

III. Program Narrative

"In charting a course for continued growth and prosperity, we can think of no other sector of the public workforce more critical to the future success of the state of Texas than its classroom teachers."

"In the instance of the Texas teacher workforce, "viability" must be viewed as a two dimensional concern, including (1) the adequacy of supply of certified teachers related to the employment needs of the state, and (2) the effectiveness of classroom teachers in facilitating student growth and intellectual development. Both dimensions – adequacy of supply and degree of effectiveness – must ultimately be addressed in order to insure the overall quality of the Texas teacher workforce and the continued success of the state's public schools."

**Excerpts from *Delivering a High-Quality Teacher Workforce for Texas*
2008 Report of the Sid W. Richardson Foundation Forum**

PROJECT DESIGN

The importance of a viable teaching force to a society's economic and social well-being cannot be overstated. Texas, like other states and the nation as a whole, is experiencing a shortage of highly qualified mathematics, science and special education teachers. The Teaching Residency Program for Critical Shortage Areas (TRP-CSA) at Texas State University–San Marcos is a partnership to positively impact student achievement in mathematics and science in high-needs schools by providing secondary mathematics, science and special education (SPED) teachers who have been carefully selected and have completed an intensive field-based preparation program. Specifically, the partnership will:

- recruit and select four cohorts (100 students total) of academically talented and diverse degreed individuals with a minimum of 24 hours of mathematics or science,
- provide Resident Teachers with a living-wage stipend while they participate in an accelerated field-based teacher preparation program that will enable them to earn teacher certification and complete a 36-hour master's degree within 14-months,

- facilitate the employment of program participants in high-needs secondary schools upon completion of their preparation program,
- provide program participants with induction support and continued professional development throughout their first two years of teaching,
- collect, analyze and utilize a variety of data sources, including student achievement data, to monitor program effectiveness and to engage in a data-based continuous improvement process of program refinement,
- maximize the use of partner talents and resources to support and enhance the TRP-CSA program and to ensure its continuation beyond initial funding.

The TRP-CSA partnership is comprised of the Colleges of Education and Science at Texas State University–San Marcos; Austin Independent School District and Del Valle Independent School District (both high-need districts); Skillpoint Alliance, a business/education nonprofit community organization; and Pearson Teacher Education and Development, developers of myeducationlab, an innovative digital and online teacher education resource. The contributions of each of the partners are described throughout the proposal and are specified in the Partnership Agreement in Appendix A.

Each TRP-CSA participant will spend four full days per week for the entire school year teaching along side a “master” teacher who will provide guidance and mentoring throughout the preparation program. One day each week will be spent in university classes and in professional development experiences designed and delivered by the partnership. Resident Teachers will be in graduate classes with other cohort members, and course assignments will frequently interface with and extend the experiences of participants as they work in schools.

Upon completion of the program, each candidate will become certified in secondary

mathematics or science (physical science 8-12, life science 8-12, or chemistry 8-12) and, in addition, will also complete a graduate degree with a major in secondary education and a cognate (minor) in special education which will provide them with specialized training to meet the learning needs of a diverse student population, including students with disabilities. After completing the introductory special education courses, candidates who have career aspirations to become a special education teacher can complete coursework and a master’s degree leading to certification with a major in SPED and a minor in General Education Methods and Materials, thus providing a cadre of highly qualified SPED mathematics and science teachers.

TRP-CSA is conceptualized to address the needs identified by the partnership to incorporate key features of well-recognized Teacher Residency Programs operating in Boston (Newman, 2009) and Chicago (Berry, Montgomery, Curtis, Hernandez, Wertzell & Snyder, 2008), and to build upon the university’s previous successes of implementing and institutionalizing post-baccalaureate teacher certification programs for mid-career individuals and delivering teacher induction programs in partnership with school districts.

TRP-CSA addresses the following HEOA absolute and competitive preference priorities:

Priority Type/Number	Priority Focus
Absolute Priority #2	Partnership for the Establishment of Effective Teaching Residency Program
Comp. Pref. Priority #1	Student Achievement and Continuous Program Improvement
Comp. Pref. Priority #3	Rigorous Candidate Selection Process
Comp. Pref. Priority #4	Broad-Based Business/Community Partners
Invitational Priority	Partnership with Digital Education Content Provider

TRP-CSA Partnership

Each of the partners in TRP-CSA provides an important perspective and makes a valuable contribution to the overall program. TRP-CSA partners are briefly described below.

Texas State University-San Marcos

Texas State University has its very roots in teacher preparation. In 1899, when the Texas Legislature authorized the school, the original mission was to prepare Texas public school teachers. The university continues to excel in teacher preparation. Over the years, the Legislature has broadened the institution's scope and changed its name, and in 2003 the name was changed to Texas State University-San Marcos. Today the institution is a renowned multi-purpose university with an enrollment of 29,105 students who can choose from 100 bachelor's, 88 master's and eight doctoral degree programs offered by nine colleges.

Texas State's main campus is in San Marcos, a growing community of 50,000 people about halfway between Austin and San Antonio. Texas State consists of 225 buildings situated on a 457-acre main campus and 4,777 additional acres in recreational, instructional, farm and ranch land. Of special interest to scientists and science educators, is the new Mitte Complex, with its high-tech clean room and microchip fabrication lab and Aquarena Center which houses the River Systems Institute and Edwards Aquifer Research and Data Center and is one of the best places in the world to study aquatic ecosystems and species.

Texas State's diverse student body comes from around the globe and 32% of Texas State students are ethnic minorities. Additionally, Texas State is ranked 16th in the nation for the number of degrees granted to Hispanic undergraduates. Since 2005, Texas State has also offered bachelor's and graduate-level programs in Round Rock, Texas, at the Round Rock Higher Education Center (RRHEC) campus, located north of Austin in Williamson County where more than 1,500 students are enrolled.

The College of Education (COE). Teacher preparation constitutes the largest proportion of programming in the COE and is a campus-wide commitment at Texas State. Historically,

Texas State University has been and continues to be the largest university-based teacher preparation entity in Texas preparing between 800 and 1,000 teachers per year. Many academic departments offer core curriculum courses and major/minor courses, while the COE offers courses necessary for educator certification for elementary, middle, high school and all-level teachers, including SPED teachers. COE has committed to preparing “Educators for the New Texas” and to produce teachers in the teaching fields and with the teaching skills most needed by Texas school districts.

In addition, the COE prepares principals, superintendents, school counselors, school psychologists, diagnosticians, as well as professionals in health, exercise and sports science, sports management, and recreation and leisure services. Also, the COE prepares students for careers in the mental health fields of professional counseling and marriage and family therapy.

The COE offers two doctoral degree programs. One is a Doctor of Philosophy (PhD) degree with a major in School Improvement, and the other is a Ph.D. with a major in Adult, Professional, and Community Education. In addition, the College is in the final stages of program approval to offer both a Ph.D. and an Ed.D. with a major in Developmental Education and is expected to launch those programs in Fall 2010.

The College of Science (COS). The College of Science prepares undergraduate and graduate students for careers in the natural and physical sciences, mathematics, computer science, engineering, and technology. The COS has a strong commitment to teacher preparation and nurtures the talents of young scientists and prospective teachers by immersing them in a robust curriculum and applied experiences in laboratory research, field study, and technology. With nationally recognized research programs and a strong emphasis on teaching, the COS,

composed of 185 faculty in six departments and the new Bruce and Gloria Ingram School of Engineering, offers a broad spectrum of educational resources and career preparedness

Austin Independent School District

Austin Independent School District (AISD) serves more than 82,000 students in the state capitol city of Austin, Texas. The district qualifies as a high-need district based upon poverty data from the 2007 Census combined with a high annual teacher turnover rate – 20.1% of classroom teachers did not return to the same school in 2008-09 in which they taught in 2007-08. During the same time period, teacher attrition rates at district high schools averaged 21%.

The student population in AISD is 58% Hispanic, 26.4% White, 12.1% African American, and 3.7% other minorities, while 35.6% of the teaching force is minority. The district is eager to recruit more minority teachers and sees TRP-CSA as a promising avenue toward this end. More than 60% of the student population is economically disadvantaged, 28.3% is Limited English Proficient (LEP), and 10% is SPED. The district has earned an "Academically Acceptable" state accountability rating. AISD's 120 schools include 78 elementary schools, 17 middle schools, 13 high schools, and 12 special campuses. Seven of the district's 13 high schools qualify as high-need campuses based upon having more than 45% of their students eligible for free or reduced-price school lunch (FRPSL). Six of the high-need high schools have been selected to participate in TRP-CSA because they are both likely to serve as a good training environment for prospective teachers and are likely to have teaching openings in mathematics, science, and SPED when TRP-CSA participants are ready to be employed.

Del Valle Independent School District

Del Valle Independent School District (DVISD), is located west of Austin and is home to the Austin-Bergstrom Airport, the primary airport for the Austin metropolitan area that serves

more than 9 million passengers per year. The district spans 174 square-miles and serves approximately 9,500 students. The district qualifies as a high-need district based upon poverty data from the 2007 Census combined with a high annual teacher turnover rate –18.78% of classroom teachers did not return to the same school in 2008-09 in which they taught in 2007-08, and the teacher attrition rate at Del Valle High School is 19%.

The student population in DVISD is 76.4% Hispanic, 8.7% White, 13.8% African American, and 1.1% other minorities. A total of 79.2% of the student population is economically disadvantaged, 27.5% is Limited English Proficient (LEP), and 10.6% is SPED. More than 46% of district employees are minority. DVISD has earned an accountability rating of "Academically Acceptable."

DVISD's schools include 7 elementary schools, 2 middle schools, 1 high school, and 2 special campuses. Del Valle High School qualifies as a high-need campus based upon having more than 67.1% of its students eligible for free or reduced-price school lunch (FRPSL). Del Valle High School was selected to participate in TRP-CSA because it will serve as a good training environment for prospective teachers and is likely to have teaching openings in mathematics, science and SPED when TRP-CSA participants are ready to be employed.

Skillpoint Alliance

Skillpoint Alliance is a 501(c)3 nonprofit organization that builds partnerships among industry, education and the community, leading to college and career success for Central Texans, while meeting employers' needs for a qualified workforce. Skillpoint provides a wide variety of professional development opportunities for educators using innovative approaches, including Summer Educator Institutes, and will utilize this expertise in contributing to TRP-CSA.

Originally founded in 1994 under the name of the Capital Area Training Foundation

(CATF), the organization was created to address what the founders saw as a gap between employers' needs and the workforce's skills. The name of the organization was later changed to Skillpoint Alliance. Working as an intermediary, a facilitator and a spark of inspiration, Skillpoint Alliance helps the community “close the gap” and improve college and career success for youth and adults. The organization's primary goal is to encourage life-long learning, improve career opportunities and build self-sufficiency—while strengthening Central Texas as a region that attracts and retains good jobs.

Skillpoint Alliance is committed to brokering partnerships between industry and secondary and postsecondary educators to accomplish its mission which is to enable the creation of a quality workforce for the Capital area and to prepare youth and adults for lifelong learning, citizenship, and career success. Its two industry councils, the Technology and Education Executive Council and the Digital Media Council are central to Skillpoint’s success.

Pearson Teacher Education and Development

Pearson Teacher Education and Development offers a host of digital services and products to enrich teacher preparation and will utilize this expertise and these resources to enhance TRP-CSA. Pearson currently has more than 300 titles (copyrights between 2008 and 2010) available in digital format that may be customized with multimedia assets, video illustration of authentic classroom practice, real student artifacts and a variety of teaching tools. Myeducationlab.com is a powerful resource designed to prepare prospective teachers for the complexities of teaching today's students. This web-based tool provides the context of real classrooms and artifacts and includes individualized study plans, assignments and activities, and a wide variety of resources such as Lesson Plan Builder, links for licensures and content standards, and practice licensure exams.

