

Three Rivers Education Foundation

Teacher Quality Partnership

(3RIVTQP):

Grant Proposal

From

Three Rivers Education Foundation, Inc.

In partnership with:

**Eastern New Mexico University
Bloomfield, Farmington, Central Consolidated, Clovis, Cuba, and Taos
Public School Districts**

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INTRODUCTION

New Mexico is facing a serious shortage of high-quality, certified teachers to fill vacant positions in special education and STEM fields. Overall, the number of students completing a degree in education from 4-year universities in NM has decreased 27.7% over the past six yearsⁱ, and graduates in these critical areas are particularly limited. The need for high-quality teachers is most acute in rural school districts that serve a high proportion of at-risk minority students. The Three Rivers Education Foundation, Inc. (3RIV), a non-profit education leadership organization located in northwest NM, will partner with Eastern New Mexico University (ENMU) and six NM school districts to provide students with high-quality educators. Participating districts are Central Consolidated, Bloomfield, Farmington, Clovis, Cuba, and Taos public school districts, each of which qualify for RLIS funding and serves a high-poverty community.

The 3RIVTQP will: 1) Establish and sustain a partnership, and increase collaboration among professional educators from IHEs and LEAs to develop and implement a teacher residency program impacting high-need, high-poverty, rural school districts; 2) improve the quality of novice teachers through residencies and expanded access to quality professional development, support, and mentoring; 3) increase the rigor and depth of experiential components in educator training programs at IHE(s); 4) recruit highly qualified individuals that demographically represent the district populations; 5) enrich professional development opportunities for core groups of teachers in participating schools; and 6) improve student achievement.

The project design brings a team of committed partners together to create a dynamic collaborative system in which university faculty provide subject-matter and pedagogical expertise, teacher mentors support and guide resident teachers, program staff conduct professional development and ensure that activities reflect the diversity of the communities participating in the project, and project management and evaluation services continuously

monitor and inform all entities of progress and operations. The project will use the following components that have a strong research-base and have proven results within the targeted region: A Professional Development School (PDS) model, the Boston Teacher Residency Model (BTE), the Cognitive CoachingSM model, the Professional Learning Communities (PLC) model, and a practicum approach that has shown to significantly improve teachers' classroom performance as indicated by students' state assessment results.

Absolute Priority 2 – Partnership to Establish Effective Teacher Residency Programs

The 3RIVTQP partnership includes the Department of Education at Eastern NM University, which has been recognized as a high-quality online teacher preparation program with a 97% student satisfaction rating and extensive experience in implementing teacher preparation programs. ENMU serves a diverse student population (35.6% Hispanic, 42.7% Caucasian, and 2.4% Native American); it is nationally recognized as a Hispanic-serving institution, and is a member of the Hispanic Association of Colleges and Universities. ENMU is a state-approved teacher preparation program, and its master's degree/teacher licensure programs are accredited by the Higher Learning Commission and by the Accreditation of Educator Preparation. The NMTA pass rate among ENMU teacher candidates is 100%. The university will support teacher residents during their online coursework and the teacher residency component. As a member of the partnership, ENMU will collaborate with 3RIVTQP staff to develop and support an effective clinical experience and to engage in quality reviews to identify program improvements.

The partnering school districts will provide placement for teaching residents, identify master-level teachers to serve as mentors, provide space for professional training, allow release time for master teachers and the residents to participate in mentoring and professional development, and provide support for the 2-year induction period once the new teachers are hired and begin their classroom teaching. (See letters of support in the appendices.)

The Three Rivers Education Foundation has a 15-year history of supporting teacher professional development and leading initiatives targeted at improving student outcomes in rural, high-need districts across 4 states. Foundation staff involved in 3RIVTQP will provide project leadership and management, as well as implement professional development and core services for participants and provide three years of ongoing support to residents.

The 3RIVTQP partnership will support a teacher residency program in high-need subject areas based on LEA data, specifically in special education and STEM fields with an emphasis on mathematics and science. 3RIVTQP will recruit and select 45 individuals who are committed to participating in intensive residencies while earning graduate degrees in the areas of special education and secondary STEM education. Teachers will be placed in cohorts, which will facilitate collaboration among program participants, as well as enable participants to develop professional relationships with their mentor teachers, receive in-depth professional development to prepare them for their teaching responsibilities, learn to differentiate instruction to meet individual student needs, and receive on-going support through a two-year induction experience.

