

TABLE OF CONTENTS

TREFTSL Project	Pages
Project Narrative	2-40
A. Need for the Project	2
i. The extent to which specific gaps or weaknesses exist	2
Absolute Priority 2: High Need Schools	4
ii. The proposed project will integrate with or build on similar or related efforts	5
iii. The extent to which the proposed project is part of a comprehensive effort	7
iv. The extent to which the design is appropriate to the needs of the target population	7
B. Quality of the Project Design	9
i. The extent to which the proposed project Demonstrates a Rationale	9
Absolute Priority 1: Performance-Based Compensation Systems	9
ii. The proposed project includes a review of the relevant literature	10
Competitive Preference Priority 1: Supporting educators and their professional	10
Competitive Preference Priority 2: Increasing educator diversity	14
iii. The extent to which the methods of evaluation will provide performance feedback	21
C. Quality of the Management Plan	24
i. The quality of the management plan for the proposed project	24
ii. The adequacy of the management plan to achieve the objectives of the project	29
D. Adequacy of the Recourses	34
i. The likelihood that the proposed project will result in system change or improvement	34
ii. The extent to which the proposed project is likely to build local capacity to provide	35
iii. The extent to which the applicant demonstrates that it has the resources	35

**Three Rivers Education Foundation
TREFTSL Project**

A. NEED FOR THE PROJECT

i. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project. The Three Rivers Education Foundation, Inc. (TREF), a non-profit education leadership organization, will partner with Clint Independent School District (Clint ISD) in east El Paso, Texas, Education Service Center Region 19 (ESC 19), Northern New Mexico College (NNMC), and the Clint Association of Texas Professional Educators (ATPE) to apply for the Teacher and School Leader Incentive Program (TSL) grant with the primary goal of supporting, developing, and implementing a robust performance-based compensation system (PBCS) as part of the Clint ISD overall human capital management system (HCMS). The proposed PBCS will include evaluation and support for teachers, principals, assistant principals, and administrators to increase educator effectiveness and student achievement through activities that will develop local human capital and capacity.

Through the proposed **TREFTSL Project**, Clint schools will increase both the rigor and reach of their HCMS by implementing *TAP: The System for Teacher and Student Advancement*, supported by the *Texas Instructional Leadership Program*, and *21st Century Tools for Sheltered ESL Classroom*. The TAP System was developed by the National Institute for Excellence in Teaching (NIET), whose expertise is in educator evaluation and performance-based compensation systems. TAP is a clear and integrated strategy for strengthening the educator workforce as it addresses the most crucial element in a school – human capital. It does so by working with teachers, principals, administrators, and other school leaders to increase the skills of all involved to improve student achievement. The TAP Systemⁱ consists of four critical elements needed to support teachers and administrators:

Three Rivers Education Foundation TREFTSL Project

- **Performance-based compensation** rewards teachers and principals who demonstrate effectiveness with differentiated levels of bonuses through multiple measures, including student growth.
- **Multiple career paths** incentivize teachers to take on new leadership roles (mentor\master teacher) and additional responsibilities with corresponding growth in pay.
- **Instructionally focused accountability** provides an evaluation structure that is rigorous, transparent, and fair with multiple measures, including student growth.
- **Ongoing applied professional growth** is continuous, job-embedded taking place during the regular school day through weekly “cluster groups.” Professional development is focused on a specific student, teacher, principal, administrator needs driven by data.

The Texas Instructional Leadership Program (TIL) was developed by the Texas Education Agency (TEA) to strengthen the skills of administrators and leaders to build the capacity of the educators that they manage. TIL consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, school-wide culture routines, mentoring, and data-driven instruction. Sheltered Instruction teachers are content-certified experts who have received ESL training but are not ESL certified. Therefore, these teachers can benefit from a few straightforward tools which they can immediately implement into their Sheltered classroom instruction.

Clint Independent School District is considered an extremely high need, rural Texas Local Education Agency (LEA). It is the largest ISD in ESC 19, encompassing 12 school districts in El Paso and Hudspeth counties. Of the 1,031 school districts in Texas, Clint ISD is ranked 20th overall in terms of poverty.

Three Rivers Education Foundation TREFTSL Project

Clint ISD serves several Qualified Opportunity Zones (QOZ) in El Paso County, including Census Tract 48141001900, Census Tract 48141003000, Census Tract 48141003200 Census Tract 48141003501, and Census Tract 48141003804. QOZs are a designation created by the Tax Cuts and Jobs Act of 2017, allowing for certain investments in lower-income areas to have tax advantages. By focusing on raising outcomes in Clint ISD, **TREFTSL** supports a skilled workforce that promotes additional economic investment in the East El Paso community.

The District is comprised of 4 high schools, 4 middle schools, and 6 elementary schools and supported by 654 teachers, 14 principals, and 27 assistant principals. Clint ISD serves a majority Hispanic population (95.4%) in the town of Clint and a portion of Horizon City, as well as the communities of Agua Dulce, Butterfield, Homestead Meadows North, Homestead Meadows South, Montana Vista, and Morning Glory. The Clint ISD Mission is *to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the student to maximize personal potential.* This proposed project is an extension of that mission.



Absolute Priority 2: High Need Schools: Data reflected in **Table 1** indicates a significant need for improvement in English Language Arts (ELA) and science, technology, and mathematics (STEM) in the Clint ISD schools by increasing the number of master-level teachers and teachers with bilingual and TESOL certifications. All schools in Clint ISD are considered High Need:

**Three Rivers Education Foundation
TREFTSL Project**

Table 1: Clint ISD Data (%)ⁱⁱ						
Data Point	Hispanic	Economically Disadvantaged[^]	ELL^{>}	ELA Proficiency*	Math Proficiency*	Science Proficiency*
<i>Clint ISD</i>	95.5	86.3	85.0	39.3	41	40
TX	59.9	68.6	23.4	46	55	53

[^]Free or Reduced Lunch Rate (Economically Disadvantaged Rate) [>]English Language Learners

* Proficiency- STAAR Percent at Meets Grade Level or Above (Grade 8)

Poverty plays a role in educational attainment, and the targeted District has a high proportion of students living in adverse situations. As of the 2019-2020 school year, Clint ISD had 11,195 students. The Texas Education Agency (TEA) had deemed **62.4% of students at risk of dropping out of school, which uncovers many issues in the student population and their home lives.** Texas state law (TEC §29.081, Compensatory and Accelerated Instruction)ⁱⁱⁱ defines a student as being at risk of dropping out of school if they are under 26 years of age and includes, but is not limited to some of the following: a) Was not advanced from one grade level to the next for one or more school years; b) If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year; c) Is a student of limited English proficiency; or a number of other factors. Risk factors cited by the TEA included the District's 86.3% Economically Disadvantaged rate and the 39.3% Limited English Proficiency rate. *Please see additional High Need School Data in Appendix E.*

Another indication of need is the KIDS COUNT data for Texas, which examines child-centered conditions in four domains: economic well-being, education, health, and family and community. The premise of KIDS COUNT is that events children experience in childhood are

