

## EXECUTIVE SUMMARY

Following an inspection of its program by TPI-US in 2019, Tarleton State University has embarked upon a complete reimagining of its Educator Preparation Program (EPP). Led by the Dean of the College of Education, the Associate Dean, the Department Head and Assistant Department Head for Curriculum and Instruction, the Director of Educator Preparation Services, and the faculty and staff of the College, Tarleton has transformed the process of how it prepares future educators. Using the data obtained from the TPI-US inspection as evidence of the need for change, Tarleton enlisted the support of US PREP to move from a traditional, semester-long clinical teaching experience to a yearlong residency model.

This transformation required a holistic review of all curriculum taught in the teacher education program. The Curriculum and Instruction faculty engaged in a dissection of its course curriculum, making changes that align the curriculum to the yearlong residency model. This review of the curriculum is ongoing, as the College continues to evaluate data (including certification testing results, feedback from local education agency (LEA) partners, and feedback from university field supervisors) and compare these outcomes to course expectations to fuel continuous improvement.

The change to the yearlong residency model was made to provide teacher candidates with educator training grounded in research, educational policy, hands-on teaching experiences, theories of teaching and learning, diversity, inclusion, and equity, and the use of assessment and data to improve education for all students in the State of Texas. This is achieved through an authentic yearlong placement in a public school which increases teacher candidate understanding of the teaching profession and puts into practice the skills and knowledge learned in the classroom. Teacher candidates participate in all aspects of the teaching experience on their placement campuses, participating in Professional Learning Communities, professional development opportunities, and experiential learning through all teacher duties. Tarleton teacher candidates also return to campus one day a week for the completion of coursework, which is in part based on the data obtained from field observations and mentor teacher feedback. Tarleton teacher candidates also have the opportunity to earn money for their work on their placement campuses, as each district Tarleton partners with pays the candidates some form of salary for services provided to the school. The amount varies to payment for individual days spent in substitute teaching roles to a set salary as determined by the LEA.

The move to the yearlong residency model also required an overhaul of how the College engaged in supervision of candidates in the field. Tarleton's yearlong residency model now includes two formal evaluations of candidates utilizing the T-TESS Rubric per semester (for a total of four during the entire placement) and at least four walkthrough observations (15-20 minutes each) per semester (for a total of eight during the entire placement). University field supervisors are provided in-depth training on the T-TESS Rubric and engage in calibration with one another to ensure consistent, quality feedback is provided to all candidates, regardless of placement location. The College also coordinates with its district partners to identify, select, and train high-quality mentor teachers. Tarleton faculty conduct monthly mentor teacher trainings, where the faculty provide specific training and professional development on concepts related to the yearlong residency. During the 2022-2023 academic year, survey data from participating mentor teachers indicated they felt ill-equipped to provide feedback to residents based on the T-TESS Rubric. Accordingly, Tarleton faculty members have begun providing specialized training for mentor teachers on providing feedback utilizing the common language found on the T-TESS Rubric. This training improves the quality of feedback teacher candidates receive and builds capacity in mentor teachers for future leadership positions on their campuses.

### **Innovative Area and Implementation**

In Tarleton's yearlong residency program, the EPP and the campus work together to help the teacher candidate experience growth as an educator. The Site Coordinator serves as the bridge between the university and the LEA, working closely with the teacher candidate (resident) and the cooperating teacher, the campus principal, and others (Human Resource Directors, Curriculum Directors, and Superintendents) from our district partners who observe and coach the resident on a daily basis. Following all observations, the Site Coordinator meets with the cooperating teacher for an opportunity to discuss the observation and how the cooperating teacher can assist the resident. The written feedback from walkthrough observations is immediately sent to the cooperating teacher as well as the resident teacher. The cooperating teacher also receives written feedback from the POP Cycle (45-minute long formal observation).

During the monthly cooperating teacher training sessions, the Site Coordinator provides training on various aspects of providing feedback to the resident teacher. The topics for these trainings are developed based on the feedback received from the cooperating teachers, as well as from data collected during observations in the field. Information regarding the residency program and specific feedback is also shared between the university and the LEA during the quarterly shared governance meetings.

During the governance meetings, district leadership and staff share what they feel is necessary for our teacher candidates to receive before entering into the residency program. The EPP also sends the districts a survey asking: What do our Teacher Residents Need? Throughout this process, we analyze the information received from the districts to make changes to our courses.