Pearson representatives will provide customized training and resource identification for TRP-CSA faculty and will provide ongoing technical support in the use of the Pearson digital resources. In addition, a Pearson representative, Kevin Davis, will serve as a member of the TRP-CSA Advisory Board.

Needs Assessment and Program Rationale

Current Teacher Preparation and Development Processes. Texas State University prepares mathematics, science and SPED teachers through a variety of undergraduate and graduate programs. All secondary teacher candidates must take and pass two state Texas Examinations of Educator Standards (TExES exams) and be recommended by a state-approved teacher preparation entity in order to become certified in Texas, and SPED candidates take three TExES exams. In order to be recommended by Texas State, an undergraduate candidate must have completed 24 hours in their content field and 21 hours of education coursework that includes a 6-hour semester-long student teaching experience. Mathematics and Science candidates take their content courses in the academic departments in the COS and their pedagogy courses in the COE. SPED candidates take both their SPED and pedagogy courses in the COE. Undergraduate candidates complete a one-semester field-based block experience in which they spend two days per week at a high school. In the “block” semester, university students spend a portion of each day with high school teachers and students and a portion of each day with their university professors who teach the pedagogy courses on the high school campus. Students also complete a full-semester student teaching experience that is supervised by a faculty member in the academic department with a specialization in the candidate’s teaching field.

The Colleges of Education and Science have a good working relationship and collaborate in the preparation of secondary teachers and frequently partner on various STEM-related

initiatives, including the Science and Mathematics Teacher Imperative (SMTI) sponsored by the Association of Public and Land-Grant Universities (APLU). TRP-CSA will not only dovetail with the SMTI initiative but will also further enhance the COE/COS working relationship.

At the graduate level, there are several specialized programs that prepare secondary mathematics and science teachers and all-level SPED teachers. The secondary Teacher Recruitment Program (TRP) is currently available for general education teacher candidates in all teaching fields who have completed a minimum of 24 hours of content courses in the certification field. TRP is a two-semester field-based program (including a full semester of student teaching) and entails 18 graduate hours of education coursework that can be applied to a M.Ed. in Secondary Education. The Career Alternatives in Special Education (CASE) is a 45-hour program for candidates seeking certification in all-level SPED and results in a M.Ed. in SPED. CASE students can do either a one-semester student teaching experience or a one-year on-the-job internship with a mentor teacher. Both are programs that were initially funded by grants from USDE and were institutionalized by the university upon completion of the funding period. TRP was funded from 1999-2004 and CASE from 1992-96 and 1997-2002.

Graduate students who elect not to participate in a specialized post-baccalaureate program, request a deficiency plan from the Office of Educator Preparation that is jointly prepared by the Colleges of Education and Science. Students can then take the courses specified on the plan at their own pace and are required to complete 30 hours of field experience prior to the student teaching or internship experience.

Participating districts currently hire secondary mathematics, science and SPED teachers prepared by a variety of educator preparation entities including university-based programs and alternative certification programs. Once hired, the district provides both required professional

development activities as well as optional professional development activities. Each of the participating districts has a mentor program for novice teachers. Districts provide two days of initial mentor training, and TRP-CSA staff will coordinate with the district in the design and delivery of this training for the TRP-CSA mentors. The district also provides a [REDACTED] stipend for their mentor teachers of first-year teachers and [REDACTED] for mentors of second-year teachers, and this stipend is part of the districts' matching contribution to TRP-CSA.

Texas State University offers an innovative partnership teacher induction program, the Teacher Fellows Program, that results in an M.Ed. in Elementary Education for participating novice teachers. Each year through the Teacher Fellows Program, participating districts release master teachers who serve as Exchange Teachers for the university and provide intensive mentoring support for the Teacher Fellows. Texas State has a core of faculty researchers who specialize in teacher induction program development and research. Over the past 20 years, this group has continuously operated various locally funded and grant-funded teacher induction programs in conjunction with participating districts. Texas State has received teacher induction grants from the Texas Education Agency, the U.S. Department of Education, the Houston Endowment, and the Center for Research, Evaluation and Advancement of Teacher Education (CREATE). Among the induction studies that have been conducted at Texas State are a detailed five-year follow-up study of 1,000 novice teachers in three cohorts that participated in the Novice Teacher Induction Program (Huling, Yeargain & Resta, 2008), and a statewide induction study that involved four universities and 14 participating districts (Huling & Resta, 2007).

Formal Needs Assessment. In conducting the TRP-CSA comprehensive needs assessment, it was necessary to compile data from multiple data sources. In addition to information on district staffing needs and student achievement data, the university's teacher

production capacity and trends were studied. Other data sources, including area demographics and job force trends, were studied in order to assure the existence of a viable talent pool from which to recruit program participants.

In looking at district staffing needs, a multi-phased process was utilized, with each phase providing more specific data for use in program design. After reviewing the state teacher staffing data, a formal needs-assessment process and instrument were developed in order to collect staffing needs information from districts that employ Texas State graduates (including those participating in the partnership). After collecting this data, partners juxtaposed their locally identified needs with those from the survey as well as the data related to Texas State mathematics and science teacher production and the area demographic and job force trends. Through a series of meetings, partners engaged in an extensive dialogue process to develop the final program design. A summary of insights and findings from the needs assessment follow.

Teacher Supply and Demand. Texas faces a critical shortage of highly qualified mathematics, science and SPED teachers. For example, Ingersoll (2003) summarized a 25-year continuing national concern about shortages in mathematics, science and SPED. The concerns about shortages in mathematics and science teaching were quantified by the Business Higher Education Forum in 2006 when this group reported that the U.S. faces a shortage of 283,000 secondary mathematics and science teachers by 2015. The Carnegie Corporation of New York (2009) not only advocates for a complete transformation of mathematics and science education, but also calls for improved methods for recruiting and preparing teachers.

The situation with mathematics and science teachers in Texas is at least as dire. In 2007, to validate the shortage of mathematics and science teachers, the Texas Center for Education Policy (Terry & Shafer, 2007) reported that during the 2005-06 academic year in Texas, 14.3%

of mathematics and 28% of science teachers were teaching out-of-field, that is, these teachers were certified in some other field but were teaching either mathematics or science courses. Furthermore, in Texas the mathematics and science teacher shortage has dramatically increased recently with implementation of new curriculum requirements for graduation that specify four credits each of mathematics and science for the Recommended High School Program.

Nationally, the shortage of SPED teachers is well documented. The American Association for Employment in Education (2007) reported in their Educator Supply and Demand Research Study that 13 teaching fields were characterized as having considerable shortages. Nine of those 13 fields are in SPED. Furthermore, the 10 possible SPED fields are showing their highest shortage in three years. Texas reflects this critical shortage of SPED teachers. Statewide studies of SPED personnel needs (Texas Center for Educational Research, 2001, 2004) reported shortages of SPED teachers and related service personnel throughout the state, with the most salient contributing factor being employee turnover. The continual SPED teacher shortage in Texas has spawned a multitude of alternative certification programs (ACPs) requiring only some weeks of training before entering the classroom on a probationary teacher's certificate (Lewis, 2005) probably contributing to high turnover.

At the secondary level, local school districts have had a particularly difficult time meeting the Highly Qualified requirements for SPED teachers introduced by the No Child Left Behind (NCLB) legislation because few secondary SPED teachers hold concurrent certificates in both SPED and in secondary mathematics or science. In response, districts have placed more secondary SPED students in general mathematics and science classes to meet HQ requirements with teachers who have had little preparation to meet the needs of students with disabilities and to the detriment of these challenged students.

Data collected in the Phase II needs assessment very much mirrored the state data on teacher supply and demand. More than 100 districts came to the Texas State campus in May 2009 to participate in the Texas State teacher job fair and to recruit and interview teacher candidates. Several weeks after the job fair, participating districts were invited to complete an on-line needs assessment about their staffing needs, their satisfaction with Texas State graduates, and their potential interest in exploring future collaborations with the COE. A total of 38 districts completed the needs assessment, including the two TRP-CSA participating districts.

In regard to school staffing needs, data from the school surveys made it clear that the greatest needs were in the areas of mathematics and science at the high school level, a finding that provided direction for the development of TRP-CSA. These results are highlighted below.

**School Staffing Needs Assessment Conducted May, 2009
(N = 38 Districts Responding)**

Subject	District Assessments of Adequacy of Applicant Pool	Extreme Shortage (%)	Moderate Shortage (%)	Adequate Supply (%)
Mathematics	High School	47.2	52.8	0.0
	Middle School	36.1	50.0	13.9
Science	High School	47.2	50.0	2.8
	Middle School	22.2	52.8	25.0
Bilingual/ESL	High School	26.5	52.9	20.6
	Middle School	23.5	52.9	23.5
	Elementary School	41.2	38.2	17.6
Special Education	High School	11.1	41.7	47.2
	Middle School	8.8	38.2	52.9
	Elementary School	11.1	30.6	55.6
Tech. /Comput. Apps.	High School	11.1	30.6	44.4
	Middle School	5.7	28.6	57.1
	Elementary School	6.3	28.1	56.3

At the elementary level, the greatest need is in the area of Bilingual/ESL and Texas State is in the process of converting the elementary preparation program into an EC-6 program in which all elementary candidates will be certified in bilingual or ESL. While the shortage of

SPED candidates was less acute than in mathematics and science, there were other indications that districts perceive a great need for enhanced training for all teachers in SPED strategies.

**Professional Development Needs in Special Education
May 2009 Needs Assessment (N = 38 Districts Responding; Reported in Percentages)**

<i>Survey Item: How great is the need for enhanced training in the following special education methods/strategies for teachers entering or currently teaching in your district?</i>			
Methods/Strategies	Great	Moderate	Little
Response to intervention (RTI)	65.6	28.1	6.3
Positive behavior support (PBS)	63.6	30.3	6.1
Differentiated instruction	66.7	30.3	3.0
Data-driven instruction	60.6	33.3	6.1
Accommodations for instruction & assessment	60.6	36.4	3.0
Collaborating with special educators	51.5	39.4	9.1
Utilizing technology & assistive technology	57.6	24.2	18.2

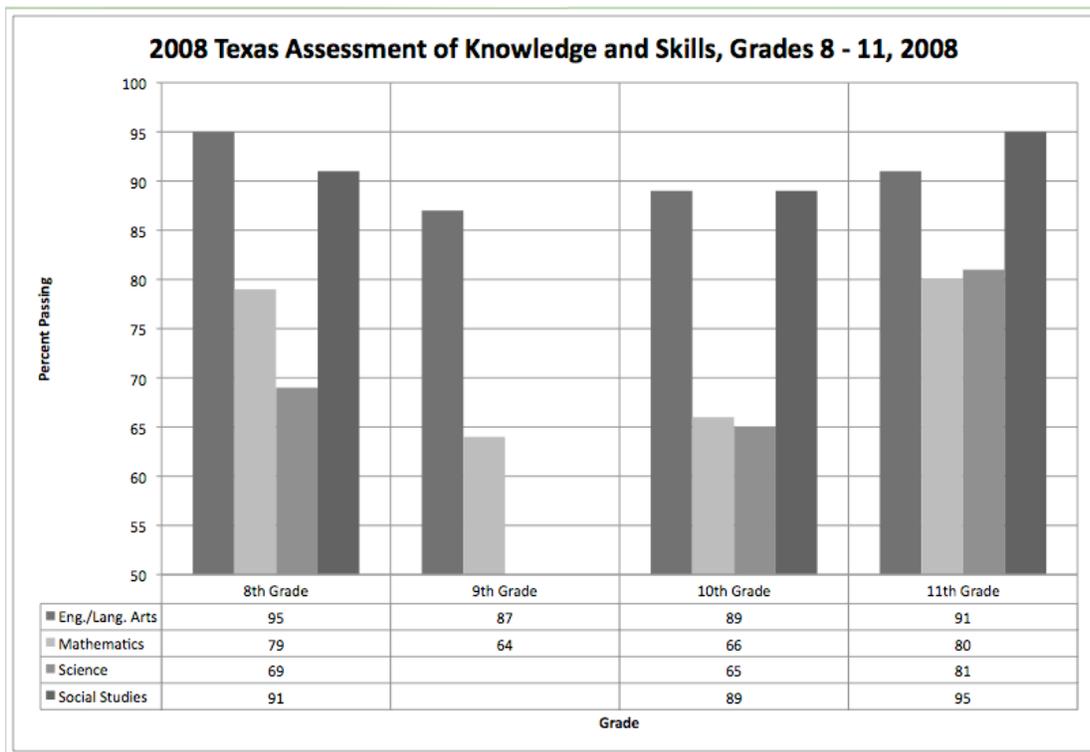
These findings indicate the importance that school districts place on enhanced training in SPED for incoming and current teachers and they provide specific guidance to TRP-CSA staff on the emphasis that should be put on these specific areas in the preparation program.