Competitive Preference Priority 1 – Promoting STEM education with a Computer Science Focus

Based on teacher credential data, and reflected in student achievement data, many teachers have not had the professional training needed to support rigorous STEM content. The 3RIVTQP initiative will provide core background concepts and instructional skills in scientific literacy and mathematical number sense—essential elements for delivering strong learning experiences in STEM disciplines. Additionally, professional development experiences will address “Benchmarks in Science Literacy: Program 2061”, a long-term research and development initiative focused fostering literacy in science, mathematics, and technology ⁱⁱ.

Mathematics is the cornerstone of STEM literacy and the 3RIVTQP design is grounded in

opportunities for the participating teachers to increase their content knowledge in grade-level expectations in mathematics coupled with effective instructional practices that research (WWC) has found with moderate evidence to improve Algebra knowledge in middle and high school studentsⁱⁱⁱ. Professional development will use the “Practice Guide for Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students,” which offers educators specific, evidence-based recommendations to address the challenges of teaching algebra to students in grades 6 through 12. The guide synthesizes the best available research and shares practices that are supported by evidence. It is practical and easy for teachers to use and includes many examples in each recommendation to demonstrate the concepts discussed.

In addition, teachers will have professional development as they learn how to develop computer-based games using an online technology (Scratch) to create innovative mathematical learning games. Scratch, developed by the Lifelong Learning Group at MIT and designed especially for ages 8 to 16, allows users to program their own interactive stories, games, and animations, and to share their creations with others in an online community. Coding in Scratch engages students in understanding and thinking creatively about core mathematical ideas as they learn important strategies for solving problems, designing projects, and communicating ideas. Teachers will learn how Scratch helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. The program is free of charge.

All professional development activities will reflect the national Common Core academic standards in STEM fields forging a dynamic system with core elements that demonstrate how the project design integrates mathematics, scientific literacy, and computer science—along with real-world applications through teacher-designed student projects—to emphasize computational thinking and interdisciplinary problem solving in a digital world.

Competitive Preference Priority 2 – Promoting Effective Instruction in Classrooms and Schools.

The project design includes components that are necessary to promote effective instruction: 1) rigorous university coursework through a teacher preparation process; 2) effective and well-prepared teacher mentors and coaches who engage residents in structured conversations on reflection, problem resolving, and planning, and delivery of appropriate, student-focused instruction; 3) well-designed instruction informed by data; 4) a small-group practicum experience for residents to apply learning; and 5) focused professional development provided by coaches to address new teachers' professional and subject-area content learning needs including participation as a member of individualized education program teams. Each of these components, both individually and collectively, prepares teachers to provide effective classroom instruction.

In this project design, mentors will work with residents on a continual basis to develop their understanding and use of effective teaching strategies and in establishing an appropriate learning environment that meets students' learning needs. They will also assist residents in analyzing student achievement data and in transferring skills from the small-group practicum to the entire classroom. In the practicum experience, residents will be able to explore, practice, and analyze various instructional strategies, which will strengthen their use of effective teaching strategies, and which, through pre- and post-test results, demonstrate a positive effect on achievement. Coaches will also provide support through targeted professional development experiences that address needs of new teachers. Following resident placement as a teacher, coaches will continue to provide two years of professional development and induction support to help participants refine and strengthen their use of effective instructional practices.

A. QUALITY OF PROJECT SERVICES

(i) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The 3RIVTQP Partnership will create a system for achieving outcomes with potential for both synergy and modularity—that is, the interaction and cooperation of the partners that produces a combined greater effect and the degree to which a system's components may be separated and recombined with an enhanced benefit of flexibility and variety of use. The combined actions will create the services necessary for success, while their flexibility in fulfilling needed roles and tasks will create consistency and program integrity over time.

During the first project year, project partners will meet monthly, with the location to rotate among the partnering organizations, which will ensure that each partner will have an understanding of the contexts, resources, and challenges each face. In subsequent years, partners will meet bi-monthly. Partners will review qualitative and quantitative data; make recommendations for improving teacher preparation and induction programs, supports, and resources; and strategizing organizational and policy changes that are needed to sustain the benefits of this partnership past the project period.

The collaboration between the IHE, LEAs, and the 3RIVTQP staff create the organizational context for improving teacher preparation and induction. At the center of the project is a Professional Development Schools (PDS) model that is built upon a commitment to the acquisition and sharing of knowledge among all members of the educational community and depends on research-practitioner collaboration.^{iv} The PDS partners (i.e., ENMU, district representatives, and project staff) will meet to identify specific goals and objectives to strengthen the teacher preparation program being applied through the LEA(s). The PDS partners will recommend methods to strengthen the teacher preparation program utilizing formative and summative student achievement data with input and recommendations from the external

evaluator. The Executive Coordinator and staff will provide data and information to the PDS partners on a regular schedule in terms of progress and report any challenges that may require modification of program implementation.

