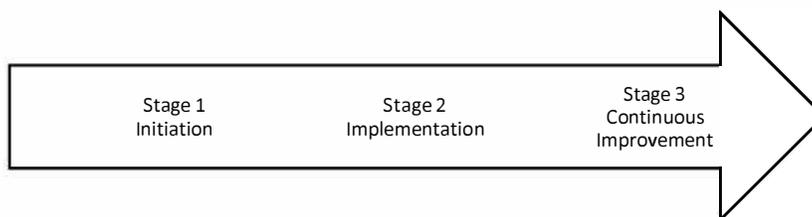


Figure 6. A 3-stage comprehensive plan for aggieTERM.

Stage 1: Initiation stage, a shared vision for preparing future teachers

The aggieTERM program partnerships for this project is as a direct response to the needs assessment of the participating ISDs (See Appendix B) and difficulties filling their teacher pipeline, particularly as a high-need district. Consistent with ESEA Section 111(d)(1)(B), aggieTERM will assist partner ISDs that have diagnosed needs in order to develop a:

...comprehensive support and improvement, the local educational agency (LEA) must “for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.” In addition, the comprehensive support and improvement plan must be informed by all of the statewide accountability indicators, identify resource inequities, include evidence-based interventions, and be approved by the school, LEA, and state. (USDOE, 2018, p.18)

Together, we looked at data and patterns within our community, specifically on issues related to literacy, English as a second language, poverty, student demographics, and teacher retention, and decided to focus on encouraging and supporting 50 promising special education, bilingual education, and content area teachers (including STEM, English, and history —forming the aggieTERM program.

The aggieTERM incorporates closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders. Working together, the partner ISDs (AISD, BISD, CISD, and HISD) and CEHD have crafted a vision for talent development and are collectively responsible for developing new teacher candidates and future teachers their fullest potential to ensure goals are met that support new teacher development. Owning that responsibility, and based on the needs of the ISDs and in accordance with 111(b)(1) of the ESEA, the CEHD as the lead partner has initiated the following processes:

- ISDs and CEHD reviewed teacher staffing data, as well as student demographic and achievement data. The aggie TERM team consists of the ISD administration and university PIs. As a result of our collaboration, the decision to target efforts to identify and support EC-6 teacher candidates with bilingual or English as a second language training was confirmed. As a result of these needs assessment (See Appendix B), the ISDs and CEHD have agreed upon a shared vision to improve teacher quality at the early childhood through grade six level over the next five years - a vision of a highly qualified and stable workforce for the ISDs in the aggieTERM partnership.
 - The outcomes of the USDoE grant will produce 250 well-prepared and effective teachers in high-need schools, stronger professional practice, relevant content knowledge, higher numbers of fully licensed, and teachers of high need subject areas who remain in partner ISDs and positively impact P-12 student achievement.
- The aggieTERM plan will support teachers and align with Texas Essential Knowledge and Skills (TEKS) academic standards. Texas has adopted the TEKS curriculum standards that are to be used in all the state's public schools. The TEKS standards outline what students are to learn in each course or grade.
- The ISDs-university partnership has agreed upon a preliminary plan for aggieTERM that includes (a) a recruitment and selection plan, and (B) an induction plan that aligns with objectives, performance measures, milestones, and timelines for the aggieTERM program (see part four of this document).

Recruitment and selection plan

The selection process for identifying the teacher candidates / participants in the aggie TERM program is focused on recruiting 50 residents per year who reflect the diversity of the participating ISDs' student population, with greatest likelihood of persisting in a diverse school district. All four of our ISDs are culturally diverse and economically with high-need schools with overwhelmingly large Hispanic and African American student bodies that reflect varying combinations of cultural, linguistic, and economic diversity. Therefore, our research-based screening process features three rounds of competitive selections yielding residents with the greatest likelihood of being successful in a high-need school system, while contributing to teacher diversity. The selection process of our residents relies on predictive analytics of effective pre-service teacher dispositions in urban schools (Baskin & Ross, 2002; Baskin Ross, & Smith, 2016; Haberman, 2005; Hill-Jackson & Stafford, 2017; Waddell & Marszalek, 2018), and culturally responsive teaching (Gay, 2010; Ladson-Billings, 2009). These frameworks provide insights into the types of knowledge, skills, and dispositions that correlate with teacher longevity and effectiveness in high-need schools (Hill-Jackson, Hartlep, & Stafford, forthcoming). Overall, we will consider academic, cultural and experiential variables, and candidate's commitment to teaching in high need schools throughout the selection process. With a charge of shared governance, the aggieTERM leaders will appoint a five-member recruitment team, from each ISD and the EPP at TAMU, to create and implement the policies and materials needed to follow recruitment and selection.