### **Alignment Between Coursework and Clinical Preparation**

When the yearlong residency model was implemented, the focus was on aligning the coursework in Blocks 3 and 4 to the yearlong residency. Once the leadership team decided the coursework for Blocks 3 and 4 was aligned with the residency needs and goals, the focus became aligning the coursework and field experiences in the teacher candidates' junior year (Blocks 1 and 2) with the yearlong residency model. The department began aligning the courses in Blocks 1 and 2 with the T-TESS rubric because this is the measure of assessment once students are in the yearlong residency. This process required looking at student learning outcomes in each course as well as the course assignments and assessments. The department utilized a spreadsheet to check the T-TESS dimensions that were taught in each course. This spreadsheet allowed the department to visually determine where courses fell short in relation to the T-TESS dimensions. Once those areas were determined, another spreadsheet was created, which listed each course in Blocks 1 and 2. Using this spreadsheet, we determined where we could add the T-TESS dimensions that were not currently taught in the courses. In addition, the department determined when specific strategies, theory, and lesson planning would occur in each course. The department specifically noted on the spreadsheet if the dimension would be either introduced, developed, or mastered.

The Blocks 1 and 2 field courses were updated, modifying assignments to be completed in the field to be more intentional. Specifically, the department revised the field checklist for each block. In addition to listing the requirements for successful completion of the fieldwork, the department listed the correlating T-TESS dimension(s) to the assignment as well as the course that would be responsible for ensuring the teacher candidates completed the work in the field.

### **Performance-Based Assignments and Assessments**

Once the Blocks 1 and 2 alignment began in the Spring of 2023, Laura Brule with US Prep was asked to give a presentation to faculty on Practice-Based Coursework and Common Language. After the presentation, faculty discussed where they implement or where they could implement performance-based assessments and assignments. Using a spreadsheet, the faculty decided on which course would implement which performance-based assessments and assignments. Micro-teaches and rehearsals are implemented in the Block 1 and 2 courses. For example, in the Social Studies, Science, and Field courses, students perform either a rehearsal or a micro-teach over lesson plans. During this time, the instructor provides structured feedback to the students. Video analysis is another required assignment in reading courses in Blocks 1 and 2. Additionally, in Block 2, students complete a case study while in the field. This case study requires students to administer and interpret several informal, criterion-referenced, norm-referenced, screening, diagnostic, and progress-monitoring assessments. These performance-based assignments will help provide our teacher candidates experience and practice before they are out in their residency classrooms.

### **Changes Made Due to Partnership with RTT**

Tarleton's partnership with Raising Texas Teachers and the Charles Butt Foundation has provided the funds and technical assistance needed to implement many of the recommendations made during the TPI-US inspections of 2019 and 2023. These changes include:

- *Data Collection and Sharing:* Data indicating candidate performance and program success is collected and shared with all stakeholders, including the leadership team, district partners, and faculty. Data is discussed at the weekly College of Education Leadership Meeting with the leadership team, and during the bi-weekly Yearlong Residency Leadership team meetings. Data is shared with district partners during quarterly governance meetings. Data is shared with faculty during faculty meetings and on data days attended by all faculty members.
- *Candidate Support:* The Department of Curriculum and Instruction has implemented remediation support for students who are unsuccessful on their certification exams. These supports were developed during faculty meetings using RTT funds. RTT funds have also been used to purchase a video repository for use in all blocks of instruction, particularly in blocks 1 and 2. SWIVL devices will be purchased to provide students with more effective access to videos of their own teaching, which will be used to drive candidate growth.
- *Curriculum Changes:* Courses and assignments have been updated and aligned with the T-TESS Rubric. All Block courses will be aligned with the yearlong residency beginning in the fall of 2023. All teacher candidates in Tarleton's program participate in the yearlong residency.

Tarleton's EPP currently has nine LEAs that we partner with for the yearlong residency program. These LEAs vary in size from almost 73,000 students (Fort Worth ISD) to approximately 300 students (Huckabay ISD). We partner with urban school districts (Fort Worth ISD, Waco ISD), suburban school districts (Alvarado ISD, Azle ISD, Granbury ISD, La Vega ISD), and rural districts (Glen Rose ISD, Huckabay ISD, Stephenville ISD), each of which has different student demographics and specific needs. While there are certain aspects that remain constant throughout our program, the shared governance model that we have adopted allows us the opportunity to tailor the specifics of the yearlong residency to meet the unique needs of each district. Tarleton conducts a governance meeting with each partner district once a quarter, which allows each partner the occasion to share valuable data and information that helps us meet one another's needs more effectively.

The governance process allows Tarleton to quickly identify aspects of the teacher preparation program that are meeting the needs of schools and areas of concern that require adjustment. In these governance meetings, the university shares data collected during informal walkthrough observations and formal observations (known in the university setting as POP Cycles, and consisting of a Pre-conference, Observation, and Post-conference) with district partners for evaluation purposes. Walkthroughs and POP Cycles both utilize a slightly modified version of the T-TESS Rubric for teacher evaluation. University personnel also collect data on which of the six co-teaching models was utilized during the observation. This data can be used to determine the readiness of teacher candidates to serve as teachers of record and is also used to identify areas of concern for future support.