Three Rivers Education Foundation TREFTSL Project

carried with them for the rest of their lives. The data show that the state is not ensuring adequate opportunities for children to thrive and succeed. Texas ranks 43rd in the nation in overall child well-being^{iv}. Texas is 35th in economic well-being and 32nd in education^v. The state has recently fallen in the health area and is 41st in this domain; it remains 47th in the family and community domain^{vi}. On the annual national Quality Counts measures, Texas finished 41st and earned an overall grade of C-^{vii}. Texas earned a C in the Chance-for-Success category, and ranks 42nd, compared to the average national rating of C+.

ii. The proposed project will integrate with or build on similar or related efforts to improve relevant outcomes. In 2020-2021, the Clint ISD had a teacher turnover rate of 26.0% compared to the state rate of 16.6%^{viii}. In many ways, the teacher shortages currently being evidenced in Texas reflect the national teacher shortage situation. According to the Texas Education Agency (TEA), Texas schools reported a need to hire 50,000 teachers in the 2021-2022 school year^{ix} in an approximate 345,000 K-12 workforce. The greatest teacher specialty area needs were found in elementary bilingual education, secondary mathematics, secondary special education, elementary special education, secondary science, and secondary computer science teachers.

Because of a growing state awareness of and demand for public school performance and an ongoing effort to reform local schools at the national, state, and local levels, the continuing existence of critical teacher shortages creates major challenges for state and local school officials and the communities they serve. Moreover, it has a significant impact on all sectors of the communities, which are all directly or indirectly affected by schools' success. Currently, Clint ISD is addressing the retention of new, highly-qualified content certified teachers through limited resources. Clint ISD is currently utilizing resources and funding from the Texas Education Agency as a *Positive Behavior Interventions and Supports (PBIS) District*- The District has implemented

Three Rivers Education Foundation TREFTSL Project

PBIS in all schools. This approach focuses on prevention, early intervention, teamwork between all adults working with students, meeting student needs, and building positive school climates. In addition, staff receives training on positive youth development (PYD) to support intentional efforts to provide meaningful opportunities for youth to enhance their interests, skills, and abilities. Clint ISD has also applied to the TEA to participate in its Teacher Incentive Allotment Project (TIA) which was established by Texas House Bill 3 (HB 3) and passed by the 86th Texas Legislature in June of 2019, with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses.

iii. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The proposed **TREFTSL Project** supports Clint's current efforts to improve academic achievement: *Nationally Recognized Dual Language Program-* Clint currently serves a 95.5% Hispanic population, with 85.0% of the student population classified as ELL. The District strives to provide a Dual Language program that allows all students to learn how to speak, write, read, listen, and think in both Spanish and English. To support this, Clint conducts nationwide searches for teachers with Bilingual Certifications in Spanish. *One-to-One Laptop Program:* The District has provided every student with a Chromebook to support homework completion and learning extension. *District HotSpot Initiative:* Through a \$900,000 investment, Clint ISD has ensured that all students have internet access at home. *Books for Home:* All new mothers in Clint ISD are presented with backpacks full of books from the superintendent to support early learning. *Bound for Success:* All District employees donate money to a district fund that provides college scholarships. *Early College Academy-* Participating students receive both high school and college credit, placing them further ahead towards a degree. Enrollment in the Academy is 350 students each school year.

**Three Rivers Education Foundation
TREFTSL Project**

iv. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. TREF has incorporated the TAP model into the proposed project due to positive results in similar districts. Barnett, Logis, & Hudgens (2018) examined the work of two university teacher preparation programs (Arizona State University and Texas Tech University) and 29 high-need school districts across Arizona and Texas. Supported by two U.S. Department of Education Supporting Effective Educator Development (SEED) grants, these partnerships connect the pipeline of teacher preparation to the TAP Teaching Standards rubric while enhancing in-service teachers' effectiveness through curriculum-embedded professional development. The authors discovered that due to the strategies implemented in these partnerships, teacher candidates with strong academic credentials were recruited into the program, trained to have strong instructional skills, and placed in high-need schools where highly effective teachers are needed the most. Specifically, 93% of teacher candidates in these partnerships graduated, 96% of these graduates entered teaching, and 83% served in high-need schools. In addition to strengthening the preparation of teacher candidates, these partnerships have improved in-service teachers' instructional practice and student performance in partner schools through professional development and advanced coursework. TREF believes these aspects of the TAP model, i.e., utilizing mentor teachers and the Teaching Standards Rubric, can be replicated to support increased leadership and student outcomes.

In a 2019 research study conducted by the University of California Riverside, data was analyzed from the state of Louisiana for 40 schools that implemented TAP from 2005-11.^x The schools had implemented core components of TAP to include: Clusters of less experienced teachers met daily with highly skilled teachers to learn new instructional strategies and receive individual coaching. Teachers were evaluated multiple times during the school year, over almost 20 different areas of

Three Rivers Education Foundation TREFTSL Project

effective instructional practice. Finally, teachers were eligible for additional compensation based on their performance in the classroom and their students' performance. Teachers received separate bonuses for teaching practices and teaching outcomes.

Researchers found no improvement in math and social studies test scores the first year but steady and dramatic improvement by the third year. A survey of teachers also indicated that many had changed their teaching practices due to the program, contributing to its success. The study concluded that multiple and understandable performance metrics, combined with regular feedback to teachers, make incentive programs more effective. Rewards should be strong enough to entice teachers to adjust their teaching practices.

B. QUALITY OF THE PROJECT DESIGN

i. The extent to which the proposed project Demonstrates a Rationale The Goal of the proposed project is: *By the end of the project period, the **TREFTSL Project** will create a sustainable model of educator effectiveness in a high-need school district to be used as a replicable model for districts across Texas and the country.* **Objective One:** TREF will implement the **TREFTSL Project** with TAP components to align with the current Clint ISD compensation system to further support educator excellence and student achievement. **Objective Two:** TREF will contribute to the knowledge base on educator effectiveness systems that supports educator excellence and student learning in high-need and bilingual schools.

The proposed project meets **Absolute Priority 1: Performance-Based Compensation Systems**. Research shows that experienced, well-credentialed teachers positively impact achievement for all students, in particular minority students, and that inexperienced, under-credentialed teachers have the opposite effect.^{xi} In part, this reflects the growing expectations of what young people need to learn and be able to do in the 21st century. Young people need to think

Three Rivers Education Foundation TREFTSL Project

critically, collaborate effectively, communicate clearly, solve complex problems, and continue to learn independently throughout their lives. Teachers need to support these skills with a curriculum aligned to more challenging standards.

ii. The proposed project includes a review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. The implementation of **TREFTSL** utilizing the TAP System framework meets **Competitive Preference Priority 1—Supporting Educators and Their Professional Growth**. The plan is detailed in the project Logic Model in *Appendix A*. Research supporting TAP includes studies that show effective leadership is characterized by collective responsibility (Hattie, 2018) and finds that student achievement and teacher learning increases when professional development is teacher-led, ongoing, and collaborative (Darling-Hammond, 2017). There is evidence that districts need to first determine the skills and knowledge for successful teachers and then create standards and rubrics in teacher performance systems (Jackson, 2015). Studies have found that school-based performance award programs are successful when coupled with strong leadership, professional development, reliable analysis of student performance, and targeted feedback (Odden, 2000).