District Assessments of Teachers Prepared by Texas State. In regard to their satisfaction with Texas State graduates, the following percentages of responding districts indicated that Texas State graduates were "Better" or "Far Better" prepared in each of the following areas, than those prepared by other teacher preparation entities.

**School Needs Assessment
Conducted May 2009 (N = 38 Districts Responding)**

<i>Survey Item: In general, how would you rate teachers prepared by the COE at Texas State University-San Marcos, with those prepared by other entities?</i>	
Teaching Competencies and Characteristics	% Rated "Far Better" or "Better"
Preparation to assume teaching responsibilities	60.6
Knowledge of teaching content fields	63.7
Effectiveness as classroom managers	50.0
Use of instructional strategies	54.6
Ability to work effectively with parents	51.5
Longevity in the teaching field	45.5
Overall effectiveness as teachers	65.6

Student Achievement. Achievement gaps in the U.S. (and Texas) occur on many levels. McKinsey (2009) found four types of achievement gaps: between 1) U.S. and other nations; 2) Black and Latino students and white students; 3) students of different income levels; and 4) similar students schooled in different systems or regions. Texas is no exception when it comes to achievement gaps, and in addition, statewide student achievement in mathematics and science is lower than other subjects.



Clearly, achievement in mathematics and science is in need of improvement, and especially in high-need schools, including those of the TRP-CSA participating campuses. At every participating campus, the achievement in mathematics and science is lower than the district average and, in many cases, dramatically lower than the state average. For example, the state average percent of students meeting the state standard in mathematics is 80%, yet the campus averages in mathematics range between 33-58%. In science, the state average percent of students meeting the state standard is 74%, yet the campus averages in science range between

40-66%. The achievement gaps for economically disadvantaged students, students with limited English proficiency, and SPED students are, for the most part, dramatically larger.

**2008 Mathematics and Science Results
Texas Assessment of Knowledge and Skills (TAKS)
Reported in Percentage Meeting Standard (PMS)**

	Reagan (AISD)	Travis (AISD)	Lanier (AISD)	LBJ (AISD)	Akins (AISD)	Crockett (AISD)	DVHS (DVISD)
Mathematics							
State	80	80	80	80	80	80	80
District	76	76	76	76	76	76	71
Campus	33	51	50	48	58	54	53
• Eco. Disadv.	34	50	48	46	50	47	50
• LEP	15	43	21	25	24	17	13
• SPED	6	62	27	8	21	26	25
Science							
State	74	74	74	74	74	74	74
District	70	70	70	70	70	70	66
Campus	40	55	66	54	63	65	64
• Eco. Disadv.	41	54	66	52	58	57	59
• LEP	15	22	26	14	19	21	17
• SPED	10	25	27	13	22	37	33

Production of Critical Shortage Area Teachers in Texas. Over the past decade Texas has experienced a decade-long shift in production of mathematics, science and SPED teachers. In 2000, universities produced more than three-fourths of the mathematics, science and SPED teachers and 24.7% were produced by Alternative Certification Programs (ACPs). By 2009, universities are only producing 36% of the mathematics, science and SPED teachers and ACPs are producing 64%. This shift is primarily due to legislation passed in Texas in 1987 (Senate Bill 994) that eliminated the Bachelor of Science degree in education and limited the number of hours that could be required for an undergraduate degree. This provision made it difficult for students to complete both their degree requirements and the teacher certification requirements within the 139-hour limit. Many college students, who previously might have been enticed to

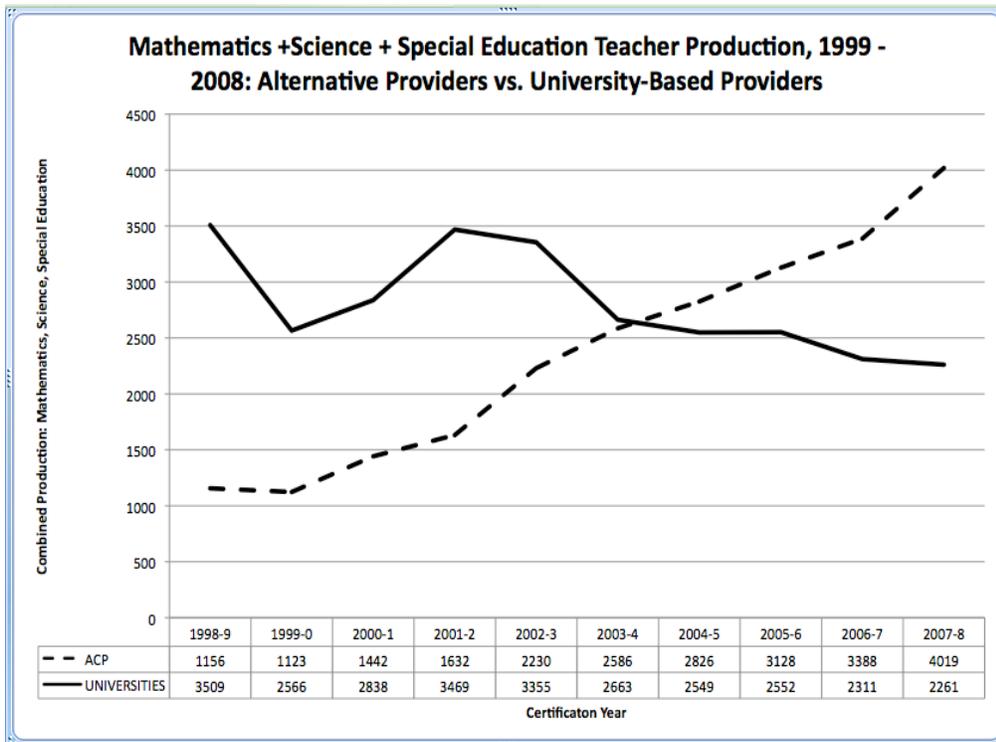
earn teacher certification, have instead elected to complete their degree without certification. Of the college graduates who elect to seek certification, many do so through one of the more than 75 Alternative Certification Programs (ACPs) in Texas. During this same time period, the teacher production of Texas ACPs has dramatically increased, fueled by the statewide demand for mathematics, science and SPED teachers. These trends are reflected below.

**Texas Production of Mathematics, Science and Special Education Teachers
By Preparation Pathway, 1999-2000 to 2008-09**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Mathematics										
Univ. Progs.	1511	1220	1275	1529	1337	958	988	1022	910	866
Math- ACPs	96	123	152	170	383	506	602	673	755	843
Science										
TX Univ. Programs	1024	637	788	976	963	605	567	592	553	543
TX ACPs	155	176	258	299	377	439	583	707	825	1111
Special Ed.										
TX Univ. Programs	974	709	775	964	1055	1100	994	938	848	852
TX ACPs	905	824	1032	1163	1470	1641	1641	1748	1808	2065

Source: State Board for Educator Certification. Retrieved from <http://www.sbec.state.tx.us/reports/default.asp?width=1440&height=900> on June 22, 2009.

Collectively, this shifting trend in the production of mathematics, science and SPED teachers becomes even more apparent when represented graphically as is shown on the following page. The shifts in teacher production have created a staffing hodge-podge in secondary mathematics and science classrooms, especially those serving students in poverty. In 2008 in high-poverty high schools in Texas, more than 20% of the mathematics teachers and more than 40% of the science teachers were assigned out-of-field (Fuller, 2009). In addition, the attrition rate of mathematics and science teachers for teachers prepared by ACPs has been higher than those of university traditionally prepared teachers. For example, in a recent Texas study of three-year attrition rates by preparation program type, university traditionally prepared teachers



had an attrition rate of less than 15% for both mathematics and science teachers, while ACP programs offered by Education Service Centers had an attrition rate of almost 30% for science teachers and almost 40% for mathematics teachers (Fuller, 2009). Such statistics demonstrate the serious consequences of the decline in university prepared teachers in the fields of mathematics and science.

Texas State University, like other Texas universities, has experienced a serious decline in the production of mathematics, science and SPED teachers, as is shown below.

**Texas State University Production
of Mathematics, Science, and Special Education Teachers 2000-01 to 2008-09**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2008-2009
Science	34	36	43	27	40	17	10	6
Mathematics	41	51	49	61	65	57	56	50
Special Ed.	58	73	74	54	49	48	27	34
Total	133	160	166	142	154	122	93	90

TRP-CSA is an innovative way in which to reverse this decline in production of teachers in the high-need fields of mathematics, science and SPED, but more importantly, it is an opportunity to provide high-need schools with teachers who have completed a comprehensive year-long preparation program and will receive intensive induction support to enable them to positively impact student achievement at these schools.

Area Demographics and Related Job Force Trends. In considering the availability of a viable applicant pool for TRP-CSA, it was helpful to look at area job force trends, especially in the fields that typically include persons with mathematics and science degrees. In the Central Texas area, high-tech is primarily centered in the north-Austin and Williamson county areas, where employers such as Dell, Samsung, IBM, Freescale, and AMD are located. Many of these companies have experienced significant layoffs during the recent economic downturn that has resulted in a net job loss of 38,000 jobs in the fourth quarter of 2008 (Zehr, 2009). For example, in 2008 Dell closed its desktop computer plant and displaced approximately 900 workers. In 2009, Freescale laid off 170 workers, AMD laid off 154 workers, and Spansion filed for bankruptcy leaving 163 workers unemployed. In addition, several high-tech companies including Cisco Systems, IBM, Hewlett Packard and Intel have announced further plans to trim their work forces. While certainly not all displaced high-tech workers would consider applying for an opportunity such as TRP-CSA, it may be just the right fit for those who yearn to make a difference in the lives of young people and are seeking the job stability that a career in the teaching profession offers. A primary goal of the TRP-CSA recruitment campaign is to make potential applicants aware of the TRP-CSA option and to be readily available to answer questions and provide information that will help them make these important career decisions.

Williamson County, one of the fastest-growing areas in the nation, is situated just north of the state capitol of Austin. Round Rock, the largest community in Williamson County, is quickly becoming a growth center in the fields of medicine and education and Round Rock was recently identified through census data to be the second fastest growing city in the nation (Associated Press, 2009). Texas State opened a new 100-acre campus in Round Rock in 2005, the Round Rock Higher Education Center (RRHEC). The RRHEC campus is adjacent to the campus of the new Texas A&M Medical School to the south, the newest and largest campus of the Austin Community College district to the west, and a new Seton Hospital to the east. Earlier this year, Scott and White Hospital opened a new 68-acre medical facility only a few miles from RRHEC, and in 2010 the Texas State Nursing School will move into its [REDACTED] building at RRHEC. Because of all of these developments, the decision was made to headquarter TRP-CSA at the Texas State RRHEC campus in order to capitalize on the fast-growing and well-educated population in Round Rock where recent job losses in the high-tech sector will contribute to a robust applicant pool for TRP-CSA.