Tarleton currently operates teacher preparation cohorts at three campuses: Stephenville, Fort Worth, and Waco. During the 2020-2021 academic year, twenty-four students seeking EC-6 certification were selected for the residency pilot program from the Stephenville cohort. Feedback received from the two district partners for the pilot program (Granbury ISD and Huckabay ISD) informed Tarleton leadership that the growth experienced by teacher candidates and the benefits to the K-12 students served in these classrooms necessitated the rapid scaling of Tarleton's education program to the residency model. Tarleton leadership decided to move all EC-6 and 4-8 certification candidates to the yearlong residency model at all three Tarleton campuses, adding partnerships with four new districts (Fort Worth ISD, La Vega ISD, Stephenville ISD, and Waco ISD). Beginning in the spring of 2022, a spring start cohort was added from the Stephenville campus (working with Glen Rose ISD and Stephenville ISD). A spring start cohort out of the Fort Worth campus started in January of 2023, working with Alvarado ISD and Azle ISD.

The rapid scaling to 100% of Elementary Education Majors to the residency required a restructuring of the Educator Preparation Program to account for the new duties and responsibilities associated with the residency model. Working with the Dean of the College of Education, the Director of Education Preparation Services created the Site Coordinator Leader position. This position is a full-time faculty member who:

- Supervises residents in their field placements, conducting walkthroughs and formal observations and provides feedback to drive resident growth;
- Plans, organizes, and conducts quarterly governance meetings with district partners;
- Operates as the liaison between the university and the district partner;
- Plans, organizes, and conducts monthly mentor teacher training and support sessions;
- Provides support to Site Coordinators supervising residents in their field placements;
- Teaches the Seminar course for residents, basing the curriculum on the T-TESS Rubric and utilizing data from the field to inform instruction.

The most recent adaptation has come with the creation of the Secondary Education (SEED) undergraduate degree for students who wish to teach at the secondary level. Previously, students seeking secondary-level certification remained in the College where they completed their coursework before participating in a traditional, semester-long clinical teaching placement. These students are now housed within the College of Education as Secondary Education majors. The first cohort of SEED students is scheduled to enter the residency program in the fall of 2024, and may seek certification in 7-12 Mathematics, 7-12 Life Science, Composite Science, 7-12 History, 7-12 Social Studies, or 7-12 English Language Arts and Reading. With this change, all students with majors housed in the College of Education will participate in a yearlong residency to fulfill their clinical teaching requirements.

The move to 100% scale all education majors to the residency has required a concerted effort to align all coursework to the yearlong residency model. This alignment has been overseen primarily by the faculty of the Department of Curriculum and Instruction but has also been accomplished through collaboration between faculty in other colleges (such as the College of Science and Mathematics and the College of Liberal and Fine Arts) to ensure all coursework provides future teachers with the knowledge base necessary to teach content effectively. The Department of Curriculum and Instruction has also partnered with outside organizations such as Raise Your Hand Texas and US PREP, leveraging their experience and expertise with organizational change to improve how Tarleton delivers content and prepares future teachers.

Through all of the change, Tarleton's leadership team has learned this: rely on the data and continually strive to improve the results. An example of this mindset can be found in a look at our certification exam results. During the pilot, approximately 25% of participants graduated non-certified because they had not successfully completed all certification exams. Tarleton leadership looked at these numbers, recognized that they were in significant need of improvement, and set about seeking a solution. It was suggested that the addition of testing gateways might lead to some measure of improvement; feedback from graduates indicated that testing requirements had fallen "out of sight, out of mind" while they completed the residency, and additional attempts at certification exams were missed until time was almost up. Tarleton decided to institute a series of "test-by" dates, requiring students who had previously been unsuccessful on exams to complete remediation and re-challenge the certification exams by specific dates. As a result, 100% of students completing the residency and graduating in May 2023 were eligible for certification. These dates have been adjusted in consultation with faculty and EPP staff, and will continue to be reviewed regularly to determine if this policy best meets student and EPP needs.



2022-2023  
**TARLETON STATE UNIVERSITY**  
**Covernance**  
 Huckabay

**Agenda**

Time	Topic
5 Minutes	Introductions, Celebrations & Good Things
5 Minutes	Updates from Previous Meeting
10 Minutes	Cooperating Teacher Meetings
20 Minutes	Data From the Field
5 Minutes	Seminar Updates
15 Minutes	Wrapping Up with Next Steps

**Celebrations & Good Things!**

Celebration	Campus	Additional Follow Up
All TRs have passed all required certification exams.	TSU - Ms. Jones	