Round 1. Worth 100 points, this round will be an open application for all eligible pre- and post-bac candidates; and conducted separately for both baccalaureate programs. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness), and commitment to teaching (e.g. why teaching in a high-need school and why teach in AISD, BISD, CISD, and HISD?).

Academic Variables

1. GPA - 5 points (2.75 - 3.0 = 3 points; 3.1 - 3.5 = 4 points; 3.5-4.0 = 5 points)
 - a. Applicants are required to maintain a 2.75.

2. Types of Certifications Sought - 5 points (e.g.: EC-6 with ESL - 3 points; EC-12 with Bilingual - 5 points, Special Education, STEM, Social Studies/Language Arts, Urban)
 - a. All TAMU education majors, on the pre-bac track, will graduate with an ESL endorsement

Cultural Variables

1. Bilingual - 10 points (Beginner 3, Intermediate 7, Advanced 10)
 - a. We will use the Cervantes Spanish language test has 53 questions divided into 5 levels, from beginners (A1) to advanced (C1).
2. Reflect Diversity of ISD - 10 points (Race, Gender and Economic match) - 10 points
 - a. Any diversity marker is worth 10 points.

Experiential Variables (These background experiences correlate to persistence and effectiveness in underserved schools)

1. P-12 Resident of Partner School - 10 points
 - a. Being a resident of the local community creates deep connections with the community making it less likely for pre-service teachers to leave the district.
2. Educated in Diverse Schools - 10 points
 - a. Pre-service teachers educated in diverse school settings have greater insights into community strengths, assets and resources that can be leveraged in classrooms and in their interactions with children and parents.
3. Educated in a Bilingual, Dual Language, or ESL Classrooms - 10 points
 - a. Teachers proficient in language development are in high demand for the ISDs, pre-service teachers who are second language learners are more likely to be more sensitive to students' needs.
4. First Generation - 10 points
 - a. First generation students share similar family and life experiences to students in high-need schools, which enables them to build productive relationships with families and students.
5. Non-traditional Student - 10 points
 - a. Non-traditional students tend to be older with more life experiences enabling them to support the complex social-emotional needs of urban learners.
 - b. Educational Philosophy - 20 points

Commitment to teaching in high-need schools - 20 points

1. These essay questions will address:
 - a. Why do you (candidate) want to teach in a high need school?
 - b. Why do you (candidate) want to build your career in a high-need ISD?

Round 2 (Top 100 candidates). Round 2, worth 100 points, begins with the top 100 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature assessments. Performance on each assessment will be rank ordered, and used to select the top 15 candidates.

1. Haberman Star Teacher Pre-screener is a 50-item survey reliable and valid survey (Waddell & Marszalek, 2018) that is designed to measure ten dimensions of teacher readiness for high-needs schools (Haberman, 2005). The results of the questionnaire will be rank ordered.
2. Cultural Awareness Beliefs Inventory (CABI) is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

Round 3 (Top 80 Candidates) This round starts with the top 80 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners (Haberman, 2005; Hill-Jackson & Stafford, 2017; Hill-Jackson et al., forthcoming). Round 3 is conducted through the ISDs' Human Resources processes for hiring teachers, which includes completing ISD teacher applications, reference checks, criminal/fingerprint check, and interview process. The ISD leadership then selects the top candidates at the conclusion of the interview process.

Stage 2: Implementation stage

After plans have been co-created in the initiation phase, the aggieTERM program participants will work as a team to identify and select high quality teacher candidates. Partner ISDs and CEHD will implement the CCIF in which ISD community mentors, mentors, site leaders, and university supervisors enact a 'culture of family' so clinical teachers feel connected to a District that is committed to their long-term service to ISD learners and the community. The aggieTERM team recognizes the elements as essential to an effective first year in a three-year induction program (see Figure 8).