Using Needs Assessment Data For Program Planning

Needs assessment data from various sources were shared with the partners and each partner was asked to verify the degree to which the identified needs were consistent with their local needs. In addition, each partner was asked to identify resources that they could contribute to enhance the program. Partners confirmed that the greatest areas of need were secondary mathematics, science and secondary SPED (particularly in the areas of mathematics and science). These needs and the resources identified by partners were then collaboratively woven into a well-conceptualized program to produce: 1) secondary mathematics and science teachers who have specialized training in meeting the diverse needs of all learners, including those with

disabilities, and 2) SPED teachers highly qualified to teach mathematics and science. The specific features of this program will be further described in subsequent sections.

There are numerous examples of how the various partners contributed to the program design. For example, all partners recognized the importance of carefully selecting participants and, as a result, a collaborative selection process was designed and each partner will be represented on the selection team. The COS faculty member from the Mathematics Department recommended that courses in the program be re-sequenced and that a different course be substituted for another course, and these changes were made in the proposed degree plans. Participating districts recognized an opportunity for participants to receive substantial amounts of professional development during their year of preparation, and thus will facilitate the participation of Resident Teachers in district-sponsored professional development throughout their resident year and their subsequent years of employment. One partner, Skillpoint Alliance, has industry councils in the areas of digital media and technology and education that have a vested interest in mathematics and science education. Skillpoint and its business partners will provide various types of training opportunities for teachers and because of Skillpoint's involvement in the TRP-CSA partnership, many of these opportunities will now become available to both participating Resident Teachers and mentor teachers.

TRP-CSA provides a unique opportunity to strengthen the preparation, induction and ongoing professional development of mathematics, science and SPED teachers, as well as to strengthen the partnerships between and among the Colleges of Education and Science, area school districts, and business and community partners. Participants will benefit from a more highly integrated preparation program, a more intensive induction support program, and more

opportunities to interact with the business community, while developing strong professional relationships that are the result of participating in a multi-year cohort experience.

Program Goals

The result of the needs assessment and collaborative planning process was a commitment among the partners to develop and deliver a program that addresses the following program goals:

Goal 1: To recruit and select academically talented and diverse cohorts of Teacher Residency Program participants who have degrees and a minimum of 24 hours of mathematics or science and the personal characteristics that contribute to teaching success in high-need schools.

Goal 2: To utilize the strengths and resources of the partnership to provide a high quality preparation program that combines academic coursework in content and pedagogy with extensive field-based professional experiences in high-need schools and results in participants earning a graduate degree and teacher certification within a 14-month period.

Goal 3: To facilitate the placement and hiring of program graduates into high-need schools in order to positively impact the student achievement in these schools.

Goal 4: To deliver a high quality teacher induction program to program completers for their first two years of classroom teaching.

Goal 5: To collect, analyze and report data needed to evaluate program effectiveness, to monitor teacher retention and student achievement, to guide program refinement, and to provide requested data to the national TQP evaluation effort.

Goal 6: To efficiently operate the project within budget and in compliance within all federal and university accounting and reporting practices.

Description of Program Activities By Goal

A wide variety of activities are planned in order to implement each of the six program goals. These activities are explained below and are elaborated in greater detail in the Project Management Plan and the Project Evaluation Plan.

Goal 1: Recruitment and Selection of Participants

A number of recruitment strategies will be utilized in TRP-CSA. On-line and printed recruitment materials will be developed and widely disseminated through a variety of avenues.

Program information will be featured on all partner websites. TRP-CSA will be advertised on various professional networking websites such as LinkedIn.com as well as through a number of community newspapers that have inexpensive advertising rates and have been particularly effective in recruiting mid-career candidates for other Texas State teacher preparation programs. Radio and television stations will be contacted and asked to provide public service announcements about TRP-CSA.

In addition, the COS will identify recent and upcoming graduates and provide TRP-CSA information to viable candidates. Participating school districts will share information with their teachers and staff members who may have family members or acquaintances who will be interested in applying for the program.

Skillpoint Alliance will utilize their Technology and Education Executive Council and their Digital Media Council to publicize the program through their business networks and specifically to provide TRP-CSA information to qualified employees who have experienced job losses due to company downsizing caused by the recent economic downturn.

Candidate Selection Process. In order to be considered for the TRP-CSA program, candidates must have a degree and at least 24 hours in mathematics or science from an accredited university, have a 2.75 GPA on the last 60 hours of coursework, have completed 24 hours of coursework in their intended field of certification, and participate in a multi-step intensive face-to-face selection process. In order to participate, candidates selected for the program must agree to accept employment in a high-need school upon completion of the one-year TRP-CSA preparation program, participate in a formal two-year induction program, and continue to teach in a high-need school for a minimum of three years.

The TRP-CSA candidate selection process will be an expanded/modified version of the rigorous selection process used since 2000 by the Texas State Teacher Recruitment Program that was initially funded by USDE through a Teacher Quality grant and has since been successfully institutionalized by the university. All partner entities will participate in the reviewing of candidate applications and selecting applicants. This selection process is described in detail in Competitive Preference Priority #3.

Living Stipend Provisions. Participants selected for TRP-CSA will be offered the opportunity to accept a [REDACTED] living stipend for their 14-months of preparation by signing an agreement in which they will repay the living stipend in the event they do not fulfill their three-year teaching obligation. Participants will not be required to accept the living stipend, but those who do will have one-third of the stipend repayment obligation forgiven for each of the first three successfully completed school years of employment in a high-need school. If repayment becomes necessary, the candidate will have 12 months to repay the amount owed without incurring interest charges. After 12 months, a 5% per year interest rate will be added to the unpaid balance until the repayment is complete. Participants who are required to repay their living stipends will be offered a choice of several repayment options. Funds collected through repayment will be used to continue TRP-CSA.

Financial Aid Opportunities. Candidates who accept entry into the TRP-CSA will be provided with contact information for entities that can provide them with information about financial aid and forgivable loan options. The university's financial aid office will provide information about the TEACH grant program and other available financial aid options. Another resource for some candidates will be the Texas Workforce Commission that provides tuition assistance for workers who have experienced recent unemployment through a job lay-off.

Tuition-related financial aid agreements and repayment provisions will be made directly between the individual and the granting entity and will not involve the TRP-CSA partnership.

Goal 2: Use of Partner Resources To Deliver a Field-Based Teacher Preparation Program

Partner Resources. Each TRP-CSA partner has unique strengths and resources to contribute to the project. For example, school districts will provide mentor teachers to work with the TRP-CSA candidates four days per week during their preparation year, as well as provide them with campus mentors during their first two years of employment. The project will pay mentor stipends during the preparation year, and the district will contribute the mentor stipends during the induction years. In addition, districts will contribute substantial amounts of professional development to TRP-CSA participants and will provide invaluable employment assistance to help participants secure employment in high-need high schools.

The university will provide faculty to teach the graduate coursework to TRP-CSA participants and will provide the facilities, technology and distance-learning technical support to deliver the program. The university will provide office space and equipment at the Round Rock Higher Education Center to house and support the project. The university has a well-staffed grants accounting office that will process expenditures and prepare grant financial reports.

Skillpoint Alliance will provide valuable linkages to the business community and will help coordinate the business contributions to TRP-CSA. Business partners will help publicize TRP-CSA which will help in recruiting applicants for TRP-CSA and these partners will contribute professional development to TRP-CSA participants in the form of both training sessions and on-site summer experiences for Resident Teachers.

Pearson Teacher Education and Development will provide customized training and support for TRP-CSA faculty in order to help them identify and make the best use of electronic

and online resources to support Resident Teachers through their preparation programs. A Pearson representative will continually make faculty aware of new products as they are being developed and will provide product demonstrations specifically tailored to the needs of TRP-CSA faculty and participants. In addition, the company has made myeducationlab.com easily affordable by making it available for only ■ when bundled with any of their textbooks. TRP-CSA will provide each participant with a Netbook to ensure maximum use of myeducationlab.com and other digital resources available through Pearson.

Pearson representatives will work with TRP-CSA faculty to provide them with the opportunity to develop custom textbooks. Professors can select the specific chapters they want from more than 150 Pearson titles focused on such topics as foundations of education, content area reading, SPED, educational technology, classroom management, and others. This approach allows faculty members to have a text matched specifically to their course and prevents students from having to purchase multiple textbooks for each course in which they are enrolled.

The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) have both committed to serving on the TRP-CSA Advisory Board and to provide input into professional development related to the College and Career Readiness Standards. Each agency has a large stake in staffing schools with teachers who can provide students with the academic and career skills they need to be successful in higher education and the workforce, and the agencies have worked closely together to develop the Texas College and Career Readiness Standards (Texas Higher Education Coordinating Board, 2008). They are also continually developing new CCRS resources to help teachers prepare students to meet these standards and these will be featured in the professional development they provide to TRP-CSA.

All of the TRP-CSA partners are committed to working together to institutionalize TRP-CSA after the five years of initial funding provided by USDE. Texas State has a strong track record of institutionalizing grant-funded projects upon the completion of grant funding. For example, Teacher Recruitment and Induction Project (TRIP) and the Career Alternatives in Special Education (CASE) at Texas State, were both initiated with USDE grant funds, were institutionalized, and now have healthy enrollments. TRP-CSA staff will utilize many of the same approaches developed in institutionalizing other programs to continue TRP-CSA. For example, district and business partners will work to identify ways to financially support Resident Teachers while they complete their preparation programs; the university will continue to provide faculty for the program and will seek new scholarship donors to further support program participants; TEA and THECB work will closely with the Texas legislature that is keenly aware of the acute shortage of highly qualified and well-prepared mathematics, science and secondary SPED teachers to identify state resources for efforts such as TRP-CSA. Pearson has committed to providing training for faculty in the use of powerful new resources to support teacher education and development. Once established, with the backing and commitment of its partners, TRP-CSA will positively impact the production of mathematics, science and secondary SPED teachers highly qualified to teach mathematics and science in Central Texas for many years.

TRP-CSA Preparation and Professional Development. The TRP-CSA teacher preparation program and graduate degree is an innovative combination of integrated preparatory experiences in academic content (mathematics or science), pedagogy grounded in year-long field-based experiences, and concentrated coursework in SPED. Participants will experience the program as a cohort, taking many classes together, and at times will be subdivided into mathematics and science groups. Each of the four cohorts will consist of 25 Resident Teachers

(approximately 10 in mathematics, 10 in science, and 5 in SPED). The grant will fund four cohorts that will begin their 14-month preparation programs each May of 2010 to 2013.

The TRP-CSA teacher preparation program and graduate degree is grounded in the professional standards of the National Council for the Accreditation of Teacher Education (NCATE, 2008) and the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992) and is designed in accordance with recent recommendations articulated for the transformation of mathematics and science education (Carnegie, 2009). In addition, TRP-CSA incorporates specific strategies put forth by the National Governor’s Association’s Center for Best Practices (Grossman, 2009) for recruiting, preparing and retaining teachers.

The TRP-CSA preparation program (shown in Appendix D.1) is also correlated with the teaching domains tested on TExES (see Appendix D.2), the state teacher certification exam that was designed to assess the teaching competencies necessary to deliver the learning standards included in the Texas Essential Knowledge and Skills (TEKS) and assessed through the Texas Assessment of Knowledge and Skills (TAKS). Essential teaching skills included in the TRP-CSA preparation program are cross-referenced below with specific TExES domains and competencies and specific courses in the TRP-CSA graduate degree program.