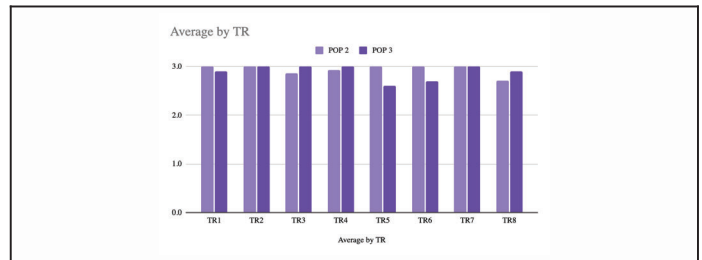
All but 3 TRs have secured jobs.	TSU - Ms. Pool	
TRs have had a great year.	HISD - Mr. Smith	
Ms. ***** former TR, will be a CT next year. Her TR year will count toward the 3 year requirement.	TSU - Dr. Sloan	
Ms. ***** TR will be a 2nd grade teacher next year.	HISD - Mr. Corzine	

**Cooperating Teacher Meetings**

Topic	Notes
Cooperating Teacher Meetings	<p><b>Cooperating Teacher Meetings Focus On:</b></p> <ul style="list-style-type: none"> <li>• Overview of the Cooperating Teacher role in the Tarleton Residency program</li> <li>• Logistics needed to support Tarleton Residents</li> <li>• Co-Teaching strategies and the co-teaching gradual release timeline for Tarleton Residents</li> <li>• Coaching strategies to support Tarleton Residents</li> </ul> <p><b>Upcoming Cooperating Teacher Training Dates</b></p> <p>Fall Semester:</p> <ul style="list-style-type: none"> <li>• September 28, 2022 (Goals)</li> <li>• October 26, 2022 (Critical Attributes of High Quality Feedback)</li> <li>• November 30, 2022 (Coaching)</li> <li>• <b>December - No Meeting</b></li> </ul> <p>Spring Semester:</p> <ul style="list-style-type: none"> <li>• January 25, 2023 (Differentiation)</li> <li>• February 22, 2023 (Instructional Domain)</li> <li>• March 29, 2023 (Reflection &amp; Feedback)</li> </ul>

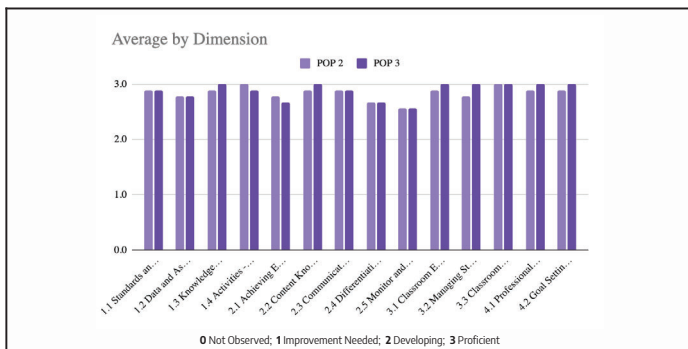
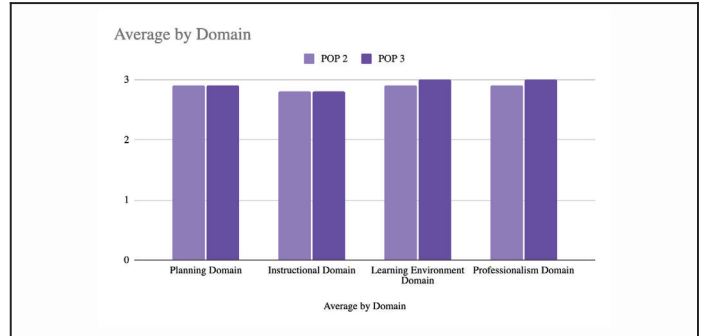
**Data from the Field**

Topic	Notes
<p>POP 3</p> <p>The Why:</p> <ul style="list-style-type: none"> <li>• Coach individual candidates with a pre-conference, observation and post conference using the T-TESS Rubric</li> <li>• Build Teacher Resident's ability to self reflect on their impact on students by using data to inform instruction</li> <li>• Provide formal performance assessments for Residents</li> <li>• Use data collected to inform Teacher Resident seminar topics</li> </ul> <p><a href="#">T-TESS Rubric</a></p>	
Fall 2022	



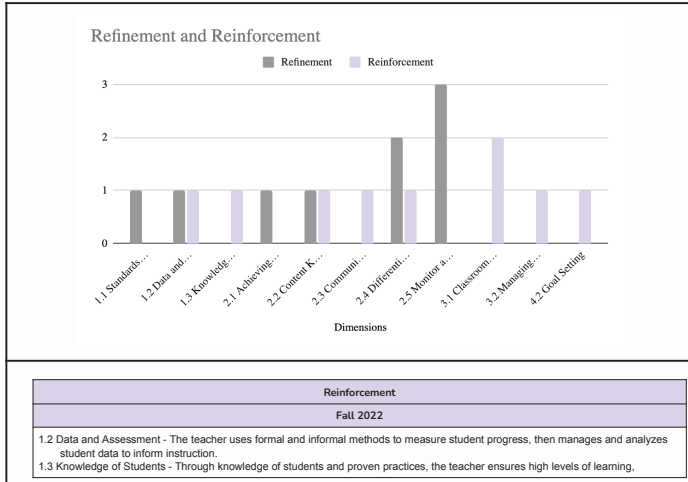
Average by TR	POP 2	POP 3	Growth
TR1	3.0	2.9	-0.1
TR2	3.0	3.0	0
TR3	2.9	3.0	0.1
TR4	2.9	3.0	0.1
TR5	3.0	2.6	-0.4
TR6	3.0	2.7	-0.3
TR7	3.0	3.0	0
TR8	2.7	2.9	0.2
OVERALL Cohort	2.9	2.9	0