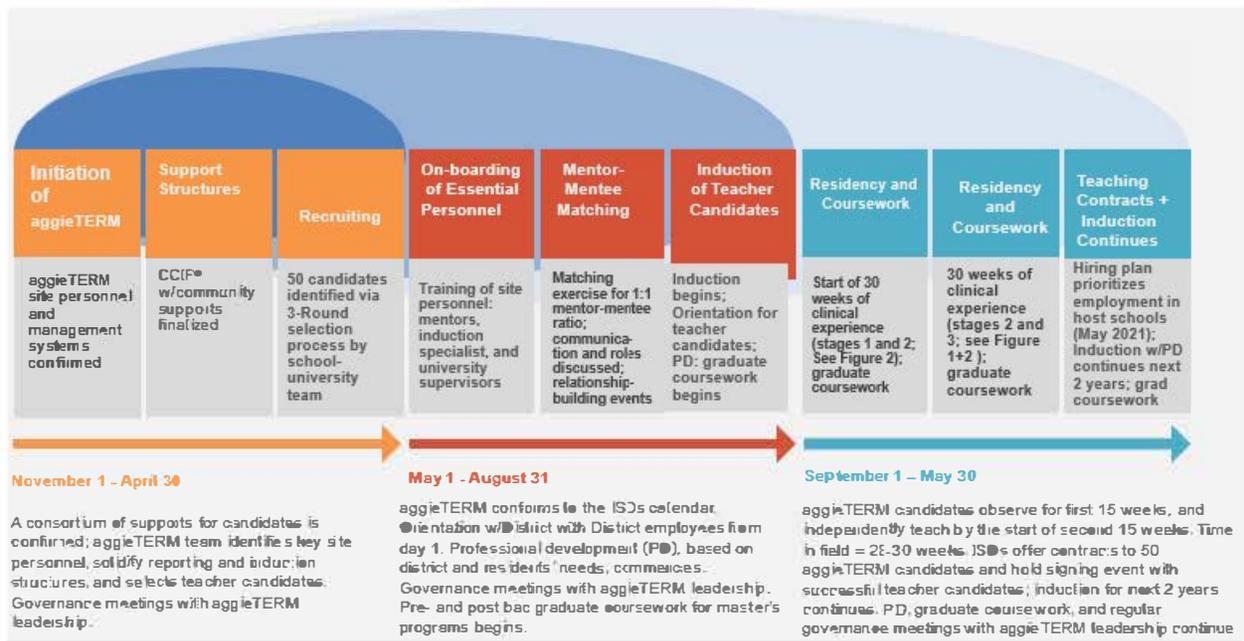


Figure 3. aggieTERM's residency year.

A-1. Coordination: Synchronization among the partner ISDs and the university is crucial to the successful implementation of the aggieTERM program. The CEHD clinical teaching calendar will be adjusted to allow clinical teachers to start the school year with the ISDs' academic calendar. The aggieTERM program begins the summer before the start of the school year completing professional development (PD) offerings with the partner school district. During this time, these residents begin their pre- and post bac graduate coursework with three to nine credit hours. The aggieTERM residents co-teach for the first 15 weeks, and independently teach by the start of the second 15 weeks. The total time in field equals 28-30 weeks. ISDs offer contracts to 50 aggieTERM candidates and hold signing event with successful teacher candidates; induction for next 2 years continues. During this time, the residents are heavily supervised by CEHD faculty, veteran teachers, and administrators. In addition, PD continues and regular governance meetings by aggieTERM leadership team allow time to review program data and make program adjustments as needed.

A-2. Targeted Training/Professional Development: Effective onboarding of all aggieTERM personnel (mentors, site coordinator, university supervisor) on the evaluation instruments for the clinical teachers is very important before the start of the residency year. A crucial element of onboarding the key personnel is for them to work on ensuring that program coursework and clinical experiences match district protocols and language.

Mentors – Mentors are key personnel whose responsibilities include conducting observations of teacher candidates to ensure fidelity of the program across aggieTERM partner schools. The partner ISDs and CEHD will strengthen the training of mentors and supervisors, including an intensive spring training, and will tap stronger mentor teachers to train others. The ISDs will identify effective mentor teachers who have the attitude, professional competence, communication skills, and interpersonal skills (NFIE, 1999, p. 8). Mentoring is a key component of effective teacher induction programs because the mentor and teacher candidate work in close proximity to each other. Mentors and residents are paired in a 1:1 ratio and the mentors: provide beginning teachers with practical information, guide teachers and offer feedback and opportunities for reflection, given reduced time for mentoring, meet with the mentor on a regular schedule, and provided a reasonable teaching load and class allocation, which takes into account the beginning teacher’s experiences and needs.