**TRP-CSA Graduate Coursework Content
Cross-Referenced with TExES Domains/Competencies**

Essential Teaching Skills	TExES Domain/ Competency	TRP-CSA Courses(s) and Experiences (by Candidate Specialization)		
<i>TRP-CSA participants will complete teacher preparation experiences that will enable them to:</i>		<i>Math Certif. w/ Spec. Ed. Cognate</i>	<i>Science Certif. w/ Spec. Ed. Cognate</i>	<i>Spec. Ed. Major w/ Math/Sci. Certif.</i>
Increase student learning, achievement, and ability to apply knowledge and make cross-disciplinary connections	I.004	CI 5333	CI 5333	CI 5326

Effectively convey and explain academic subject matter	III.007 III.008 III.009	CI 5314 CI 5363 MATH 5304 CI 5376 (or MATH 5304)	CI 5314 CI 5363 RDG 5324 CI 5376 (or BIO 5390)	CI 5314 CI 5363 MATH 5304 or BIO 5390
Effectively teach higher-order analytical, evaluation, problem-solving and communication skills	I.004 III.007	CI 5363	CI 5363	CI 5363
Employ research-based instructional strategies grounded in the academic discipline and the principles of teaching and learning and effectively integrate educational technology	I.003 I.004 III.007, III.008 III.009	CI 5363 EDTC 5310 CI 5376 (or MATH 5304)	CI 5363 EDTC 5310 CI 5376 (or BIO 5390)	CI 5363 CI 5376 (or MATH 5304 or BIO 5390) SPED 5326
Identify students' specific learning needs, particularly students: <ul style="list-style-type: none"> • with disabilities, • who are limited English proficient, • who are gifted and talented, and • with low literacy levels, and tailor academic instruction to meet such needs	I.001 I.002	SPED 5360 SPED 5326	SPED 5360 SPED 5326 SPED 5334 RDG 5324	SPED 5360 SPED 5326 SPED 5311 SPED 5313
Conduct ongoing assessment of student learning utilizing a variety of assessment techniques	I.002 I.003 III.010	SPED 5334	SPED 5334	SPED 5334 SPED 5375 SPED 5311
Effectively manage a classroom and create a positive learning environment that emphasizes respect for diversity and individual differences	II.005 II.006	CI 5376 SPED 5380	CI 5376 SPED 5380	SPED 5380 SPED 5389 SPED 5375
Effectively communicate with and involve parents in their children's education	IV.011	CI 5314 CI 5376	CI 5314 CI 5376	CI 5314 SPED 5326

				SPED 5311
Effectively utilize educational research and evaluation data to monitor and guide instruction	III.010	CI 5390	CI 5390	SPED 5375
Promote students development of college and career readiness skills necessary for post-secondary success	III.007, III.008, III.009	CI 5363 MATH 5304	CI 5363 BIO 5390	CI 5363 SPED 5326 MATH 5304 or BIO 5390
Enhance professional knowledge and skills through professional development and effective interaction with other members of the educational community	IV.012 IV.013	CI 5376	CI 5376	SPED 5389 SPED 5375

TRP-CSA will provide COE the opportunity to tailor the educator preparation curriculum specifically to prepare teachers for high-need schools and to meet the needs of ethnically and linguistically diverse students. Resident Teachers will complete one 3-hour graduate course in a May mini-session, and 12-hours of graduate courses in the Summer I and II sessions. During the school year, Wednesdays will be devoted to coursework and professional development presented by TRP-CSA partners twice each month on Wednesday mornings. Wednesday afternoons and evenings will be devoted to formal coursework. In the Fall semester, Resident Teachers will take 9 graduate hours (including the practicum) and in the Spring semester, they will be enrolled in 6 graduate hours and student teaching hours. Participants will complete their graduate degree with 6 hours of coursework in Summer I following their field-based preparation school year. A semester-by-semester depiction of these courses is shown in Appendix D.1.

TRP-CSA participants will take an academic core of common courses as a cohort and, depending upon their specific teaching field, other content-related courses. Mathematics Resident Teachers will take courses in: mathematics for the secondary teacher (MATH 5304),

instructional techniques for secondary mathematics (CI 5376a) educational technology (EDTC 5310), field-based practicum in secondary mathematics (CI 5376b), student teaching in secondary mathematics (ED 4681). Science participants will take: teaching science high school (BIO 5390), content reading (RDG 5324), educational technology (EDTC 5310), and field-based practicum in science (CI 5376), and student teaching in science (EDST 4681).

Resident Teachers seeking a major in SPED along with their secondary mathematics or science certification will also take courses in: educating students with emotional/behavioral disorders (SPED 5313), managing challenging behaviors in the school (SPED 5375), language arts for students with disabilities (SPED 5311), field-based practicum in special education (SPED 5389), student teaching in special education (EDST 4380/4381).

All Resident Teachers will take courses in: secondary teaching strategies (CI 5363), adolescent growth and development (CI 5314); survey of exceptionality (SPED 5360); educating students with mild disabilities (SPED 5326); positive behavior interventions and supports (SPED 5380); assessment and evaluation of student learning (SPED 5334), as is depicted below.

TRP-CSA Teacher Preparation Program

Specialized Courses Varying By TRP-CSA Track		
<i>Mathematics Teachers (Secondary Ed. Major)</i>	<i>Science Teachers (Secondary Ed. Major)</i>	<i>Special Education Major (w/ Math or Science Certif.)</i>
MATH 5304 CI 5376/Math Instruct. Tech. EDTC 5310 CI 5390 CI 5333 CI 5376/Math Practicum EDST 4681 /Math ST	BIO 5390 RDG 5326 EDTC 5310 CI 5390 CI 5333 CI 5376/Science Practicum EDST 4681 /Science ST	SPED 5375 SPED 5313 SPED 5311 CI 5326 SPED 5389/Practicum EDST 4380/4381 /SPED ST
Common Courses Taken By All TRP-CSA Resident Teachers		
CI 5363: Strategies for Improving Secondary Teaching CI 5314: Adolescent Growth and Development SPED 5360: Survey of Exceptionality SPED 5326: Educating Students with Mild Disabilities SPED 5380: Positive Behavior Interventions and Supports in Schools SPED 5334: Assessment and Evaluation of Students with Disabilities		

TRP-CSA participants will also have two half-day professional development seminars each month (conducted on Wednesday mornings). In addition to sessions on teaching mathematics and science, these seminars will include sessions "Strategies for Teaching English Language Learners," "Content Literacy Strategies," "Utilizing Research-Based Instructional Strategies," and "Using Student Achievement Data to Guide Instructional Refinement."

Academic Content Preparation. Students will enter the program with a strong background in academic content, an undergraduate degree in mathematics or science and at least 24 hours of coursework in one of these fields. For content-related coursework, participants will be divided into a mathematics group and a science group for specific courses. The mathematics group will be enrolled in Teaching High School Mathematics graduate course that is co-taught by a mathematics professor from the Department of Mathematics in the COS and a mathematics educator from the COE. The science group will be enrolled in Teaching High School Science, a graduate course that is co-taught by a science professor from COS and a science educator from the COE. In this course, each of these COS/COE faculty teams will:

- introduce the high school state required mathematics/science curriculum (Texas Essential Knowledge and Skills) and principles of inquiry learning;
- identify content strengths and weaknesses of each resident teacher; and
- provide a review and preparation for the state content exam required for teachers certification, the TExES (Texas Examination for Educator Standards).

The COS/COE faculty teams will continue to work with the residents throughout their program, delivering some of the twice monthly half-day seminars on topics which address identified content needs, and will plan and monitor structured content-related activities for the Resident Teachers to experience in their field-based work in schools. If the faculty team

identifies students who need additional content courses, student will be able to have course substitutions made on their degree plans on an individual case-by-case basis.

The SPED group will receive instruction in RTI, PBS, differentiated and data-driven instruction, collaboration, instructional technology, and best practices in SPED in the 8 SPED graduate courses taught by SPED faculty in the COE.

Another dimension of content preparation will be in the form of professional development offered by partner districts that will enable Resident Teachers to participate in the same professional development opportunities made available to their district's mathematics, science and SPED teachers. Resident Teachers will be provided with a Debriefing Guide that will facilitate discussions with mentor teachers following each in-service experience. Districts value this unique opportunity to provide substantial amounts of professional development to Resident Teachers prior to their employment in the district and prior to their first-year of teaching when it would be necessary to provide paid substitutes to release them.

Other content-related professional development will be provided to the Resident Teachers by TRP-CSA partners. Skillpoint Alliance will provide Resident Teachers with opportunities to work directly with science and math-related businesses to see first-hand the skills being utilized in the business-world and to learn about future job opportunities for students and the skills they will need. Skillpoint has committed to providing 4 half-day seminars during the preparation year. THECB will provide two half-day seminars related to the newly adopted Texas Career and College Readiness Standards and science and mathematics 21st-century skills needed for success in college and careers. The Colleges of Science and Education will cover the registration fees for Resident Teachers to attend various jointly sponsored conferences focused on English

language learners (ELL) and special education (SPED), and various STEM Professional Development Days.

Integrated Field Experiences. Regardless of which track they are in, all Resident Teachers will spend 4 full days per week for a full school year assigned to work side-by-side with mentor teachers in secondary classrooms, including SPED inclusion and resource settings. Participating districts will facilitate the careful selection of the mentor teachers to whom Resident Teachers will be assigned. Special care will be taken to make sure that TRP-CSA is coordinated with other teacher preparation efforts and grant-funded projects at the campus.

Mentor teachers will receive training in how to work with Resident Teachers, how to support the Resident Teacher in developing collegial relationships with other teachers at the campus, and how to vary mentoring support depending upon the learning styles of the specific novice teacher. Based upon the preferences of participating districts and their concerns about student achievement, mentors will not be relieved of teaching duties while serving as TRP-CSA mentors, but mentors will receive an additional TRP-CSA stipend to compensate them for the additional time they spend mentoring Resident Teachers and in attending TRP-CSA training and support meetings. Through TRP-CSA training and ongoing communication with TRP-CSA staff and faculty, mentors will receive guidance in how to complement the preparation experiences of the residency program and will be provided with a list of specific experiences that Resident Teachers should have at various points in the school year. By the second semester, Resident Teachers will be assuming additional teaching duties under the supervision of the mentor teacher and university supervisor, much like an extended student teaching experience.

Mentor teachers, in conjunction with COE and COS faculty, will shape and guide the teacher preparation experience. Based upon this collaboration, Resident Teachers' will complete

suggested activities/experiences with their mentor teachers. In addition, various course assignments will have field-based components which will further strengthen and integrate the field-based preparation experience. For example, when residents develop a unit plan in their curriculum course, the assignment guidelines will include instructions for the Resident Teacher to review the plans with the mentor teacher and make revisions based upon his/her suggestions. An assignment in the adolescent growth and development course will likely have students document and describe behaviors of students in the field-based classroom, as well as observing the classroom management strategies employed by their mentors with high school-aged students, including those with disabilities.

Goal 3: Employment of Graduates in High-needs Schools

The Human Resources offices of the participating districts are prepared to assist the Resident Teachers obtain employment at a high-need school. When possible, Resident Teachers will be employed at the same campus at which they completed their residency experience. If an opening is not available at this specific campus, every effort will be made to employ the resident at another high-need high school.

If the district is unable to provide employment at a high-need campus, the TRP-CSA coordinator will assist the Resident Teacher in seeking employment at a high-need campus in another district. HR Directors in surrounding districts will be contacted and made aware of the TRP-CSA program features and of the availability of Resident Teachers and their specific teaching fields. In addition, Resident Teachers who have not confirmed employment will be encouraged to participate in the Texas State Job Fair that typically attracts more than 100 Texas school districts and they will be provided a special Letter of Introduction and Recommendation.