0 Not Observed; 1 Improvement Needed; 2 Developing; 3 Proficient



- 1.1 Standards and Alignment - The teacher designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- 1.2 Data and Assessment - The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 1.3 Knowledge of Students - Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- 1.4 Activities - The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.1 Achieving Expectations - The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.2 Content Knowledge and Expertise - The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.3 Communication - The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 2.4 Differentiation - The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 Monitor and Adjust - The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.1 Classroom Environment, Routines and Procedures - The teacher organizes a safe, accessible and efficient classroom.
- 3.2 Managing Student Behavior - The teacher establishes, communicates and maintains clear expectations for student behavior.
- 3.3 Classroom Culture - The teacher leads a mutually respectful and collaborative class of actively engaged learners.
- 4.1 Professionalism and Ethics - The teacher meets distinct expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- 4.2 Goal Setting - The teacher reflects on his/her practice.

Fall 2022



9

social-emotional development and achievement for all students. 2.2 Content Knowledge and Expertise - The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. 2.3 Communication - The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. 2.4 Differentiation - The teacher differentiates instruction, aligning methods and techniques to diverse student needs. 3.1 Classroom Environment, Routines and Procedures - The teacher organizes a safe, accessible and efficient classroom. 3.2 Managing Student Behavior - The teacher establishes, communicates and maintains clear expectations for student behavior. 4.2 Goal Setting - The teacher reflects on his/her practice.	
<b>Refinement</b> <b>Fall 2022</b>	
1.1 Standards and Alignment - The teacher designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. 1.2 Data and Assessment - The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. 2.1 Achieving Expectations - The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. 2.2 Content Knowledge and Expertise - The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. 2.4 Differentiation - The teacher differentiates instruction, aligning methods and techniques to diverse student needs. 2.5 Monitor and Adjust - The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	
<b>Data Dialogue POP 3</b>	<b>What are we noticing?</b>  <b>What are we wondering?</b> Why the decrease from POP 2 to POP 3? <ul style="list-style-type: none"> <li>Feeling confident in receiving all 3s in POP 2, TR motivation may have decreased, less effort was given.</li> <li>Coming back after the break some TRs failed to implement expectations and all areas of Domain 3.</li> <li>Overcommitment to extracurriculars (Softball, Track, Cheer) TRs want to help wherever they can and gain experience.</li> </ul> <b>Given this data, what might be our next steps?</b> <ul style="list-style-type: none"> <li>Set up parameters on helping with extracurriculars (1-2 days a week, increase time commitment as appropriate.)</li> </ul>

10

	<ul style="list-style-type: none"> <li>Corzine, Pool, and K. Jones will communicate how TRs are doing to ensure they are meeting expectations in coursework, POPs, etc. in order to serve in extracurriculars.</li> <li>These additions are valuable for our TRs but the focus must remain on teaching/instruction especially going into TR 2. K. Jones will initiate this conversation at the end of TR 1 and beginning of TR 2.</li> </ul> <p><b>What are potential opportunities for continuous improvement in supporting Residents?</b></p>
<b>Other Notes:</b> <ul style="list-style-type: none"> <li>Dr. Sloan would like to collect data on the impact of student performance in classrooms with a TR. This data will support the YLR and can be shared with other universities. The decreased student to teacher ratio should increase student performance. Mr. Corzine suggested a TSU achievement test tool to collect data across all districts.</li> <li>Dr. Sloan discussed the changes to blocks 1 and 2. He shared TRs will be better prepared, it won't be as big a jump from blocks 1 and 2 to TR 1.</li> <li>Mr. Corzine met with CTs and only 1 out of 8 will not be returning to serve as CTs.</li> <li>The CT/TR reveal will be on Thursday, May 11th at 4pm via Zoom.</li> <li>Mr. Corzine expressed the need for a 4-8 Science TR.</li> </ul>	