TREFTSL is comprised of the following core components: 1) Part of a comprehensive effort to improve teaching and support rigorous academic standards for students; 2) Involves the collaboration of strong partners to maximize the effectiveness of the project services; 3) Supported by an evidenced- model; and, 4) Builds upon similar efforts to improve relevant outcomes, using existing funding streams from other programs by State and Federal resources. **Figure 1** demonstrates the **TREFTSL Flow Chart** summarizing the work and aligned with system components to achieve the academic vision of Clint ISD.

Three Rivers Education Foundation TREFTSL Project

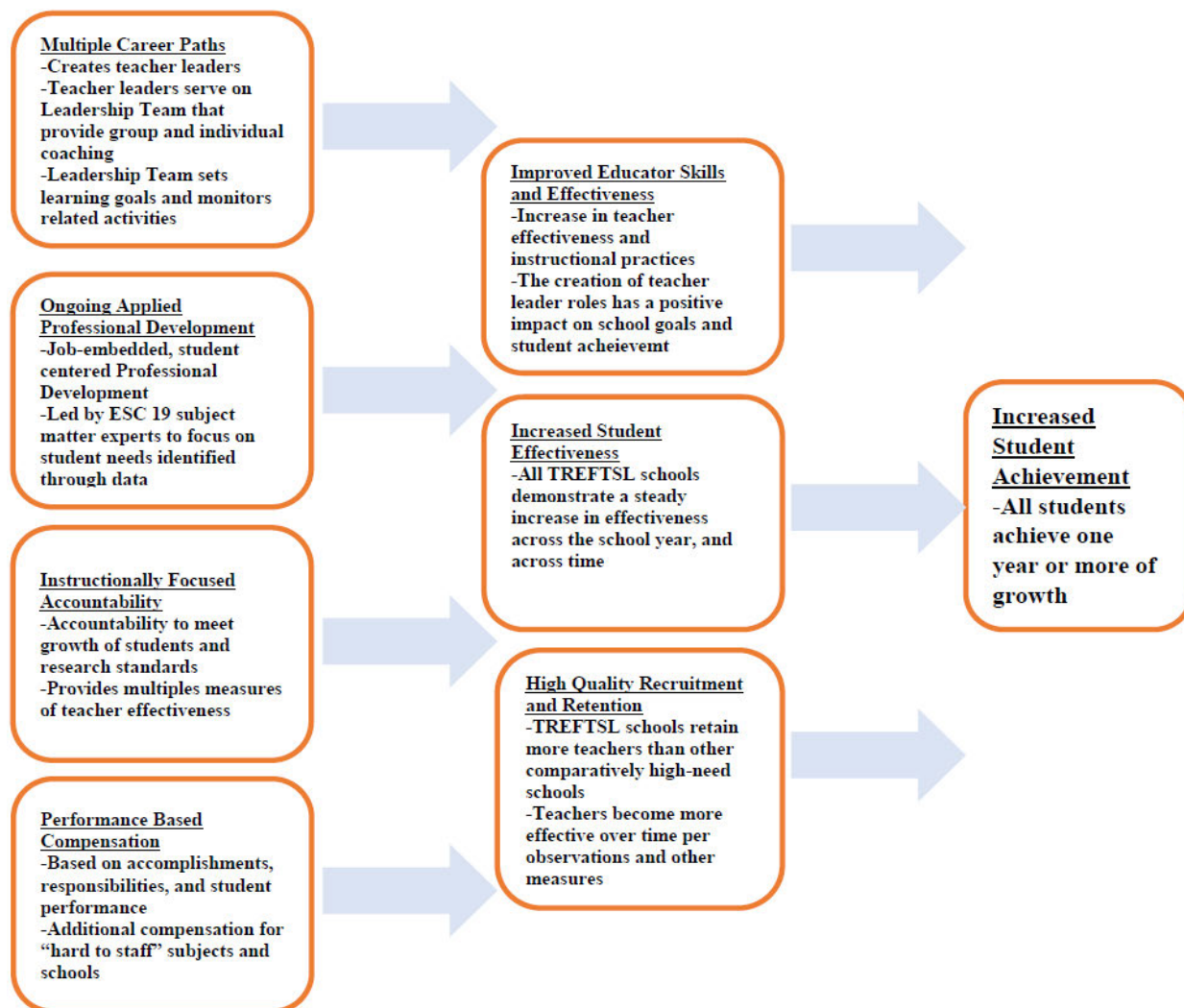


Figure 1. TREFTSL Flow Chart

Clint ISD currently uses the educator evaluation system developed by the TEA, the Texas Teacher Education and Support System (**T-TESS**), *please see Appendix D*. The T-TESS is divided into four components: 1) Planning, 2) Teacher Instruction, 3) Classroom Environment and 4) Professional Practices and Responsibilities. The T-TESS Rubric and additional information, *located in Appendix D*, includes 4 Domains and 16 Dimensions.

T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement

Three Rivers Education Foundation TREFTSL Project

Needed. TREFTSL will build on the current T-TESS system, adding the TAP framework and resources to make the system more robust and support the current Clint ISD vision that all teachers be effective enough to support each student to achieve at least one year's growth every school year. To accomplish this, Clint ISD must ensure the following:

- Teachers can differentiate instruction to meet individual students' needs;
- Instructional decisions are based on data.
- Professional development is focused on teacher needs to improve student learning, and
- Students receive an educational experience that prepares them for higher education and the future workforce.

The current principal and assistant principal evaluation is the TEA's Texas Principal Evaluation and Support System (**T-PESS**), which holds building leaders accountable for multiple measures of leadership capabilities. Additional information regarding the T-PESS *is located in Appendix D*.

The proposed **TREFTSL** will also incorporate building administrators to support leadership and to be evaluated as part of the TAP System and the school-wide student achievement gains made in their buildings. Clint ISD will continue to develop its educator-supportive culture and to use educator effectiveness to inform decision-making in all stages of the educator employment pipeline. The proposed evaluation system ensures that teachers are observed in classroom instruction multiple times a year by trained observers, including principals and master and mentor teachers who will provide constructive feedback. Evaluators will use a detailed instructional rubric that includes several dimensions of instructional effectiveness.

Texas Instructional Leadership Program trainings will be offered to administrators during **TREFTSL** and sustained after. Offerings include Observation & Feedback, Data-Driven

Three Rivers Education Foundation TREFTSL Project

Instruction, Schoolwide Culture Routine, Lesson Alignment, and Formative Assessment trainings for campuses and districts looking to increase student achievement overall, and close gaps between student sub-groups. TIL trainings align with many of the best practices described in the Effective Schools Framework. Developed by the Texas Education Agency, the framework is a set of district commitments and, for schools, essential actions. In addition, during this administrator training, each will be tasked with one-on-one mentoring of another administrator for the next school year, strengthening the administrators in the District and their capacity to support our educators and supporting their ability to act as mentors.