Cooperating teachers serve as mentors, models, and instructors to student teachers, and are one of the CEHD’s most valuable resources. By welcoming a novice into their classroom, cooperating teachers demonstrate their willingness to:

- guide student teachers in planning and implementing curriculum
- support student teachers in developing their personal teaching style
- encourage questions, open discussion and dialogue
- monitor and assess the many aspects of each student teacher's growth
- challenge, re-direct, question and explain according to the needs of the pre-service student

According to the Texas Education Agency (TEA) a teacher mentor / cooperating teacher must:

- teach in the same school as the teacher candidate/preservice teacher;
- teach the same subject or grade level as applicable;
- meet qualifications as determined by the commissioner;

- have at least three complete years of teaching experience and a superior history of improving student performance.

In addition, aggieTERM mentors must share 3 years of documented student achievement and complete of the We Teach Texas P12 Mentoring and Coaching Academy; a research-based mentor and induction training program.

- Site Supervisor / Coaches - A coach is a trusted school leader who helps a teacher candidate move from a lower to higher level of pedagogical performance by giving feedback and offering suggestions for improvement (Marzano & Simms, 2013). When coaching is conducted in a systematic approach via cycle (Knight et al., 2015) it can be a highly effective strategy (Suarez, 2018), transforms urban teacher practices in underserved communities and may be used as a reflective tool (Teemant, 2014). Beginner teachers were positive about the benefits of instructional coaching. The site leader for aggieTERM, who does not have evaluation duties of the teacher candidates, will serve as their instructional coach.
- University Supervisors - University supervisors, in a 1:3-4 ratio, will interact in-person with teacher candidates eight times during the year-long residency to observe, assess, conference with, and encourage each student teacher; additional electronic contacts are encouraged. The university supervisor will conduct a minimum of four (three to be completed prior to submission of the edTPA performance assessment) formal observations of the teacher candidates using university-approved instruments to identify teaching behaviors in effective instruction, lesson planning, assessment, language of instruction, classroom management, use of technology, and professionalism.
- Community Mentors – Innovative residencies are finding success by matching community leaders with teacher candidates who help them settle into a new community (Clark, Zygmunt, Clausen, Mucherah, & Tancock, 2015). In hard-to-staff schools, teachers' perceptions of families and learners are strongly related to their decisions to remain in the school. Teacher-family relationships impact the retention rates between low and high poverty schools as a factor in workplace conditions for teachers (Johnson, Kraft, & Papay, 2012). Community mentors, who serve as connectors or cultural ambassadors, impart the strengths and values of the children and families with whom candidates teach

during their placement. Consistent with the literature, families from underserved communities can be intimidating for new teachers (Ferrera & Ferrera, 2005). However, the family is an overlooked resource that may function to support the socialization of novice teachers in the school district (Epstein, 2018; Ferrera & Ferrera, 2005)

A-3. Induction Requirements for Residency Year:

- Orientation with host school, community leaders, CEHD, residents and their families
Residents partnered with their cooperating teachers and grade level team for ISD summer teacher institute
- Weekly meetings of Inductee/Mentor
- Bi-weekly meetings of Inductee/Mentor
- Two peer classroom observations
- Attend an offsite conference or workshop
- Completion of Needs Assessment for Teacher Inductees
- Completion of Monthly Teacher Induction Reports
- Formative and Summative Reflection Sheets
- Completion of Performance Development Portfolio and Checklist Document

A-4. Professional Development Requirements for Residency Year, Year 1, and Year 2:

The aggieTERM partnership will include professional learning experiences to help improve residents' practice. All of the aggieTERM stakeholders will work together to create a professional development curriculum that is context-specific and focuses on the needs of the residents and the partner ISDs. New teachers need focused support to help them improve their practice as they plan, teach, or evaluate instruction.

According to the What Works Clearinghouse (WWC) intervention report on Teacher Excellence, professional development is defined as training that addresses specific needs for teachers, including “increasing their content knowledge (about the academic subjects they teach), pedagogical content knowledge (about how students learn), and the ability to analyze student work...” (2019, p. 3).