11

Future Action Items		
Action/Topic	Responsible Party	Completion Date
Allow time for Mr. Corzine to address HISD expectations, culture, chain of command at Orientation. (There was positive feedback from both CTs and TRs about this from the Fall 2022 Orientation.)	K. Jones, Corzine	Summer 2023
Include T-TESS in Orientations for CTs and TRs to begin dialogue.	K. Jones	Summer 2023
Further training in the appraisal side of T-TESS with CTs, have conversations about what constitutes evidence of each dimension.	K. Jones, Corzine	Summer 2023
Implement goal-setting conferences between CTs and TRs. Weekly Conference Form may include goal-setting. TRs may be able to sit in on CTs goal-setting conference with the principal.	K. Jones, CTs	Summer 2023
Implement TR social contract with a focus on professionalism and how to address specific concerns.	Pool	Fall 2023
Have district leadership attend the last seminar course fall and spring to obtain feedback from TRs.	K. Jones, Corzine	Fall 2023
Mock interviewing - Have multiple district leaders come to interview TRs and provide feedback.	K. Jones, Corzine	Fall 2023

12



## Second Attempt PPR Pass Rates

Year	All	Female	Male	African American	Hispanic	Other	White
2019-20	95	96	89	92	92	100	96
2020-21	93	93	93	67	94	100	94
2021-22	91	90	95	100	84	100	92
2022-23	96	95	100	100	95	91	96

**Overall Three Year Average 2nd Attempt Pass Rate: 93%**

## Second Attempt EC-6 Core Subjects Pass Rates

Year	All	Female	Male	African American	Hispanic	Other	White
2019-20	75.9	75.7	100	100	64	50	82.4
2020-21	87.03	86054	100	50	80	100	91.15
2021-22	81.5	81	100	100	72.9	100	84.5
2022-23	89.9	89.4	100	100	84.2	80	92.1

**Overall Three Year Average 2nd Attempt Pass Rate: 81.48%**

**Subject:** [EXTERNAL] LVISD Collected Data for Yearlong Residency

**Date:** Thursday, April 6, 2023 at 4:19:15 PM Central Daylight Time

**From:** Charla Rudd

**To:** Mize, Carol

**CC:** Rose, Dr. Crystal

Ms. Mize, & Dr. Rose,

These statistics I believe show the impact Tarleton Statue University Teacher Residents have had on our district.

We began the partnership with TSU in 2022.

Performance of children at the elementary and primary school PRIOR to having Teacher Residents and after is very telling.

Primary

Kindergarten Literacy Achievement

2020 – 85% on grade level

2021 – 87% on grade level

2022 – 87% on grade level goal – 93.3% on grade level – EXCEEDING the goal.

2023 - \*goal is 91%

Kindergarten Mathematics Achievement

2020 – 81% on grade level

2021 – 83% on grade level

2022 – 85% was the goal – 94% on grade level – EXCEEDING the goal.

2023 - \*goal is 91%

In 2021-22 – 7 Teacher classrooms that had TSU residents – average LVISD student growth due to having two trained adults in the room was :

T #1 – 71% at or above grade level

T #2 – 100% at or above

T #3 – 75% at or above

T #4 – 69% at or above

Elementary Literacy goals –

2020 – 82% on grade level

2021 – 84% on grade level

2022 – 87% on grade level goal – campus missed goal with 81% at meeting grade level reading goal.

Elementary Mathematics goals

2020 – 79% on grade level

2021 – 80% on grade level

2022 – 81% on grade level goal – campus missed goal with 72% at meeting grade level math goal.

In classrooms with Teacher Residents, in BOTH reading and math student growth

T #4 – 88% growth of 1 year or MORE (had 2 TSU Teacher Residents on her team)

T #5 – 87% growth of 1 year or MORE

T #6 – 79% growth of 1 year or MORE

I hope this helps with your data hunt.

## #flAgship 2023

Dr. Charla Rudd

Charla Rudd, EdD  
Chief Academic Officer for Acceleration  
La Vega ISD  
254-299-6715

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**From:** Mize, Carol <CMIZE@tarleton.edu>  
**Sent:** Friday, March 31, 2023 1:03 PM  
**To:** Charla Rudd <charla.rudd@lavegaisd.org>; Andreia Foster <andreia.foster@lavegaisd.org>  
**Cc:** Rose, Dr. Crystal <ROSE@tarleton.edu>  
**Subject:** Any Collected Data for Yearlong Residency

Good afternoon Dr. Rudd and Dr. Foster,

I am emailing to find out if La Vega ISD has collected any data this year regarding the impact of teacher residence on learning in the K-12 classrooms. In other words, is there data to show that teacher residents have made a difference with the K-12 students?

Tarleton is gathering data and documentation for the quickly upcoming TPI-US certification. Please let me know if any of this information is available. I will be on campuses all next week. I can come by the Administration Bldg. if you desire.

Thank you so much for your help.

Carol Jo Mize  
Site Coordinator Leader  
Tarleton State University



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# Welcome!



## Tarleton Site Coordinator Meeting January 26th, 2023 4:00 PM



### Objectives

Site Coordinators will be able to:

- To continue to develop our culture of continuous improvement by calibrating on Walkthrough feedback for future observations.