Continuing efforts are needed to improve recruitment and retention practices and build capacity within the District. Implementing TAP components will provide career advancement, professional development, and salary augmentation for effective teachers, thus increasing local human capital. Through this grant, Clint ISD will partner with universities in Texas and Region 19 to annually recruit up to 15 highly-skilled teacher candidates in high-need subject areas each year with demonstrated teacher effectiveness characteristics that have been identified using the TAP rubrics. Clint ISD determined 15 new teachers each year, resulting in 45 new teachers throughout the project. This number of new staff will be manageable to receive the amount of coaching and mentoring the District and each building intends to provide. At this point, the teachers will receive a [REDACTED] bonus and sign a 3-year contract to remain in the District. These selectively recruited teachers will also receive a [REDACTED] bonus at the end of each year of their contract if rated exemplary under the **TREFTSL Project**

Additional significant incentives will be provided through **TREFTSL** for 10 highly effective

**Three Rivers Education Foundation
TREFTSL Project**

teachers within the District who have demonstrated effectiveness based on data from short-cycle assessments. These highly effective educators will obtain their principal certification with full tuition and fee reimbursement. Once their certifications are achieved, they will be given priority hiring status as positions open within Clint ISD.

Table 2: TREFTSL Compensation Levels (Please also see the Budget Narrative)		
District Role	Compensation Description	Amount
Master Teachers	Additional roles and responsibilities as described in the TAP System	██████
Mentor Teachers	Additional roles and responsibilities as described in the TAP System.	██████
Teachers	Performance compensation pool	██████
Principals	Performance compensation pool	██████
Assistant Principals	Performance compensation pool	██████
Teacher Retention	Effective teachers bonus for signing contract	██████
High Effective New Teachers	Selective recruitment process to attract new, highly effective teachers	██████
Prospective Principals	Selection of effective administrators to pursue administrative credentials	Tuition and Fees

Competitive Preference Priority 2: Increasing Educator Diversity Funding will also be available on a first-come-first-serve basis for teachers to take courses through Northern New Mexico College for coursework needed to support the teaching in a high needs district, *Letter of*

Three Rivers Education Foundation TREFTSL Project

Support in Appendix C. These courses will focus on English as a Second Language (ESL) Certification, which is of great importance in a district serving a 95.5% Hispanic population, with 85% classified as ELL. These courses will also support the completion of additional areas of need such as STEM, Special Education, and to qualify to teach Dual Credit classes, Technology, etc. Funds will be available to support 1,845 3-credit courses for Clint ISD educators by the end of year 3.

Northern New Mexico College will also provide 21st Century Tools for Sheltered ESL Classrooms. This research-based staff development will be provided to both English as a Second Language (ESL) teachers and content-area mainstream teachers to promote the use of sheltered techniques in grade-level classes. Features of sheltered instruction include:

- use of cooperative learning activities with appropriately designed heterogeneous grouping of students;
- a focus on academic language as well as key content vocabulary;
- judicious use of ELLs' first language as a tool to provide comprehensibility;
- use of hands-on activities using authentic materials, demonstrations, and modeling;
- and
- explicit teaching and implementation of learning strategies

Table 3: TREFTSL Project Modifications to Current System			
System Component	Current Status	TREFTSL Modification to System	Measure of System Change
Recruitment	Candidates are recruited through	TREFTSL will include significant resources to recruit hard-to-staff candidates in	Number of applicants/positions by position type. Performance of

**Three Rivers Education Foundation
TREFTSL Project**

	traditional means through postings and relationships with Universities and ESC 19.	Special Education (SPED), STEM, and ESL. Bonuses tied to teacher effectiveness and retention will be used to improve recruitment strategies. Clint ISD will continue efforts to hire teachers with records of effectiveness as student teachers. Placement will continue based on need.	new teachers will be tracked using evaluation data to guide future recruiting.
Placement	High-need subjects such as SPED, Bilingual, STEM remain difficult to fill.	Multiple career paths incentivize teachers to assume new leadership roles (mentor and master teacher). Additional responsibilities correspond with an increase in pay. Placement will continue based on need.	Evaluation/observation data based on job expectations and responsibilities for different types of teachers
Teacher PD/ Support	PD is job-embedded/ focused on the needs of teachers and students.	PD will take place weekly in cluster groups led by master and mentor teachers during school hours. The most effective teachers will be determined using evaluation data to pursue	PD will be determined and guided by teacher evaluation results.

**Three Rivers Education Foundation
TREFTSL Project**

		principal certification to become school leaders in Clint ISD. ESC 19 will provide experts to support the targeted professional development needs of master/mentor teachers.	
Principal PD/ Support	Principal PD held monthly during Administrative meetings.	PD in areas of collaboration, feedback, and coaching based on data-driven needs will be provided by ESC 19 on-site and regional trainings.	PD will be guided by the TEA District report and Clint ISD internal monitoring reports.
Teacher Evaluation	Teachers are evaluated using the current T-TESS rubric	Teachers will have the added component of Career Paths; the more detailed student growth opportunities which allow measurements on annual state tests, criterion-referenced tests (CRTs), and short-cycle testing; additional professional development; master/mentor teachers on-site; and meaningful bonuses and incentives.	Individual ratings, classroom score, overall effectiveness rating
Principal	Principals are	Principals may earn additional	School-wide score,

**Three Rivers Education Foundation
TREFTSL Project**

Evaluation	evaluated using the current T-PESS rubric.	incentives based on their overall effectiveness scores.	Leadership Team observation, and TEA rubric will be combined to create a measure of effectiveness.
Teacher Bonuses, Performance Pay, or other Incentives	Currently, no augmented pay is available.	Teachers can earn augmentations by taking on additional roles as master or mentor teachers and incentives based on their effectiveness.	Individual ratings, classroom score, overall effectiveness rating.
Principal Bonuses, Performance Pay, or other Incentives	Currently, no augmented pay is available.	Principals may earn additional incentives based on their overall effectiveness scores.	School-wide score, Leadership Team observation, and TEA rubric will be combined to create a measure of effectiveness.
Career Advancement	Limited opportunities for advancement	Teachers with a record of effectiveness may take on the role of master or mentor teacher; some teachers will be supported to pursue administrator	Individual ratings, classroom score, effectiveness rating.

**Three Rivers Education Foundation
TREFTSL Project**

		credentials.	
--	--	--------------	--

The **TREFTSL Project** leverages a state-developed high-quality compensation system and adds components of a proven model with positive impacts on students and educators nationally. The new system includes levels of compensation based in part on measurable increases in student academic achievement, as well as differentiated levels of compensation based on roles and responsibilities. The system also provides bonus pay for effective teachers in hard-to-staff schools and high-need subject areas. Finally, the model recognizes the knowledge of educators demonstrated through teacher leadership roles and mastery of content knowledge, excellence in teaching, and leadership skills.

Teacher Evaluation

Observations Teacher effectiveness will be evaluated annually based on student achievement growth at the classroom and school-wide level, the average of scores from at least four classroom observations each school year, and the results of a teacher responsibilities survey. Teachers are evaluated by members of the **TREFTSL** Leadership Team (principal, master and mentor teachers) at least four times a year in both announced and unannounced classroom observations using the rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. The Standards include “Instruction,” “Designing and Planning Instruction,” and “The Learning Environment,” as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). Teachers are trained on the rubric before evaluations to understand expectations.