During the induction period, TRP-CSA staff will work closely with participating teachers to assure that they complete the required documentation necessary for stipend repayment forgiveness. In addition, employment rates of participants employed in high-need schools will be carefully monitored and reported in all Progress Reports to the TRP-CSA Advisory Board.

Goal 4: Delivery of a Comprehensive Induction Program

The TRP-CSA partners will provide a comprehensive formal induction program for participants for their first two years of classroom teaching experience and continued informal support program for their third and fourth years of teaching. Texas State has extensive experience in delivering teacher induction programs and in conducting research on teacher induction and mentoring programs. Since 1992 Texas State has continuously operated induction programs in partnerships with area school districts. These programs include the Teacher Fellows Program (Davis & Waite, 2006; Davis & Higdon, 2005; Davis, Resta & Latiolais, 2001), the Teacher Recruitment and Induction Program (Huling, Resta & Rainwater, 2001; Resta, Huling and Rainwater, 2001), and the Novice Teacher Induction Program (Huling, Yeargain & Resta, 2008). In addition, Texas State was recently the coordinating institution of the 2005-2008 large-scale statewide teacher induction study that was sponsored by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) and funded by the Houston Endowment (Huling & Resta, 2007). Two senior Texas State faculty members, Dr. Leslie Huling and Dr. Virginia Resta, served as the external evaluators for the Collaborative Teacher Induction Project (CTIP) sponsored by the Texas Association of School Administrators (Huling & Resta, 2009). The induction model that has been developed for TRP-CSA is a combination of mentoring services that have been successfully implemented in these highly regarded and well-researched Texas State induction programs.

TRP-CSA first-year teachers will be assigned a mentor who is an experienced teacher (in the same subject area as the novice teacher) at their campus. For participants who are employed at the same school in which they completed their preparation program, the mentor will likely be the same teacher with whom they completed their year-long field placement. Participants who are employed at a different campus will be assigned a mentor by the district, in consultation with TRP-CSA staff. Campus mentors will provide day-to-day support to TRP-CSA novice teachers and be the primary source of campus-specific and department-specific information, as well as providing campus-based instructional support. In addition, TRP-CSA will also provide a TRP-CSA instructional coach whose sole professional responsibility will be providing support to program participants. TRP-CSA coaches will be carefully selected based upon their academic content background, their mentoring expertise, and teaching experience.

Beginning with the 2011-2012 school year (when Cohort 1 enters their first year of teaching), TRP-CSA will employ three half-time instructional coaches—one in mathematics, one in science, and one in SPED. A fourth position for an instructional coach is budgeted in the TRP-CSA budget in case it is needed due to having more participants in a specific subject field than anticipated. Instructional coach applicants will likely be master teachers who have retired in the past year and want to continue to contribute to education through the support of novice teachers. An approach such as this is well aligned with the recent recommendations of the National Council for Teaching and America's Future (NCTAF, 2009).

Each TRP-CSA coach will have a caseload of 5-8 novice teachers, depending upon the exact composition of the Resident Teachers and their teaching specializations. TRP-CSA instructional coaches will spend two or three full days per week in the classrooms of the first-year teachers and will coordinate closely with campus mentors to supplement the mentoring

support provided by mentors. Each TRP-CSA instructional coach will provide weekly face-to-face support to each TRP-CSA participant and, in addition, will have a minimum of three email contacts each week in which participants will have the opportunity to ask questions and the coach will provide support, suggestions, and encouragement. Every two weeks, TRP-CSA coaches will convene for a 3-hour seminar facilitated by the TRP-CSA coordinator and focused on continued professional development in coaching. At each seminar, instructional coaches will participate in collaborative case reviews and problem solving using a peer support model that is based upon the work of Dr. Jane Nelsen (2006).

In addition to the support provided by mentor teachers and TRP-CSA coaches, first and second-year teachers in TRP-CSA will be provided with a number of professional development opportunities provided by their districts and by TRP-CSA. For example, each Fall the Texas State COE hosts a Saturday Beginning Teacher Conference and TRP-CSA will make this conference available to all beginning teachers at the TRP-CSA campuses and will cover the registration fee for TRP-CSA participants. Skillpoint Alliance provides summer internships for teachers to work in science-related and mathematics-related businesses to see first-hand new developments in technology and workplace opportunities and expectations that will be encountered by students who will become the future employees in these workplaces. TRP-CSA staff will work closely with participants and Skillpoint staff to facilitate the application and placement process for summer experiences. TRP-CSA coaches will also host an evening support/sharing session and “pot-luck dinner” for members of the cohort twice each semester so that all members of the cohort can support each other.

In the second year of induction support, both the campus mentors and TRP-CSA coaches will continue their work with the second-year teachers, though the support will be less intensive

than in the first year of teaching. In the second year, coaches will make classroom visits monthly and have email contact weekly. In addition, second year teachers will participate in one support sharing session each semester and will participate in the Fall Texas State Beginning Teacher Conference. Also, additional professional development opportunities will be made available by TRP-CSA to second year teachers. The following exhibit shows the induction support that will be provided by TRP-CSA instructional coaches during each year of the induction phase.

Induction Support Activities To Be Provided by TRP-CSA Coaches

<i>Year</i>	<i>Classroom Visits & Observations</i>	<i>On-Going Email Contact</i>	<i>TRP-CSA Prof. Dev.</i>	<i>Support/Sharing Sessions</i>
Year 1 Formal Induction Support	weekly	Minimum of 3 per week	TxState Beginning. Teacher Conf. & Skillpoint Science/Math PD	2 per semester
Year 2 Formal Induction Support	monthly	Minimum of 1 per week	TxState Beginning. Teacher Conf. & Skillpoint Science/Math PD	1 per semester
Year 3 Informal Induction Support		Minimum of 1 per month	Skillpoint Science/Math PD	1 per year
Year 4 Informal Induction Support		Minimum of 1 per month	Skillpoint Science/Math PD	1 per year

Recruitment, Selection and Preparation of Mentor Teachers. TRP-CSA staff will work closely with district and campus administrators and department heads to identify teachers who would be effective mentors for TRP-CSA Resident Teachers. These "master" teachers will be personally contacted and encouraged to submit an application to be a TRP-CSA mentor, along with a recommendation from an administrator and a teaching colleague. Ideal applicants will

have a minimum of five years of teaching experience, will have prior experience in mentoring novice teachers, will be highly recommended by campus administrator(s), and will have evidence that their students achieve at or above the campus average as measured by the Texas Assessment of Knowledge and Skills (TAKS) or achieve consistent adequate progress on Individualized Education Plans (IEPs). A team of TRP-CSA staff and Advisory Board members will interview mentor applicants. Applicants will be encouraged to be prepared to discuss at their interview, and provide evidence of, their effectiveness in the following areas: instructional planning; classroom and behavior management; the use of formative and diagnostic assessments to improve student learning; the use of varied instructional approaches targeted at different learning styles; collaboration with colleagues to improve student learning; and the use of multiple measures of student learning. Evidence of effectiveness could be in the form of teacher portfolios, formal teaching appraisals, sample student work, teaching awards, behavioral observation data, etc. Interview team members will utilize a rubric to assess each applicant's strength in each of the identified component areas, and mentor selections will be based upon the mentor's application, recommendations, and interview.

Selection and Preparation of Instructional Coaches. Participating districts will help identify viable applicants for the instructional coach positions. Ideal candidates will be master teachers in the specific content area being selected, who have retired very recently and are now interested in halftime employment, or other master teachers with recent teaching experience who desire halftime employment. Positions will be available in mathematics, science and SPED. Applicants will complete an application and submit three professional recommendations.

As they did for mentors, a team of TRP-CSA staff and Advisory Board members will interview instructional coach applicants. The interview for instructional coaches will be similar

to the interview process utilized in several of the other Texas State teacher induction programs, including the Teacher Fellows Program and the Novice Teacher Induction Program. During the interview, applicants will be provided with three specific scenarios: one related to working with a difficult or reluctant novice teacher, one related to support for a novice teacher who is struggling with classroom management and student discipline issues, and one related to the specific content area and assisting the novice teacher in making instruction more engaging and meaningful for students. When given the scenario, the applicant will have the opportunity to explain how he/she would handle such a situation and why he/she believes this to be the appropriate approach. Interview team members can further question the applicant to get more information about how the applicant will engage in novice teacher support. Interview team members will utilize a rubric to assess each applicant's responses in regard to interpersonal effectiveness, the quality of support interventions, and knowledge of innovative approaches to content pedagogy. Instructional coach selections will be based upon the applicant's formal application, recommendations, and interview performance.

Once selected, instructional coaches will attend an initial two-day training session and will participate in bi-weekly half-day sessions with the TRP-CSA coordinator in which they will learn additional mentoring skills and engage in collaborative case reviews and problem-solving.

Goal 5: Evaluate Program Effectiveness and Contribute to National Evaluation

The TRP-CSA Evaluation plans and activities are in the Project Evaluation section.

Goal 6: Efficient Operation of TRP-CSA

Plans to assure the efficient operation of the project within budget and in compliance within all federal and university accounting and reporting practices are in the Project Management section.

PROJECT EVALUATION

The evaluation of the TRP-CSA will involve a number of approaches used in other Texas State grant-funded teacher preparation and induction programs and research projects as well as several newly developed evaluation tools. The program evaluation will be coordinated by an external evaluator, Dr. Daniel Macy of Macy Research Associates, who has more than 25 years of experience working closely with university programs and state, intermediate, and local education agencies in a wide range of content areas, including math and science education. The multiple-methods evaluation will involve both formative and summative information that will provide feedback to all program partners and will be utilized by the TRP-CSA Advisory Board and staff to guide program improvement. Evaluation approaches are described below and specific evaluation measures are indicated by program goals in the Project Evaluation Plan.

Program Participation, Completion and Employment

Each year, TRP-CSA will track the number and ethnicity of program participants, the number and percent of participants who earn certification in specific subject fields (mathematics and science) and teaching areas (special education), and the number and percent who complete their graduate degree within the required 14 months. The target number of participants for each year is 25 Resident Teachers—approximately half in mathematics degrees and half in science. In addition, the employment of each program completer will be tracked and reported according to the number and percent who teach in a high-need district and at a high-need campus and those who teach at a district and/or campus that is not classified as high-need. Each semester, program participants and their mentors will complete a program evaluation survey in which they will assess the program and recommend needed changes in the program. Project staff and the external project evaluator will jointly design these evaluation questionnaires. Results will be

analyzed and reported by the external evaluator and findings will be provided to TRP-CSA Advisory Board for use in planning ongoing program improvements.

Teacher Induction, Mentoring and Retention

Program records will verify the assignment of a mentor and instructional coach for each Resident Teacher. Program evaluation surveys completed each semester by program participants and mentors will gather feedback from participants about their experiences. In addition, campus administrators and TRP-CSA instructional coaches will complete an annual evaluation survey.

Teacher retention data will be collected annually from participating districts and from the Texas Public Education Information Management System (PEIMS), a state data-base maintained by the Texas Education Agency that indicates the district and campus assignment of each teacher within the state. Texas State has successfully utilized the PEIMS database each year for the past five years to track the retention of more than 1,000 participants in our various induction programs and teacher preparation programs. TRP-CSA retention data will be compared to campus retention data from previous years, and will be annually compared to the campus, district, region of the state (Texas is divided into 20 Education Service Center regions), and state retention data. All retention data will be summarized and reported in the annual progress report to USDE and shared with the TRP-CSA Advisory Board.