The professional learning opportunities, also available to mentors, coaches and principals, will include a combination of partner ISDs current professional development experiences and professional development needs identified by the aggieTERM goals and objectives. The aggieTERM program will provide ongoing and systematically focused learning opportunities to all stakeholders in order to empower them to acquire and develop the knowledge, skills, and instructional methods to ensure that all students perform at high levels. The professional

development offerings of the aggieTERM program will be provided by the human resource offices of the partner ISDs alongside the faculty from the College of Education and Human Development at Texas A&M University (CEHD) and sustained beyond the term of the grant. The CEHD faculty have expertise in education, with particular focus on culturally responsive pedagogy, classroom management, special education, bilingual education, STEM education, as well as curriculum and instruction (see Appendix D – Resumes/Curriculum Vitas of Key Personnel). The funds will allow some release time for faculty to engage ISD partner stakeholders in sustained professional development in online and face-to-face formats.

The grant funds will use the grant funds to develop professional development based on the actual needs of the high-need school, rather than offering generic professional development experiences. The results of a professional development needs assessment may lead a high-need school to focus on one of the topics that most teachers agree is a weakness, or the school might focus on several topics that aggieTERM stakeholders target as areas of greatest need. Professional development scholars understand that attending sit-and-get professional development workshop does little to improve teacher performance or student achievement. Residents and their leaders will require experiences that are situated in a sustained professional development effort that actively engages teachers in goals specific to their instructional needs (Banilower, Heck, & Weiss, 2007; Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Marshall & Alston, 2014; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Once instructional needs are known, then professional learning that is intentional and continual can be created to move teachers, departments, and high-need schools to their desired instructional needs to support learners. We will take our lead from Darling-Hammond, Hyler, and Gardner (2017) who have identified several key elements of effective teacher professional development:

- Focus on content. Provide PD that supports specific instructional strategies in specific subjects.
- Create opportunities for active learning. The theory of andragogy tells us that adults have a need to direct themselves, use prior experience, solve real-world problems, and to immediately apply new learning to current job responsibilities. Adults have an innate need for opportunities to develop autonomy, mastery, and purpose in their work.
- Support work-embedded collaboration. PD that helps educators develop peer observation strategies, data teaming communication protocols, co-teaching models, and more.

- Model best practices. Just like a tell me, show me, involve me strategy can work with students, moving to modeling and application instead of "sit-and-get" lecture-based professional development can be powerful for adult learners.
- Coach and support. Instructional coaching is a non-evaluative way to create opportunities for ongoing observation, feedback, reflection, and improved practice, whether provided by experienced colleagues or external consultants.
- Incorporate feedback and reflective practice. Providing teachers with substantive, specific, and timely feedback--and providing them with adequate time to reflect and act upon that feedback--is a best practice for instructional improvement.
- Deliver the PD over a period of time. The one-shot PD session is the kiss of professional death when it's not paired with ongoing support and engagement. One workshop does not a major instructional initiative make. A strategic release over a period of time is much stronger. (schoolxyexchange.com, n.d.)

The topics for professional development opportunities with our ISD partners include, but are not limited to:

- Data-Driven Instruction
- Whole and Small Group Instruction
- Culturally Relevant Pedagogy
- Reading Assessment
- Differentiated Instruction for Special Populations
- Socio-Emotional Learning for Students
- Socio-Emotional Learning for Teachers
- Professional Learning Communities
- Supporting learners w/limited English Proficiency
- Leadership

Since culture and community are hallmarks of the aggieTERM program,

instead of just observing and participating in classroom instruction, teacher candidates can also attend and take part in PTA meetings, school board meetings, parent-teacher conferences, assemblies, community days, lunch periods, and recess. Such a range of experiences can give teacher candidates a richer understanding of the students, the community, and the norms of high-needs schools. As a result, they will be better prepared to thoughtfully adapt their instruction to meet the diverse needs of their students.

(Mascarenhas, Parsons, & Burrowbridge, 2010, p. 9)

To be sure, a long tradition of research has demonstrated that teachers must adapt their instruction based upon their knowledge of the students they are teaching (Hill-Jackson et al., 2019; Hill-Jackson & Stafford, 2017).

Stage 3: continuous improvement. In order for aggieTERM to succeed, CEHD recognizes that our teacher preparation programs must be adaptive in responding to the partner ISDs' staffing needs. As the future employer of aggieTERM teachers, CEHD recognizes the partner ISDs as esteemed future employers of the university's teacher candidates. BISD and CEHD program

leaders are open to a fluid process that invites change and leads to processes that are sustainable and provides a high-quality teaching force that BISD deserves.