Responsibilities survey. Leadership performance standards are established for master, mentor, and career teachers, providing an additional measure of educator effectiveness. These performance standards are measured using a survey that takes into account the different

Three Rivers Education Foundation TREFTSL Project

responsibilities and leadership roles of the educators in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final score.

Student growth measures. Effectiveness and compensation are significantly based on student growth measures of school and individual classrooms. The calculation will be based 25% on the school's performance and the other 75% from a calculation derived from the availability of data from annual state tests, criterion-referenced tests (CRTs), and short-cycle testing. This will vary for each teacher depending on grade and subject taught, and alternative measures will be determined as needed.

Table 4: TREFTSL Teacher Scoring	
Weighted Average Score	Overall Evaluation Rating
1.0 – 1.99	Unsatisfactory
2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” teachers do not qualify for performance pay. These teachers do not meet performance minimums (average score below a 2.0). Both “Developing” and “Proficient” bands contain effective teachers. “Exemplary” teachers are highly effective.

Principal/Assistant Principal Evaluation

Principal effectiveness will be evaluated annually based on student achievement growth at the school level, the T-PESS evaluation rubric, and **TREFTSL** observation scores. Principals will be observed two or more times a year by the superintendent or his rubric. A significant portion of principal effectiveness will depend on student growth measured by school-wide scores. Half

**Three Rivers Education Foundation
TREFTSL Project**

of the principal evaluation rating is comprised of school-wide scores, 30% on the T-PESS rubric assessment, and 20% will depend on the average score from observations.

iii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes. IDEA Consulting will conduct the project evaluation. This New Mexico consulting firm provides research and evaluation services to education agencies to improve programs for diverse populations represented in the southwestern US. IDEA Consulting has conducted evaluations for K–12 and adult education federally-funded projects, including bilingual multicultural education, professional development for teachers and administrators, mentoring and coaching initiatives, and elementary counseling. IDEA Consulting staff members collectively have more than 40 years of education and evaluation experience. The lead researcher for IDEA Consulting is [REDACTED], Ed.D. Senior researchers are [REDACTED] and [REDACTED], with statistician [REDACTED].

The External Evaluators will develop a process evaluation report monthly that will be submitted to the TREFTSL Advisory Committee. The report will detail the progress of activities in a format that can be easily compared to the work plan and grant components. Outcome data will be also be assessed and discussed at monthly project staff meetings to determine the progress and quality of services.

Table 5: Goals, Objectives, Outcomes (Logic Model in Appendix A)	
Goal 1: By the end of the project period, the <i>TREFTSL Project</i> will create a sustainable model of educator effectiveness in a high-need school district to be used as a replicable model for districts across Texas and the country.	
Objective	Outcome

**Three Rivers Education Foundation
TREFTSL Project**

<p>Objective 1.1: TREF will implement the TREFTSL Project with TAP components to align with the current Clint ISD compensation system in order to further support educator excellence and student achievement.</p>	<p>Outcome 1.1.1: Leadership Teams comprised of Mentor Teachers and Master Teachers will be established at every Clint ISD school.</p> <p>Outcome 1.1.2: Teachers will be offered Professional Development opportunities in cluster meetings during the school day on a weekly basis.</p> <p>Outcome 1.1.3: In order to support teaching in high needs schools, courses will be offered online through Northern New Mexico College.</p> <p>Outcome 1.1.4: Ten teachers will receive their principal credentials.</p> <p>Outcome 1.1.5: Teachers rated highly effective will receive compensation tied to performance measures not currently available.</p> <p>Outcome 1.1.6: Principals rated highly effective will receive compensation tied to performance measures not currently available.</p>
<p>Objective 1.2: TREF will contribute to the knowledge base on educator effectiveness systems that supports educator excellence and</p>	<p>Outcome 1.2.1: TREF will conduct a thorough evaluation of TREFTSL to be included in the Final Report, disseminated to key stakeholders, and presented at state and national conferences.</p> <p>Outcomes 1.2.2: The information from the TREFTSL will carefully be recorded and developed into a replicable model for other school districts to utilize for implementation of performance-</p>

**Three Rivers Education Foundation
TREFTSL Project**

student learning in high-need and bilingual schools.	based compensation systems and improvement of student outcomes.
--	---

Additionally, **TREFTSL** will use teacher focus groups, peer groups, and surveys of all participants to solicit input. Utilizing cycles for continual improvement and PDSA (plan-do-study-act) concepts such as those in quality management philosophies and Baldrige quality tools, project staff, and Advisory Committee will continuously identify strengths and weaknesses in delivering services and work with all parties to make reasonable modifications for enhanced services. Finally, the External Evaluators will describe and summarize all evaluation strategies in Quarterly and Final Reports to support replication.

Table 6: Project Monitoring		
Project Component	Monitoring Frequency	Stakeholder Engagement
Grant Budget	Quarterly	TREF Finance Team review with Project Director
Progress of the Project according to Timeline and Goals, Objectives, and Outcomes	Quarterly	Advisory Committee review and adjustment as needed
Success and Impact of new Master and Mentor Teachers roles	Bi-Annually	Building teacher surveys, Principal/ Assistant Principal feedback
Success and Impact of newly	Bi-Annually	Building teacher surveys and student

**Three Rivers Education Foundation
TREFTSL Project**

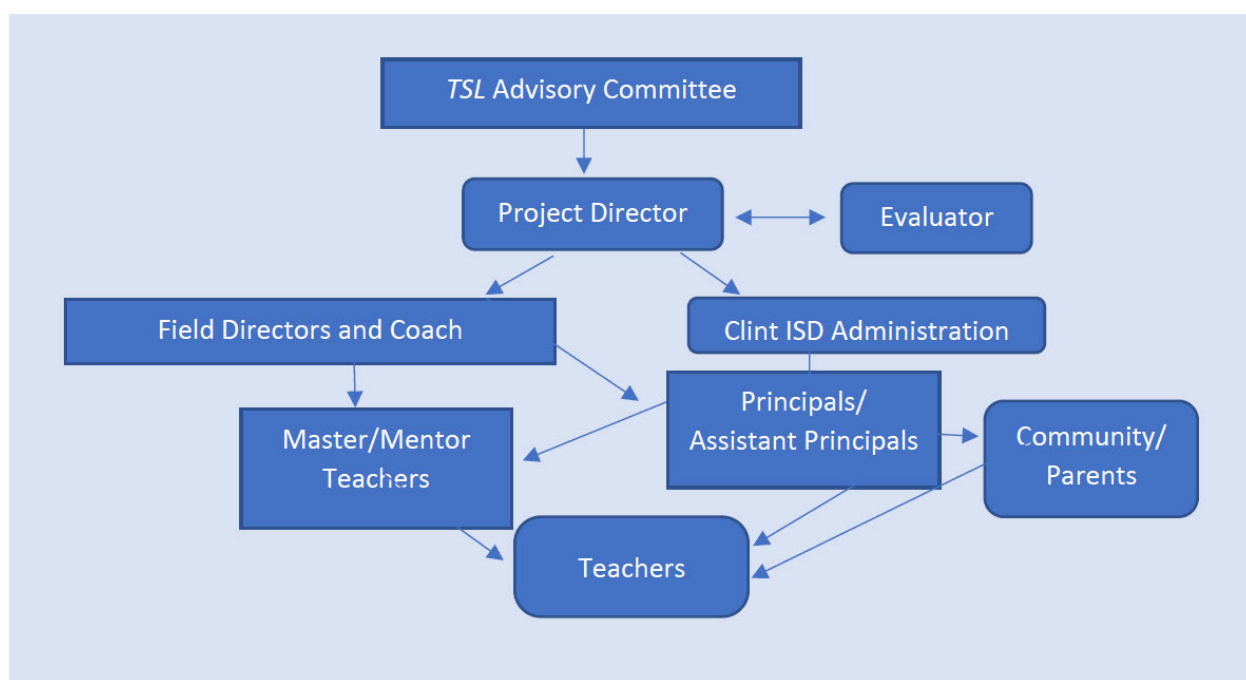
offered Professional Development		outcome growth
Teacher evaluation data	Quarterly	Advisory Committee review of teacher evaluation trends compared to short-cycle student growth
Principal evaluation data	Quarterly	Advisory Committee review of principal evaluation trends compared to short-cycle student growth
New teacher recruitment data	Annually	Review of feedback from teachers during the hiring process by the Advisory Committee, project staff, and Clint ISD
Teacher retention data	Quarterly	Review of feedback from teachers choosing to leave the District by the Advisory Committee, project staff, and Clint ISD
Student Achievement	Quarterly	Quarterly Reviews of student data annually by the Advisory Committee to determine trends related to school leaders, professional development, and other project components