### Agenda

- Important Dates
- Deliverables
- Walkthrough Scenarios
- Closure: Q & A





## Tarleton Cooperating Teacher Agenda 2023 Stephenville ISD - Spring Start '23 Cohort

CT Resources
<a href="#">Residency Handbook Spring Start 2023</a>
<a href="#">Yearlong Residency Site</a>

### Teacher Resident POP Evaluation Cycles

POP #1	POP #2	POP #3	POP #4
January - February	March - Early May	August - Early October	Early October - Early December
Walkthrough 1 & 2	Walkthrough 3 & 4	Walkthrough 5 & 6	Walkthrough 7 & 8

### CT Meeting Dates

(All meetings will be held via Zoom on Thursdays from 2:00 - 3:00 pm)

Spring 1	Spring 2	Spring 3	Fall 1	Fall 2	Fall 3
Jan. 26, 2023 2:00 - 3:00 pm	Feb. 23, 2023 2:00 - 3:00 pm	March 30, 2023 2:00 - 3:00 pm	TBD	TBD	TBD

### Site Coordinator Contacts

<b>Tammy Addison</b> tamtur1@msn.com	<b>Jaime Leinhauser</b> jleinhauser@tarleton.edu
Chamberlin	Central, Hook, Gilbert, Henderson



## Tarleton Cooperating Teacher Agenda 2023 Stephenville ISD - Spring Start '23 Cohort

Date: 2/23/23

Zoom Link: <https://tarleton.zoom.us/j/97750590789>

Slidedeck: [Click Here for the slidedeck](#)

Topics	Notes	Next Steps
<b>Celebrations with Current Residents</b>		Send Jaime & Tammy photos & stories of good things happening with your TR
<b>Seminar Update</b>	Where we are and where we are headed	
<b>Data From the Field</b>	Walkthrough and POP Cycle Timeline	
<b>Yearlong SPS Project</b>	Student Perception Survey: <ul style="list-style-type: none"> <li>Overview, Pre/Post Assessment, Interventions, Progress Monitoring</li> </ul>	
<b>Q &amp; A</b>	Your Questions Answered: <ul style="list-style-type: none"> <li>Co-Teaching Models (<a href="#">Overview w/ Videos</a>) (<a href="#">Handout</a>)</li> <li>Gradual Release Model for TRS (<a href="#">Timeline</a>)</li> <li>Current Questions</li> </ul>	
<b>Nuts and Bolts</b>	CT Feedback Survey ( <a href="#">Link to Survey</a> )	Complete the meeting survey to help drive our next meeting's agenda
<b>Next Meeting</b>	<b>Next Meeting Topics:</b> <ul style="list-style-type: none"> <li>March 30, 2023 at 2:00 pm</li> <li>Constructive Coaching &amp; Feedback Support</li> <li>Survey Driven Topics</li> </ul>	



## Jimmy Dawson

Assistant Superintendent of Schools

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October 5, 2023

To Whom It May Concern,

I am writing this letter to express my enthusiastic support for the ongoing partnership between Tarleton State University and Granbury Independent School District (GISD). Over the past several years, this collaboration has been instrumental in enhancing the educational experience for both Tarleton's teacher residents and the students of GISD.

The Tarleton State teacher resident program has had a significant impact on our district. The quality of student teachers who have been a part of this initiative has been truly exceptional. These aspiring educators have consistently demonstrated a deep commitment to their craft, a passion for teaching, and a willingness to go above and beyond to meet the diverse needs of our students.

What sets this program apart is its immersive nature. These student teachers spend an entire year in the classroom, allowing them to develop strong, meaningful relationships with students and gain invaluable hands-on experience. This extended period of mentorship has not only benefited our students but has also proven to be a highly effective method of teacher preparation.

One of the most significant advantages of this model is its ability to address teacher retention and recruitment challenges. By offering a year-long, immersive experience, Tarleton State is not only preparing educators but also increasing the likelihood of retaining them within the GISD system. Many of the student teachers who have completed this program have gone on to become valuable members of our teaching staff, making a long-lasting impact on our district.

In summary, the partnership between Granbury ISD and Tarleton State University, through the teacher resident program, has been a resounding success. It has contributed to the development of skilled and passionate educators, positively influenced the educational experience of our students, and significantly contributed to our teacher retention and recruitment efforts.

I wholeheartedly recommend Tarleton State University as an institution that is committed to fostering educational excellence and innovative teacher preparation. This partnership has been a testament to your dedication to producing outstanding educators, and we look forward to its continued success in the years to come.

Sincerely,

*Jimmy D Dawson*

Jimmy Dawson  
Assistant Superintendent  
Granbury Independent School District  
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817-408-4000

To Whom it May Concern,

It is my pleasure to write a letter in support of the application being submitted for TEA's commendation of Tarleton State University's Educator Preparation Program.