Program Impact on Student Achievement

TRP-CSA mentors and instructional coaches will work closely with program participants to utilize multiple measures to assess student achievement, but for evaluation purposes, student performance on the Texas Assessment of Knowledge and Skills (TAKS) will be the primary measure of the program's impact on student achievement. TAKS is the state-required student achievement measure and is the primary accountability measure reflected in the Academic

Excellence Indication System (AEIS). One activity to help TRP-CSA participants understand the connection between assessment and instruction will be to review the AEIS campus report first with their university instructors, and then with their TRP-CSA mentors. Mentors will share with TRP-CSA participants how the school uses the data, and will discuss departmental instructional goals based upon the student achievement data.

In tracking student achievement in the TRP-CSA program assessment, TAKS results (pass rates and scale scores) at participating campuses will be disaggregated by teacher and reported to TRP-CSA by participating districts. Overall district and campus achievement data will be available through the district and AEIS. TRP-CSA staff will use a data analysis process developed for use in a statewide teacher induction study coordinated by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) (Huling & Resta, 2007; Resta & Huling, 2008) that will track how the TRP-CSA teachers are performing in comparison to the other teachers at their campus, in the district, and at the state-level. For teachers of SPED students needing alternative assessments, data will be gathered on an individual basis. In addition, TRP-CSA will monitor the achievement of teachers across years to determine the degree to which teacher performance is influenced by teaching experience. Campus achievement trends will be closely monitored starting with achievement prior to TRP-CSA and in each subsequent year of participation in TRP-CSA, to determine the degree to which student achievement is influenced by campus participation in TRP-CSA. These data will be analyzed and reported by the project external evaluator and shared with the TRP-CSA Advisory Board.

The following chart, organized by program goal, provides an overall outline of the evaluation activities planned to monitor program progress.

**TRP-CSA
Evaluation Plan**

Performance Measures (* indicates GRPA Measures)	Responsible Person(s)	Target Date	Evaluation Source / Evidence
<i>Goal #1: To recruit and select academically talented and diverse cohorts of Teacher Residency Program participants who have degrees and at least 24 hours in mathematics and science and the personal characteristics that contribute to teaching success in high-needs schools.</i>			
Number Enrolled (*)	TRP-CSA Coord.	June (Annually)	Class Rosters
N & % by subject field (*)	TRP-CSA Coord.	June (Annually)	TRP-CSA applications
N & % by ethnicity (*)	TRP-CSA Coord.	June (Annually)	TRP-CSA applications
<i>Goal #2: To utilize the strengths and resources of the partnership to provide a high quality preparation program that combines academic coursework in content and pedagogy with extensive field-based professional experiences in high-needs schools and results in participants earning a graduate degree and teacher certification within a 14-month period.</i>			
N & % who earn certificates by field (*)	TRP-CSA Coord.	June (Annually)	SBEC Certification Records
N & % who complete degree by major on schedule; N & % of first year non-completers who complete degree by major in subsequent years (*)	TRP-CSA Coord.	June (Annually)	Graduate College degrees awarded
TEExES scale scores & pass rates (*), compared to state scale scores and pass rates	TRP-CSA Coord.	June (Annually)	TEExES results to institution
Program evaluations	External Evaluator	December & May (Annually)	TRP-CSA Participant Surveys
Course evaluations	Course instructors	December & May (Annually)	University Course Evaluation reports
PD Session evaluations	TRP-CSA Coord.	Monthly	Session Evaluations
<i>Goal #3: To facilitate the placement and hiring of program graduates into high-needs schools in order to positively impact student achievement at the campus.</i>			
Ethnicity, N & % employed in H-N schools in partner district & non-partner districts and teaching in certification field; Ethnicity, N & % employed in non-H-N schools in partner district & non-partner districts;	District HR Officers & TRP-CSA Coord.	October (Annually)	District Employment Records & PEIMS data
TAKS pass rates and scale scores for students of TRP-CSA teachers	District Eval. Office & TRP-	June (Annually)	TAKS Results from PEIMS &

(*) and alternative achievement data where appropriate	CSA Coord.		Disaggregated by District
TAKS pass rates and scale scores for students of other teachers at TRP-CSA participating campus (*)	District Eval. Office & TRP-CSA Coord.	June (Annually)	TAKS Results from PEIMS Disaggregated by District
TAKS pass rates and scale scores for district and state (*)	District Eval. Office & TRP-CSA Coord.	June (Annually)	TAKS Results from PEIMS
<i>Goal #4: To promote teacher retention through the delivery of a high quality teacher induction program.</i>			
Yearly campus, district & profession retention (*)	TRP-CSA Coord.	October (Annually)	District Employment Records & PEIMS
Mid-year and end of year program evaluation surveys completed by participating teachers and mentors	External Evaluator	December & May (Annually)	TRP-CSA Participant Surveys
End of year program evaluation surveys completed by participating campus administrators and TRP-CSA instructional coaches	External Evaluator	May (Annually)	TRP-CSA Administrator & Instructional Coach Surveys
<i>Goal #5: To collect, analyze and report data needed to evaluate program effectiveness, to monitor teacher retention and student achievement, to guide program refinement, and to provide requested data to the national TQP evaluation effort.</i>			
Program evaluation results will be compiled and submitted to USDE in annual progress reports	TRP-CSA Coord. & External Evaluator	August (annually)	Submitted Progress Report
USDE national evaluation data requests will be compiled and submitted as requested by submission deadlines	TRP-CSA Coord. & External Evaluator	On-going as requested	Completed data request submissions
An executive summary of evaluation highlights will be developed for TRP-CSA Advisory Board to use in continuous improvement efforts	TRP-CSA Coord.	January (Annually)	Advisory Board Executive Summary
Program evaluation findings will be disseminated through professional conferences and journal submissions	TRP-CSA Coord.	Ongoing	Conference & journal acceptance letters
<i>Goals #6: To efficiently operate the project within budget and in compliance within all federal and university accounting and reporting practices.</i>			
Agreements related to “living stipends” will be completed and recorded	TRP-CSA Coord.	June (Annually)	Completed and recorded agreement forms
Financial reports will be prepared and submitted to USDE as recommended in grant award	Texas State Grants Accounting Office	Quarterly or as specified in NOGA	Submitted Financial Reports

Living stipend “forgiveness” requirements will be monitored and repayments will be collected from those who do not meet “forgiveness” criteria	TRP-CSA Coord.	November (Annually)	District & TRP-CSA employment records, correspondence & accounting records
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MANAGEMENT PLAN

The TRP-CSA preparation experience will be collaboratively shaped through ongoing interaction between university faculty and public school teachers, and will be enhanced by contributions of the TRP-CSA business and community partners. The TRP-CSA Advisory Board, comprised of representatives from each of the partners and from state education agencies and research organizations, will provide project oversight and will engage in an ongoing process of continually using evaluation data to make decisions about program refinements and improvements. A list of TRP-CSA Advisory Board members is provided in Appendix D.3. Formal Advisory Board meetings will be conducted each semester of the project, but it is anticipated that extensive ongoing communication will occur among and between Advisory Board members in the operation of the project. TRP-CSA will be headquartered at the Texas State University Round Rock Higher Education Center and will be one of several COE grants operating at the campus.

TRP-CSA will be staffed by a fulltime project coordinator, Dr. Lori Graham, focused on the day-to-day implementation of the project and a fulltime grant specialist, Karen Fabac, focused on processing the business and financial aspects of the project. Dr. Leslie Huling, EPIC director, will serve as project PI and will be the liaison between the project and its external evaluator, Dr. Dan Macy of Macy Research Associates. Dr. Huling will devote 20% of her time to TRP-CSA, 10% of which will be funded from the grant and 10% that will be contributed by the university. Dr. Macy will work closely with the PI and project coordinator to prepare an

Executive Summary of evaluation findings to be shared at Advisory Board meetings and to be used to guide program refinements and improvements.

Faculty from the Colleges of Education and Science, funded by the university, will deliver the TRP-CSA graduate program, carefully integrating and enriching it with fieldwork experiences. Resident Teachers will spend four days per week in the classrooms of TRP-CSA mentors whose salaries are paid by the participating districts. Mentors will receive a TRP-CSA stipend to compensate them for the extra time required to provide mentoring to Resident Teachers and to attend and participate in TRP-CSA training and collaborative meetings. Faculty members from COS and COE will make bi-weekly visits to the Resident Teachers and their mentors during the second semester of the preparation year and will provide a "customized" version of the support typically provided by the university student teaching supervisor.

During the preparation year, two professional development seminars per month will be delivered to TRP-CSA participants to enrich their graduate studies and field experiences. These seminars will be facilitated by the TRP-CSA coordinator and will be delivered by various Skillpoint Alliance business partners, the Texas Education Agency, and the Texas Higher Education Coordinating Board, as well as by faculty members from the Colleges of Education and Science. In addition, each participating district will include TRP-CSA participants in a minimum of 5 days per year of district in-service and other professional development opportunities. The overall professional development plan for program participants, both in their preparation year and in their induction years, will be targeted to the identified needs of program participants and will be continuously reviewed and refined by the TRP-CSA Advisory Board.

When Cohort 1 completes their preparation year, district partners, assisted by the TRP-CSA coordinator, will facilitate the employment process for the hiring of the TRP-CSA

participants and assigning them to high-need secondary campuses. Districts will provide a campus mentor for each new employee and will contribute a stipend for each mentor. Mentor training for the TRP-CSA mentors will be collaboratively planned and delivered by TRP-CSA and district staff. In addition, when Cohort 1 begins their first year of teaching, TRP-CSA will employ three halftime instructional coaches--one each in mathematics, science and SPED. Each instructional coach will have a caseload of 5-8 teachers and they will spend 2-3 full-days per week working with the novice teacher and communicating and interfacing with the campus mentor. The TRP-CSA coordinator will have a half-day meeting each two weeks with the TRP-CSA instructional coaches to provide ongoing professional development in coaching practices and to engage in collaborative case review and problem-solving. Campus mentors will provide the district with documentation of their work with TRP-CSA teachers, and instructional coaches will document their work through "visit" logs that will be jointly completed by the instructional coach and TRP-CSA teacher at the conclusion of each weekly visit. The TRP-CSA coordinator will collect visit logs as a part of each bi-weekly meeting with the instructional coaches.

Quality of Key Personnel. Each of the persons who will work in TRP-CSA has extensive experience working in grant-funded projects and in teacher preparation and induction. Highlights of the professional experiences of project faculty and staff and vita are included in Appendix D.4. A brief summary of the professional highlights of key staff is as follows:

TRP-CSA Leadership Team

Key Staff	TRP-CSA Position	Background/Experience
Leslie Huling, Ed.D.	Principal Investigator	Associate Dean for Research In COE; more than 20 years of experience in grant management; noted researcher in teacher induction and mentoring
Lori Graham, Ph.D.	Project Coordinator	Joining Texas State from Texas A&M University faculty; extensive

		experience in university/school partnership programs
Julie Westerlund, Ph.D.	Univ. Science Faculty Department of Biology	Extensive expertise in inquiry-based science teaching; current NSF grant to “scientists in the classroom” in which Ph.D. students work in schools.
Vi Lien, Ph.D.	Science Ed. Faculty Dept. of Curr. & Inst.	Award-winning science educator who has been awarded more than [REDACTED] in science teacher training grants.
Sharon Gronberg, Ph.D.	Univ. Mathematics Faculty Dept. of Mathematics	Primary research expertise is in integrating technology into classroom teaching; lead developer of graduate program in Middle School mathematics
Beth Bos, Ed.D.	Mathematics Ed. Faculty Dept. of Curr. & Inst.	Previous experience as the Mathematics Curriculum Coordinator for a large Texas district as well as a high school mathematics department head. Research focus is on technology’s impact on student achievement.
Jo Webber, Ph.D.	Special Education Faculty Dept. of Curr. & Inst.	Noted author of three books on emotional disorders and autism; has been awarded three USDE personnel preparation grants.
Charise N. Pimentel, Ph.D.	Faculty Member Dept. of Curr. & Inst.	Expertise in multicultural education and ethnically/linguistically diverse education.
Dan Macy, Ph.D.	External Evaluator	President of Macy Research Associates and protégé of Dr. Gene Glass; Prior experience working in Dallas ISD Evaluation office.
Stephanie Korchek, Ph.D.	TRP-CSA Advisory Board Chair	Skillpoint Alliance Director of Development and Community Relations; expertise in education and business partnerships.
Karen Fabac	Grant Specialist for Financial Affairs	Lead financial officer for Education Policy Implementation Center since 2004; Prior experience in Office of the Medical Director at Texas Department of Mental Health
Professional Highlights of Other TRP-CSA Key Staff and Faculty are in Appendix D. 4.		