A-5. Communication: Frequent communication is pivotal to the success of aggieTERM. The partner ISDs and CEHD program leaders will pause and hold regular online and face-to-face meetings to formally discuss the teacher residency program. In addition, the district coordinators and university liaisons will meet monthly to discuss teacher candidates' strengths and challenges.

A-6. Data sharing: Using teacher performance data, the partner ISDs and CEHD will collaboratively (1) modify the processes of aggieTERM as needed, and (2) continue to strengthen the aggieTERM pipeline to meet district needs, especially those for bilingual education and diverse candidates. These adjustments will be completed by improving educators' understanding and use of evidence-based practices, leveraging practitioners' professional insights, and changing classroom practice through instructional coaching (Maheady, Magiera, & Simmons, 2016).

A-7. Sustained induction: Induction continues for the teacher candidates through the first two years of employment with the partner ISD that includes:

- Quarterly meetings of Inductee and Mentor
- Two peer classroom observations
- Reimbursable PD
- Completion of Needs Assessment for Teacher Inductees
- Reasonable teaching load of the mentors that supports the needs of new teachers

B. Objectives, Performance Measures, Milestones, and Timelines

(SMART) Goal: By the end of the five-year aggieTERM grant cycle, which includes a year-long authentic and rigorous residency program, 80% of the 250 high-quality pre- and post-baccalaureate candidates with a masters of education degree program will be hired in high-need schools in the Austin, Bryan, Caldwell and Hearne ISDs for 3-year minimum commitment. This goal is measured by performance measurement data that are embedded in a Comprehensive Community Induction Framework[®] (CCIF).

OBJECTIVES	PERFORMANCE MEASURES (PM)	TASKS	RESPONSIBILITY	MILESTONES	TIMELINE
Input Objectives					
<p>1. <i>Determine how high-need districts compare and contrast with one another in issues related to equity access, hiring, climate, and student achievement.</i></p>	<p>PM7: Districts comparison in equity access, hiring, climate, and student achievement</p>	<p>Develop commitment to develop a data access, collection, and analysis scheme to document performance measures.</p>	<p>All entities (LEA and IHE)</p>	<p>1st Quarter: MOU w/data sharing agreement</p> <p>2nd – 4th Quarter: Collection, Analysis, and Reporting</p> <p>3-part recruitment and selection plan Identification and placement of 50 highly selective pre and post-bac residents</p> <p>Obtain baseline data of academic performance of K-12 learners at high need schools in QOZs</p> <p>Completion of aggieTERM induction handbook;</p>	<p>Pre-Residency Year</p>
<p>2. <i>Ascertain how comprehensive induction prioritizes beginning teacher development in cultural competency.</i></p>	<p>PM8: Description of comprehensive induction prioritizing beginning teacher development in cultural competency</p>	<p>Conduct rigorous professional development needs (PD) assessment</p>	<p>Partner ISDs (AISD, BISD, CISD, + HISD)</p>	<p>Human Resource PD Analysis Report of PD needs</p>	<p>Month 1-3 of annual program</p>

<p>3. <i>Outline the annual fidelity of implementation for induction structures throughout each district.</i></p>	<p>PM1: The % of program graduates who have attained initial stage certification/licensure PM2: % M/S program graduates who have attained initial state licensure/licensure PM9: Outline the fidelity of implementation for induction structures throughout each district</p>	<p>Approve Comprehensive Community Induction Model</p> <p>collect interviews, observations, and artifacts</p>	<p>Lead applicant</p>	<p>Co-construction of the implementation tools at the start of the program; Adaptation of tools at the start of each program year</p> <p>Residents' completion of certification and licensures</p> <p>Identify and support 50 highly effective mentors for a 1:1 ratio and university supervisors 1:3-4 ratio are identified</p> <p>Role descriptions for key and essential personnel; Onboarding training; Living wage for all residents</p> <p>Completion of 2 community events as confirmed by individualized induction plan</p> <p>Growth plans (part of the induction portfolios) will be implemented for all residents to support struggling teachers and reinforce effective practices</p>	<p>Short and long-term analyses of teacher and student outcomes at the end of Residency Year, Year 1, 2, 3, and 4 of beginning teachers' placement</p>
Output Objectives					
<p>4. <i>Calculate the effect of comprehensive teacher induction on such issues of preparation, equitable access,</i></p>	<p>PM3: One-year persistence PM4 One-year employment retention. PM5: 3-year employment retention PM6: % of improved student learning outcomes</p>	<p>Develop commitment to develop a data access, collection, and analysis scheme to document performance measures.</p>	<p>All entities (LEA and IHE)</p>	<p>90% of residents complete residency year;</p> <p>85% of residents to express desire to continue in year 1</p>	<p>Residency Year, Year 1, 2, 3, and 4 of beginning teachers' placement</p>