C. QUALITY OF THE MANAGEMENT PLAN

i. The quality of the management plan for the proposed project. The Three Rivers Education Foundation will serve as the fiscal agent for the proposed TSL grant. The roles and responsibilities of TREF personnel are noted in **Table 7**, the Timeline. The following management plan describes

Three Rivers Education Foundation TREFTSL Project

the structure for implementing this project. TREF and the Clint ISD will maintain the proposed PBCS for the three years of the TSL project period while working towards sustainability from year one of the project. TREF has assembled a well-qualified team who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments these key personnel will devote to this grant are adequate to implement the project effectively. *All Resumes are included in Appendix C.*



██████████, *Project Director (.50FTE)* ██████████ has extensive experience in implementing projects of the scope and complexity of the **TREFTSL** initiative. ██████████ has more than 35 years' experience in education at all levels, including as a teacher, school superintendent, federal programs officer, director of a regional education cooperative, and off-campus director for a four-year university. She is the Three Rivers Education Foundation founder and has worked with diverse, rural, low-socioeconomic, multi-ethnic schools and communities typical of the southwest. ██████████ postgraduate degree is in Curriculum and Instruction, emphasizing Learning

Three Rivers Education Foundation TREFTSL Project

Technologies (STEM focus) and the application in classrooms K-12 through higher education and with a minor in Administration. She has worked diligently to address educational and career inequities in rural communities throughout her career. For the past 5-years, she has directed two extensive successful multi-state federal literacy initiatives focused on student, teacher, parent, and community development. She is also the past President of the International Mentoring Association, focusing on research and development of mentoring and coaching in education, business, industry, communities, and government.

Project Role- [REDACTED] will be responsible for meeting project goals and objectives, providing oversight, working with the Evaluator, ensuring all compensation payments are legitimate, and have adequate support documentation. [REDACTED] will also support and provide oversight and accountability in regards to Fields Directors' work to ensure quality control.

[REDACTED], *Field Director & Coach (1.0FTE)* [REDACTED] has a Ph.D. in linguistics from Arizona State University and has worked in education for more than 45 years. She grew up in both Ciudad Juarez and El Paso, Texas, and has experience as a teacher, administrator, and college instructor. [REDACTED] has taught in K-12 classrooms and is certified in Administration and all content areas, except for science in secondary education. In addition, she has served as an assistant superintendent and has experience with staff supervision, program development/implementation, budget management, and reporting. [REDACTED] served as adjunct faculty at colleges and universities teaching undergraduate education and administration education courses for ten years. She is bilingual (English/Spanish) and served as the President of the New Mexico Association for Bilingual Education, and developed licensure programs for bilingual teachers for the New Mexico Public Education Department.

Three Rivers Education Foundation TREFTSL Project

Project Role- [REDACTED] will oversee and manage the project at the elementary level and all ESL credentialing and training. This position works collaboratively with the Secondary Field Director to ensure all project goals and objectives are met. [REDACTED] will also assist in identifying participants for the Principals' Certification Academy through ESC 19, assist in placement, coaching, and support of newly certified principals, and facilitate evaluation data collection and analysis.

[REDACTED], *Field Director & Coach (1.0FTE)* [REDACTED] has spent almost 50 years in education. He began his career in the Gadsden Independent School District as a teacher, principal, associate superintendent, and deputy superintendent for over 17 years. [REDACTED] also spent 18 years in the Silver Consolidated School District, including eight years as superintendent. He also worked for seven years as an administrator for the Las Cruces Catholic School. In addition, Torres served as a college instructor and master's program admissions adviser in the College of Education's Educational Management and Development Department at New Mexico State University until he became associate superintendent of operations for the Las Cruces Public Schools.

Project Role- [REDACTED] will serve as Field Coordinator & Coach, providing oversight and management of the project at the middle and high school level. Bilingual in English and Spanish, [REDACTED] will work collaboratively with the Elementary Field Director to ensure all project goals and objectives are met. He will also assist in identifying participants for the Principals' Certification Academy through ESC 19, and in the placement, coaching, and support of newly certified principals.

[REDACTED], *Superintendent-* [REDACTED] has been a Texas educator for 24 years, serving as a Teacher, Assistant Principal, Principal, Director of Human Resources, Chief

Three Rivers Education Foundation TREFTSL Project

Human Resource Officer, and Superintendent. He is in his fifth year as the superintendent of the Clint Independent School District. [REDACTED] has a Bachelor of Business Administration in Computer Information System and Master of Education degrees from the University of Texas at El Paso in 1993 and 1996. [REDACTED] obtained his superintendent certification from Angelo State University in 2006. He received his Doctorate in Educational Administration from the University of Texas at El Paso in 2017.

Project Role- [REDACTED] will support all project components by serving on the Advisory Committee and linking project staff to district resources as necessary to support all goals, objectives, and outcomes.

[REDACTED] [REDACTED], *Assistant Superintendent- Secondary Curriculum & Instruction* [REDACTED] [REDACTED] has worked in education for over 27 years as a classroom teacher, instructional coordinator, and assistant superintendent. His career started as an elementary school teacher in Ysleta Independent School District in El Paso, Texas, where he was named 2002 District Teacher of the Year. [REDACTED] has served in Clint ISD since [REDACTED], in roles such as Instructional Technology Coordinator, Advanced Academics Coordinator, Executive Director of Technology, and his current role as Assistant Superintendent- Secondary Curriculum & Instruction. [REDACTED] [REDACTED] received his Bachelor in Interdisciplinary Studies and a Master of Curriculum and Instruction degree from the University of Texas in El Paso.