The following timeline provides an overview of the key responsibilities and project milestones (indicated in bold). Because TRP-CSA consists of four grant-funded cohorts, many tasks and activities are duplicative and are required for each cohort, and in the interest of space,

these activities are indicated with an asterick (*) and are summarized at the bottom of the following table. Progress and results for each activity listed in this Management Plan will be included in each Progress Report to USDE.

TRP-CSA Management Plan and Timeline

Month/Yr.	Task/Activity	Related Goal	Person Responsible
Grant Yr. 1			
Oct. 2009	Complete award negotiations with USDE	6	Huling
	Establish grant account at University	6	Huling
	Employ grant specialist	6	Huling
	Announce grant through University News & Information	1	Huling
	Develop recruiting materials & finalize plans for recruitment campaign	1	Huling & Fabac
	Contract with external evaluator to finalize Evaluation Plan	5	Fabac
Nov. 2009	*Convene Advisory Board	2	Huling
	Start employment process for Coordinator	6	Fabac
	Work with graduate college to get final approval on degree plans	2	Huling
Dec. 2009	Finalize employment of coordinator	6	Huling & Fabac
	*Post/update TRP-CSA information on partner websites	1	Graham
	Finalize TRP-CSA participant application forms	1	Huling & Graham
	*Submit Quarterly Financial Report	6	Fabac
Jan. 2010	*Place ads in community newspapers and pursue public service announcements	1	Graham
	*Work with business partners to publicize TRP-CSA opportunities	1	Graham
	Finalize evaluation instruments	5	Macy/Huling
Feb. 2010	*Continue Recruitment campaign and finalize dates for candidate selection interviews with partners	1	Graham
	*Meet with TRP-CSA faculty to facilitate planning for integration of coursework and field-work	2	Graham & COE & COS Faculty
Mar. 2010	*Conduct applicant interviews	1	Adv. Bd. & Graham
	*Select candidates and provide them	1	Adv. Bd. &

	with financial aid information		Graham
	*Work with districts to recruit mentor applicants	2	Graham
	*Conduct Pearson training for TRP-CSA faculty on use of digital resources	2	Davis (Pearson)
	*Submit Quarterly Financial Report	6	Fabac
April 2010	*Complete Living Stipend Agreements	6	Graham & Fabac
	*Assist participants in registering for Summer graduate coursework	2	Graham
	Collect participants demographics and establish evaluation data-bases	5	Graham & Huling
May 2010	Conduct MT interviews and finalize mentor selections	2	Graham & Adv. Bd.
	Cohort participates in May mini-session	2	COE & COS Faculty
	Host "Getting Acquainted" event for participants and mentor teachers	2	Graham & Mentors
June 2010	Cohort participates in Summer I graduate coursework	2	COE & COS Faculty
	Conduct training session for mentor teachers	2	Huling
	Submit Quarterly Financial Report	6	Fabac
July 2010	Cohort participates in Summer II graduate coursework	2	COE & COS Faculty
Aug. 2010	Cohort completes Summer II graduate coursework	2	COE & COS Faculty
	Participants attend district in-service along with mentor teachers	2	Mentors
	Cohort begins Fall graduate coursework	2	COE & COS Faculty
	Submit Year 1 Progress Report and requested data for national evaluation effort	5 & 6	Graham, Huling & Macy
	Submit Quarterly Financial Report	6	Graham & Huling
Grant Yr. 2			
Sept. 2010	Conduct professional development seminars 1 and 2	2	COE/COS Fac. & Skillpoint
	Coordinator visits to participants and mentors	2	Graham
Oct. 2010	Conduct professional development seminars 3 and 4	2	COE & COS & Skillpoint
	Conduct mentor training and support session	2	Graham

	Conduct Pearson training for faculty on digital resources	2	Davis (Pearson)
Nov. 2010	Conduct professional development seminar 5	2	COE & COS Faculty & Skillpoint
	Convene TRP-CSA Advisory Board	2	Graham & Adv. Bd.
	Assist participants in registering for Spring graduate courses	2	Graham & Faculty Advisors
	*Meet with TRP-CSA faculty to facilitate planning for integration of coursework and field-work	2	Graham & COE & COS Faculty
Dec. 2010	*Conduct professional development seminar 6	2	COE & COS Faculty & Skillpoint
	*Collect mid-year evaluation surveys	5	Huling & Macy
	*Submit Quarterly Financial Report	6	Fabac
Jan. 2011	*Conduct professional development seminars 7 and 8	2	COE/COS Fac. & Skillpoint
	*Launch recruitment campaign for next cohort	1	Graham
Feb. 2011	*Conduct professional development seminars 9 and 10	2	Faculty & Skillpoint
	*Conduct Fall mentor training and support session	2	Graham
	Finalize process for instructional coach applications	4	Graham & Huling
Mar. 2011	*Conduct professional development seminars 11	2	COE/COS Fac. & Skillpoint
	*Open application process for instructional coaches	4	Graham
April 2011	*Conduct professional development seminars 12 and 13	2	COE/COS Fac. & Skillpoint
	*Convene Adv. Bd. to share evaluation data and discuss program refinement	2 & 5	Graham & Adv. Bd.
	*Assist participants in registering for Summer graduate coursework	2	Graham & Fac. Advisors
May 2011	*Conduct professional development seminars 14	2	COE & COS & Skillpoint
	*Work with districts to complete employment arrangements	3	Graham & Districts
	*Collect End-of Year Evaluation Surveys	5	Huling & Macy

June 2011	*Cohort begins Summer I graduate coursework	2	COE & COS Faculty
	*Conduct instructional coach interviews and make selections	4	Graham & Adv. Bd.
July 2011	*Cohort completes Summer I graduate courses	2	COE & COS Faculty
	*Conduct coach training	4	Huling
Aug. 2011	*Cohort completes graduate degree	2	COE & COS Faculty
	*Host graduation celebration	2	Graham & Adv. Bd.
	*Submit Year 2 Progress Report and requested evaluation data for national evaluation effort	5 & 6	Graham, Huling & Macy
	*Conduct Coach Seminar 1	4	Graham
Grant Yrs. 3-5	Summary of Repeating Activities that continue through Grant Years 3, 4 & 5:		
Sept. 2011	*Complete employment statistics on cohort	3	Graham, Huling & Macy
	Collect teacher retention data each October	5	Macy & Huling
	*Collect student achievement data from previous school year	3 & 5	Huling & Macy
	Coaches visit Resident Teachers weekly and document support activities	4	TRP-CSA Coaches
	Mentors provide ongoing support for Resident Teachers during preparation and induction	2&4	Mentors
	*Conduct two coach seminars per month during school year	4	Graham
	*Conduct support/sharing sessions twice each semester for first year teachers and once each semester for second year teachers		TRP-CSA Coaches
	Respond to data requests required of national evaluation effort	5	Graham & Huling
	Candidate selection, registration and professional development seminars continue through Cohort 4	1	Graham, Adv. Bd., COE & COS Faculty & Skillpoint
	Mentor selection, training and support sessions continue through Cohort 4	2	Graham & Adv. Bd.
	Living stipend payments, mentor stipend payments, staff employment paperwork,	6	Fabac

	travel reimbursements, etc. regularly processed in timely manner		
	Advisory Board meetings conducted each November and April	2 & 5	Graham & Adv. Bd.
	Evaluation data collected each December and May	5	Huling & Macy
	Evaluation data analyzed and summarized into formal evaluation reports prior to each Advisory Board meeting		Macy & Huling
	Progress Reports compiled and submitted each August	5 & 6	Graham, Huling & Macy
	Quarterly Financial Reports submitted each September, December, March, June	6	Fabac
	Instructional coaches selected each summer and coach seminars conducted biweekly throughout school year	4	Graham & Adv. Bd.
	Conduct formal planning meetings with TRP-CSA faculty each April and November and facilitate ongoing planning throughout year	2	Graham & COE & COS Faculty

SIGNIFICANCE

The significance of TRP-CSA can not be overstated in terms of how it will impact both teacher preparation and teaching and learning in partner districts. TRP-CSA is an integral component of COE’s commitment to prepare “Educators for the New Texas.” TRP-CSA is based upon a very broad and intensive collaborative needs assessment and is conceptually grounded in sound principles of teaching and learning. The implementation of TRP-CSA will transform the way in which COE delivers post-baccalaureate certification as well as greatly enhance COE’s to prepare teachers for high-need urban and rural settings.

TRP-CSA participants will experience a full-year intensive field-based preparation program that is tightly integrated with their coursework while earning a graduate degree. Participants will be enrolled as cohorts and will not only gain peer support from one another, but will have the opportunity to learn from the diverse professional and life experiences of group

members. Graduate coursework will be rich in academic rigor and will be supplemented by ongoing professional development provided by state leaders in education, as well as business partners who have a large stake in the success of mathematics and science teachers. Participants will receive specialized training to meet the needs of all students, including special education students. Resident Teachers will receive intensive induction support from both campus mentors and TRP-CSA instructional coaches. This support, coupled with the field experiences and their graduate coursework, will dramatically impact teaching and learning in their schools.

TRP-CSA will be closely monitored and evaluated using multiple quantitative and qualitative evaluation measures, including student achievement on standardized state assessment measures. Evaluation results will be the driving force that guides an ongoing process of continuous improvement under the direction of the TRP-CSA Advisory Board and staff. The availability of a living stipend will entice an entire group of teaching candidates who previously have been unable to pursue teacher certification along with university graduate studies because of financial limitations.

On the public school front, districts will be full partners along with university and business leaders in the selection, preparation, employment and induction of these desperately needed teachers. Schools embrace the opportunity to employ teachers who will have had the benefit of a state-of-the-art teacher preparation program to build upon their mathematics and science content knowledge acquired from their degrees and their professional experiences. Each of these teacher candidates will complete a cognate in SPED that will provide them with the skills necessary to meet needs of all learners, including those with disabilities. TRP-CSA candidates choosing to major in SPED will also obtain a teaching certificate in mathematics or science. A teacher with the combination of SPED training along with mathematics or science is

a rare and critically needed professional educator in secondary schools. Every TRP-CSA teacher will be just such an educator.

The TRP-CSA partnership brings together, in some cases for the first time, educational and business entities that each have valuable resources to contribute and each has a critical stake in the success of high school mathematics and science teachers. Each partner has much to gain if the project is successful and much to lose if it is not. Secondary schools cannot be successful without an adequate supply of high-quality teachers; if high schools are not successful, universities will not receive students who can succeed and thrive in college. Businesses are dependent upon the skills of workers who are prepared by universities and secondary schools, and the economic health of our state and nation is inextricably tied to the success of business. The stakes could not be higher, and because of this fact, the commitment of each of the partners to successfully implement, institutionalize, and ultimately expand TRP-CSA is great. TRP-CSA will not only provide the opportunity to positively impact student achievement through improved approaches to teacher preparation and induction, but will also point the way for others who seek to bring about improvements in their own teacher education programs and schools.

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