<p><i>district composition, resident teachers' self-efficacy and perceptions of professional learning opportunities, teacher evaluation, student achievement and student behavior, and retention of teachers in a high need school.</i></p>				<p>80% of residents to express desire to continue in year 2 and beyond</p> <p>Academic gains in K-12 learners' subject matter and state assessment</p> <p>Year-long authentic clinical experience in high need schools</p> <p>Implementation of TAMU BiED, SPED, STEM, (pre-bac) and BiED, STEM, Urban Education, English + History (post-bac) candidates w/masters plus TExES certification teacher preparation program</p>	
Evaluation Objectives					
<p>5. <i>Understand how resident teachers compare with non-resident teachers on teacher (e.g., retention by year, self-efficacy, performance appraisals, etc.) and student outcomes.</i></p>	<p>PM11: % difference between resident teachers and non-resident teachers on teacher</p>	<p>Develop commitment to develop a data access, collection, and analysis scheme to document performance measures.</p>	<p>Evaluation led IHE admin</p> <p>aggieTERM Governance teams review the data</p>	<p>Onboarding and training of Mentors, Site supervisors, Principals, etc.</p> <p>Coherent and sustained PD for residents closely supervised by faculty, experienced teachers, and admin</p>	<p>Residency Year, Year 1, 2, 3, and 4 of beginning teachers' placement</p>
<p>6. <i>Articulate how our high-need districts compare and contrast with one another in terms of equitable access, hiring</i></p>	<p>PM12: % difference between districts in equitable access, hiring practices, climate, and student achievement gaps.</p>	<p>Confirm commitment to review retention data, develop sound recruitment plans, and conduct pre/post climate surveys</p>	<p>Evaluation led IHE admin</p> <p>aggieTERM Governance teams review the data</p>	<p>ISDs develop and share pre-climate surveys; University begins recruitment</p> <p>Analysis of K12 Academic outcomes</p>	<p>Residency Year, Year 1, 2, 3, and 4 of beginning teachers' placement</p>

<i>practices, climate, and student achievement gaps at high need schools in Qualified Opportunity Zones (OOZs).</i>					
<i>7. Realize how comprehensive induction prioritizes beginning teacher development in cultural competency.</i>	PM13: Description of how comprehensive induction prioritizes beginning teacher development in cultural competency	<ul style="list-style-type: none"> Review of professional development offerings to identify cultural competency objectives. Professional development on cultural competency strategies 	Partner ISDs and lead applicant to conduct PD review and lead applicant to deliver cultural competency workshops; lead applicant to analyze the data	Cultural Competency PD report	1-3 months for cultural competency report 6-36 month for PD in Cultural Competency for Residency Year and 2-Year Induction
<i>8. Establish the effect of comprehensive teacher induction.</i>	PM10: % of new teachers, district composition, resident teachers' self-efficacy and perceptions of professional learning opportunities, teacher evaluation, student achievement and student behavior, and retention. PM14: Establish the effect of comprehensive teacher induction.	Construct and conduct cultural competency survey	Partner ISDs to conduct survey; Partner ISDs and lead applicant to deliver cultural competency workshops; lead applicant to conduct PD	Cultural Competency self-efficacy benchmarks Residency Year, Year 1 and Year 2 data	Longitudinal data of cultural competency self-efficacy at Year 1, 2, 3, and 4 of beginning teachers' placement
<i>Evaluation of Impact</i>					
<i>9. Map the overall fidelity of implementation for induction structures throughout each district</i>	PM15: % fidelity of implementation for induction structures throughout each district	All entities (LEA and IHE)		TEExES certification successfully completed by 80% of residents Teacher candidates' surveys of mentors, university supervisors, and program are collected and analyzed	Longitudinal data of cultural competency self-efficacy at Year 1, 2, 3, and 4 of beginning teachers' placement