Project Role- [REDACTED] will provide support for the development of professional development for secondary schools in Clint ISD, as well as the recruitment of new teachers and the implementation of the project in all secondary schools. [REDACTED] will oversee the implementation of the TSL Program and mentoring component across the District.

**Three Rivers Education Foundation
TREFTSL Project**

██████████, *Assistant Superintendent- Elementary Curriculum & Instruction* ██████████

has spent 31 years in education, beginning her career as a classroom elementary school teacher. After spending 12 years in primarily Title 1 classrooms, ██████████ became an Assistant Principal and then a Principal in El Paso-area schools. At this point, she received the National Distinguished Principal Award. ██████████ currently serves as the Assistant Superintendent- Elementary Curriculum & Instruction for the Clint Independent School District. She received her Bachelor of Science and Master of Education degree from the University of Texas in El Paso.

Project Role- ██████████ will provide support for the development of professional development for elementary schools in Clint ISD, as well as the recruitment of new teachers and the implementation of the project in all elementary schools. ██████████ will co-manage the implementation of the TSL Program and mentoring component across the District.

ii. The adequacy of the management plan to achieve the objectives of the project

The TREFTSL oversight, management, and coordination of this project will ultimately be the responsibility of the TSL Project Director, who will administer the grant. This plan will include three subsets of activities to ensure the goals and objectives are achieved on time and within budget: oversight of grant execution, management of grant activities, and collaboration with all partners to execute the project. TREF will employ routine cost-control mechanisms that involve budget planning and systematic review. In addition, TREF performs systematic reviews of actual performance against plans to make adjustments as required.

TREF has a history of successfully managing large federal grants throughout the Southwest United States in service of high-need districts to meet their pressing needs for qualified personnel, community development, and leadership initiatives. One mission of the TREF is to promote means and opportunities for the organization to support education and community projects to further

Three Rivers Education Foundation TREFTSL Project

educator and student development.

Upon notification of funding, TREF will convene a **TREFTLS** Advisory Committee that may include: The Project Director; each school's principal, the Clint superintendent or his designee, a teacher representative from each school; a representative from ESC 19; and a representative from NNMC. The Advisory Committee will meet regularly to provide a consistent means for review of the status and improvement of the project. The Advisory Committee will also convene to make decisions regarding PBCS implementation, such as alternative student growth measure teachers in non-tested subjects or grade levels.

A third-party professional evaluator will evaluate this project with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation is 1) provide feedback for continuous improvement in the implementation and operation of the project and 2) provide an analysis of the evidence that the project is achieving its objectives and goals. In addition, the Evaluator will study project implementation during the length of the grant, including differences in fidelity between schools. Finally, the Evaluator will provide an annual report to TREF, analyzing key data regarding project implementation and progress toward objectives and outcomes.

Table 7: Project Timeline Key Staff: Project Director (PD); Field Directors (FDs); Assistant Superintendent- Secondary Curriculum & Instruction (ASSCI). Assistant Superintendent- Elementary Curriculum & Instruction (ASECI); TREFTSL Leadership Team (TLT); TREFTSL Advisory Committee (Advisory Comte)				
Project Milestones	Person(s)	Timeline		
	Responsible	Y1	Y2	Y3
Sign MOUs with Project Partners	PD	X		

**Three Rivers Education Foundation
TREFTSL Project**

Establish TREFTSL Advisory Cmte to meet quarterly to assess project progress	FDs	X		
External Evaluators develops Data Collection and Evaluation Plan	External Evaluator	X		
District and Project Leadership develops Sustainability Plan	PD, superintendent, ASSCI, ASECI	X		
Career Advancement				
Establish a Committee for master and mentor teacher selection	FDs	X	X	X
Schools conduct a staff meeting to review TREFTLS , including the Multiple Career Path opportunities, mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process	FDs, ASSCI, ASECI	X		
Master and mentor teaching positions are posted by Human Resources	FDs	X		
Mentor and master teacher applications are reviewed by the TREFTLS Leadership Team (TLT) to interview	TLT	X		
Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions, and	TLT, FDs	X		

**Three Rivers Education Foundation
TREFTSL Project**

compensation.				
Professional Development				
The school schedule will be restructured to allow for ongoing applied professional development to take place during the school day.	Advisory Comte	X		
TLT of each school will meet with the Field Directors to review cluster group assignments and schedule roles and responsibilities; TLT meeting expectations; and preparations for the School Kick-Off Workshop	TLT, FDs	X		
Provide professional development for teachers	TLT	X	X	X
PBCS Evaluation				
TREFTLS Advisory Comte will review student growth measures annually	Advisory Comte	X	X	X
TREFTLS Advisory Comte will determine alternative student growth measures and develop rubric as needed	Advisory Comte	X		
PBCS Implementation for Teachers				
TREF will ensure that evaluators are	FDs	X	X	X

**Three Rivers Education Foundation
TREFTSL Project**

trained and certified, and recertified annually to ensure ratings.				
All teachers will have received a minimum of four classroom evaluations and associated pre- and post-conference sessions.	TLT, FDs	X	X	X
TREFTSL will reward effective teachers with performance-based compensation.	PD	X	X	X
TREFTSL will award recruitment bonuses to teachers in high-need subjects.	FDs	X	X	X
PBCS Implementation for Principals and Assistant Principals				
ESC 19 will provide professional development for principals	FDs, ESC 19	X	X	X
All principals will have received a minimum of two observation evaluations using the T-PESS rubric	PD, Superintendent or designee	X	X	X
TREFTSL will reward effective principals in participating schools with performance-based compensation	PD	X	X	X
Additional Coursework				
The project will fund 3-credit online courses through Northern New Mexico College needed for teachers to complete	PD	X	X	X

**Three Rivers Education Foundation
TREFTSL Project**

requirements for ESL, SPED, STEM, or Dual Credit teaching requirement				
--	--	--	--	--

D. ADEQUACY OF THE RESOURCES

i. The likelihood that the proposed project will result in system change or improvement. To support systemic change, Clint ISD is implementing the **TREFTSL Project** district-wide to include all schools. There are several meaningful, permanent changes being made to accommodate PBCS and its components to improve student outcomes: 1) Development and training of master and mentor teachers in every school, 2) Formation of Leadership Teams in every school to support all teachers: 3) Changing of the school day to accommodate the weekly cluster team professional development opportunities, 4) Observation of teachers four times each year, 5) Observation of principals at least twice each year, and 6) Implementation of new evaluation scale for teachers and principals.

One could argue that some of these systemic changes can easily be reversed. However, once these practices are adopted, written into contracts, and become part of a school and district culture, they are challenging to eliminate, particularly if tied to positive student outcomes. This is why Clint ISD has decided to implement **TREFTSL** as a district-wide solution in order to build human capital and address academic improvement for all children, and any improvements made would become permanent structures.