I graduated from Tarleton State University in the spring of 2022 with a Bachelor of Science in Elementary Teacher Education. I was a participant in TSU's Yearlong Student Teaching Residency program, from which I gained extensive hands-on experience. I spent at least four school days each week for the duration of the '21-'22 school year working alongside a veteran teacher, carefully chosen by Tarleton. During this time, I not only learned how to lesson plan, instruct, differentiate, and assess, but I also learned how to adjust to unexpected situations in real time, communicate with partner teachers concerning student data to better myself as a teacher, witness and learn to control the extreme behaviors that educators address daily, and many other day-to-day educator experiences. In addition to these everyday occurrences, I also had the opportunity to participate in the less frequent, but extremely important activities, such as meet the teacher, class parties, parent-teacher conferences and field trips.

All of these experiences provided me with excellent preparation for becoming a teacher of record. I just began my second year of teaching 5<sup>th</sup> grade ELAR, and without the yearlong residency and all the wonderful learning experiences that came with it, I truly don't think I would have taught another year after my first. I had such a strong foundation before my first year of teaching that, while it most definitely wasn't perfect, it was such a fun year full of growth for myself and my students. My students from last year showed more growth from 4<sup>th</sup> grade to 5<sup>th</sup> grade on their ELA STAAR scores than 50% of all other content classes in my school campus.

I absolutely would not be the teacher I am today without Tarleton State University's Educator Preparation Program and the Yearlong Student Teaching Residency.

Sincerely,

Grace Morris

## Research Summary

Tarleton State University's College of Education has dedicated itself to producing day-one ready educators prepared to be the teachers that every child in the state of Texas deserves. Tarleton is striving to build educators who are dedicated to the profession and committed to longevity in the role. Tarleton has rebuilt its program to incorporate the latest research practices that are yielding the most positive results in teacher preparation. This led to the move to the yearlong residency model, as Tarleton sought to more intentionally train teacher candidates in multiple areas that lead to improved outcomes for K-12 students and based upon the research. Research conducted by US PREP found that "one can identify five key attributes that researchers have found to be associated with increased teacher preparedness: 1) a focus on practice; 2) mentoring and coaching; 3) a coherent vision of teaching; 4) integration of coursework and clinical experiences; and 5) partnerships as the driving force for change and improvement" (US Prep, 2020).

Tarleton's move to the yearlong residency model has focused on all five of these identified attributes. One of the most important factors that Tarleton has focused on is the clinical experience. According to the 2023 Texas Teacher Poll conducted by the Charles Butt Foundation, teacher participants cited direct experiences are the most important components of teacher preparation. "About eight in 10 said observing other teachers in the classroom (82%), student teaching (81%), student teaching (81%), or an internship (78%) is extremely or very important to their teacher preparation. Seventy-four percent said so for having an assigned mentor; 72% cited their training in developing lessons and assessments." Data obtained from field observations and feedback received from district partners in quarterly governance meetings continues to shape how Tarleton supports the mentor teachers who support teacher candidates in their clinical experiences. This is not a static process for Tarleton; we are constantly evolving as we seek to improve clinical experiences that will produce educators who will positively impact students in Texas public schools.

The quality of feedback received by teacher candidates also plays a significant role in the perceptions these individuals have of their preparedness. The Educational Policy Initiative at Carolina (EPIC) in 2021 compared teacher candidates prepared in a residency model to those prepared through a traditional model. Survey analyses revealed the following:

- Teachers prepared through a residency model were 15 percentage points more likely to "strongly agree" they were well prepared to teach.
- Candidates who went through a residency program were 6.3 percentage points more likely to "strongly agree" that their educator preparation program has a shared vision.
- Mentor teachers supervising a candidate participating in a residency program were 18 percentage points more likely to "strongly agree" that the educator preparation program has a shared vision for effective instruction.

This data has encouraged our change to the residency model, and we continue to collect survey data that helps us continue to adjust, adapt, and fine-tune our educator preparation program to best meet the needs of future teachers in our state. Tarleton remains committed to building teachers who are equipped to meet the unique needs of their individual students, experienced in data-driven instruction, and dedicated to longevity in the profession.



## References

Bastian, K.C., Ducille, C., and Crittenden Fuller, S. (2021). *Transformation Through Technical Assistance? Analyses of Survey Data for Teacher Preparation Programs in the US PREP Coalition*. Retrieved from: [https://epic.unc.edu/wp-content/uploads/sites/1268/2021/11/EPIC\\_US-PREP\\_survey\\_analyses\\_2021\\_final.pdf](https://epic.unc.edu/wp-content/uploads/sites/1268/2021/11/EPIC_US-PREP_survey_analyses_2021_final.pdf)

Charles Butt Foundation. (2023). *The 2023 Texas Teacher Poll: Listening to the Educator Experience*. Retrieved from: <https://charlesbuttdfn.org/what-were-learning/2023txteacherpoll/>

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