Additionally, the lessons learned from the proposed project will be used to inform further teacher compensation programs in similar school districts. The use of the TEA model has been somewhat successful in Clint ISD with its tiered approach, linked to professional development, and tied to accountability through student outcomes. The more robust, expanded system addresses the need for additional responsibility and recognition for exemplary work supported through

Three Rivers Education Foundation TREFTSL Project

defined career paths. The opportunity for additional, meaningful professional development delivered by peers to support data-driven needs coincides with the more meaningful opportunity to define oneself as an exemplary teacher through a proven rubric and growth of student outcomes. Not only does the project bring the opportunity to augment individual salaries, but it also addresses recruitment and retention issues with increased resources. **TREFTSL** will bring meaningful change to Clint ISD as a PBCS with proven TAP components, consequently improving human and intellectual capital.

ii. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. To impact student outcomes, the single most crucial factor is the quality of the teacher. Increasing teaching effectiveness, particularly in high-need schools, requires both individual and group support from school leaders and peers. The **TREFTSL Project** supports this need by developing a long-term infrastructure through the proven strategy of master and mentor teachers delivering high-quality data-driven training weekly. This not only builds instructional knowledge on the school and district-level but also increases school leaders. Local capacity is also developed in the increased ability to conduct classroom evaluations and implement school climate improvement strategies. These capacity-building activities must be formalized into the District and incorporated into a single system that evaluates, instructs, rewards, promotes, and retains. This is the goal of the **TREFTSL Project**.

iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant. Clint ISD plans to continue this project after the three years of grant funding. A long-term sustainability plan for the proposed project has already been developed. Many of the expenses are one-time, such as the development and delivery of training, the implementation of the model across the District, and the completion of coursework for teachers

Three Rivers Education Foundation TREFTSL Project

needed to teach Dual Credit, ESL, Special Education, STEM, Bilingual, or other difficult to fill classes.

Other expenses will no longer be needed, such as the project staff and external evaluators who will develop and implement the **TREFTSL Project**. At the end of the three-year grant period, internal staff will sustain and evaluate the project. The funding association with PBCS will be partially recouped from the reduced teacher and school leader turnover, which is expensive for the District to address annually. These resources can be shifted to the teacher, principal, and assistant principal compensation tied to performance. The TIL Program and mentoring program will be institutionalized. The remainder of the funding needed to sustain the project will be determined in a sustainability plan, finalized and implemented in year 1 of the project.

The **TREFTSL Project** partnerships are evidenced by *Letters of Support in Appendix C*. The Clint Independent School District will implement the project throughout the District, devoting administrative time, building space, and other resources across the project period to support all goals, objectives, and outcomes.

The Education Service Center 19 fully supports the implementation of **TREFTSL** in Clint ISD with the potential adoption by other ISDs. In addition, ESC 19 will provide professional development to support the mentor teachers, master teachers, and school leaders, providing weekly staff training opportunities as well as increasing local human capital.

Clint Association of Texas Professional Educators represents teachers and administrators across Clint ISD. ATPE was instrumental in the design of the **TREFTSL Project**. The organization approved submission for federal funding on behalf of its members in order to support improvements in student outcomes in all schools through a performance-based compensation system.

Three Rivers Education Foundation TREFTSL Project

Northern New Mexico College will provide support and access to Clint ISD teachers who need to complete individual courses to teach classes such as STEM, ESL, Dual Credit, Technology, and others. In addition, NNMC staff will advise and enroll Clint ISD teachers in online courses and ensure all needs are met.

ⁱ Retrieved 1, August 2021 from <https://www.niet.org/our-work/our-approach/>

ⁱⁱ Retrieved 1, August 2021 from <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

ⁱⁱⁱ Retrieved 1, August 2021 from <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

^{iv} Texas Voices for Children: 2018 Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^v Texas Voices for Children: 2019 Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{vi} Texas Kids Count. 2019. <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{vii} Texas Voices for Children: 2019 Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{viii} Retrieved 8, August 2021 from <https://tea.texas.gov/perfreport/snapshot/index.html>

^{ix} Texas Education Agency. 2021 Educator Vacancy Report. Retrieved: <https://alliance.tea.edu/files/2021/11/2018-Educator-Vacancy-Report-Final.pdf>

^{ix} Retrieved 1, August 2021 from <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

^{ix} Retrieved 1, August 2021 from <http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html>

^{ix} Texas Voices for Children: 2019 Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{ix} Texas Voices for Children: 2019 Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

Three Rivers Education Foundation TREFTSL Project

^{ix} Texas Kids Count. 2019. <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{ix} Texas Voices for Children: 2019. Retrieved: <https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf>

^{ix} Retrieved 8, August 2021 from <https://tea.texas.gov/perfreport/snapshot/index.html>

^{ix} Texas Education Agency. 2021 Educator Vacancy Report. Retrieved: <https://alliance.tea.edu/files/2021/11/2018-Educator-Vacancy-Report-Final.pdf>

^x Ozkan Eren. Teacher Incentives and Student Achievement: Evidence from an Advancement Program. *Journal of Policy Analysis and Management*, 2019; DOI: 10.1002/pam.22146

^{xi} Podolsky, A., Darling-Hammond, L., Doss, C., & Reardon, S. (2019). *California's positive outliers: Districts beating the odds*. Palo Alto, CA: Learning Policy Institute.

BIBLIOGRAPHY

- Carver-Thomas, D., & Darling-Hammond, L. (2017). Addressing California's growing teacher shortage: 2017 update. Palo Alto, CA: Learning Policy Institute.
- Darling-Hammond, L. (2014) Strengthening Clinical Preparation: The Holy Grail of Teacher Education, *Peabody Journal of Education*, 89:4, 547-561.
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.
- Hattie, J. A. C., & Zierer, K. (2018). Ten Mindframes for Visible Learning: Teaching for Success. Routledge.
- Hickey JV, Unruh LY, Newhouse RP, Koithan M, Johantgen M, Hughes RG, Haller KB, Lundmark VA. Credentialing: The need for a national research agenda. *Nursing Outlook*. 2014;62(2):119–127. [November 10, 2014].
- Jackson, C. (2015). Implementing measures of effective teaching: Assessing novices' teaching practice. Paper presented at the Association of Education Finance and Policy Conference. Washington, DC.
- Ito, Mizuko, Kris Gutiérrez, Sonia Livingstone, Bill Penuel, Jean Rhodes, Katie Salen, Juliet Schor, Julian Sefton-Green, S. Craig Watkins. 2013. Connected Learning: An Agenda for Research and Design. Irvine, CA: Digital Media and Learning Research Hub.

- Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A review of the research. Palo Alto, CA: Learning Policy Institute; Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the teacher shortage: How to attract and retain excellent educators. Palo Alto, CA: Learning Policy Institute
- Kuh, G. D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges & Universities. (High-Impact Educational Practices: A Brief Overview).
- Lin, Pi-Jen & Acosta-Tello, Enid. (2017, May). A practicum mentoring model for supporting prospective elementary teachers in learning to teach mathematics. *The International Journal on Mathematics Education*, 49(2), pp. 223–236.
- Papay, J., West, M., Fullerton, J., & Kane, T. (2011). *Boston Teacher Residency Evaluation*. Center for Education Policy Research. Harvard University.
- Silva, Tim, Allison McKie, Virginia Knechtel, Philip Gleason, Libby Makowsky. (2014). Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools (NCEE 2015-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.