Higher Education Partner Roles and Core Actions. Eastern NM University, the higher education partner (IHE), is located in Portales, New Mexico, with a System Campus in Farmington, New Mexico. The ENMU Department of Education offers online, state-approved teacher preparation programs at the graduate level. *3RIVTQP* staff will work collaboratively with ENMU faculty in the Arts and Science and Special Education departments to provide appropriate staff development to the LEA's participants based on the comprehensive needs assessment and scheduling completed with each district. ENMU staff will be the core trainers for participants by providing sound, state-approved coursework for teacher degrees and certification. *3RIVTQP* activities supplement the core teacher education program, allowing for the immediate start-up and seamless integration of all professional development.

ENMU will assign an individual to serve as a liaison (IHE Liaison) between the Three Rivers Education Foundation, the Professional Development Schools Group, and the University Colleges of Education and Arts and Sciences. The liaison will: 1) offer support to participants; 2) provide information about graduate programs, degree plans, and other requirements; 3) serve as the main point of contact between participants and university staff; 4) contribute to training and information sessions for all partners and participants; and 5) recommend methods to strengthen teacher preparation programs.

***3RIVTQP* Staff Roles and Core Actions.** Project staff will be responsible for managing the project, facilitating the collaboration among participating districts and the higher education partner, and overseeing project implementation to ensure that the project attains the program goals and objectives. PDS meetings and interactions, facilitated by project staff, will foster

organizational policy, operations, and delivery changes within the participating entities.

To provide direct support to residents and new teachers, project leadership will hire three coaches to support the resident teachers in coordination with the IHE and LEAs, and will support the newly placed teachers during their initial two-year induction period. The staff coaches, in collaboration with the mentor teachers identified by district partners, will engage residents in in-depth, focused conversations about effective instruction using the Cognitive Coaching SM model, which is defined “as a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities.”^v

Coaches will *supplement* the state-required mentoring programs for new teachers. Currently, the state-required mentoring services for first-year teachers typically address information about the daily operations of the school, promote knowledge about the families and community, and provide emotional support. Through the 3RIVTQP, coaches expand on this foundation to: 1) strengthen teachers’ content knowledge, 2) expand knowledge and use of instructional strategies, 3) promote reflective practices, and 4) facilitate the application of knowledge gained through coursework and professional development. In addition to regular classroom interactions to support instructional practice, the coaches will meet with the resident teachers on a weekly basis to gauge student progress based on data including short cycle assessment results, daily performance on assignments, practicum experience, and qualitative and quantitative evidence. This comprehensive approach to mentoring and coaching, provided in collaboration with the LEA, will strengthen local capacity to provide induction support that prepares teachers to meet their students’ learning needs.

LEA Leadership Roles and Primary Actions. LEAs create the environment and supports for the residency project to occur. Through the needs assessment they have completed, LEAs have identified characteristics and abilities in which incoming new teachers need further

development. Through the PDS, they will engage with partners to develop strategies and enhance existing programs to ensure that they have high-quality new teacher candidates to fill their vacancies. Each LEA agrees to provide employment verification at the beginning and upon completion of each year of service.

One outcome of the project is the development of a stronger process for providing new-teacher induction, which the districts may implement in collaboration with the IHE. This will contribute, as well, to project sustainability. District leadership agrees to continue implementing the enhanced induction services for incoming teachers beyond the project period. This is especially relevant to the participants in the final two cohorts, whose induction time period extends beyond the grant.

Frequent and relevant communication is vital and the PDS partners—composed of key practitioners from all participating entities—will be involved in providing feedback and advisement to the *3RIVTQP* Principal Investigator (PI), Executive Coordinator and staff. Specific responsibilities are listed in the work plan. Program personnel (Principal Investigator, Executive Coordinator, staff coaches, IHE liaison and LEA personnel) will ensure communications links among all parties. These will include a program web site, online formats such as webinars as appropriate, and an email framework that promotes rapid and timely information for all participants. The IHE liaison will facilitate communication and program elements with ENMU. Staff coaches will be recruited for their expertise in working with new teachers.

Specific actions and responsibilities are described in the figure 1 on the next page.

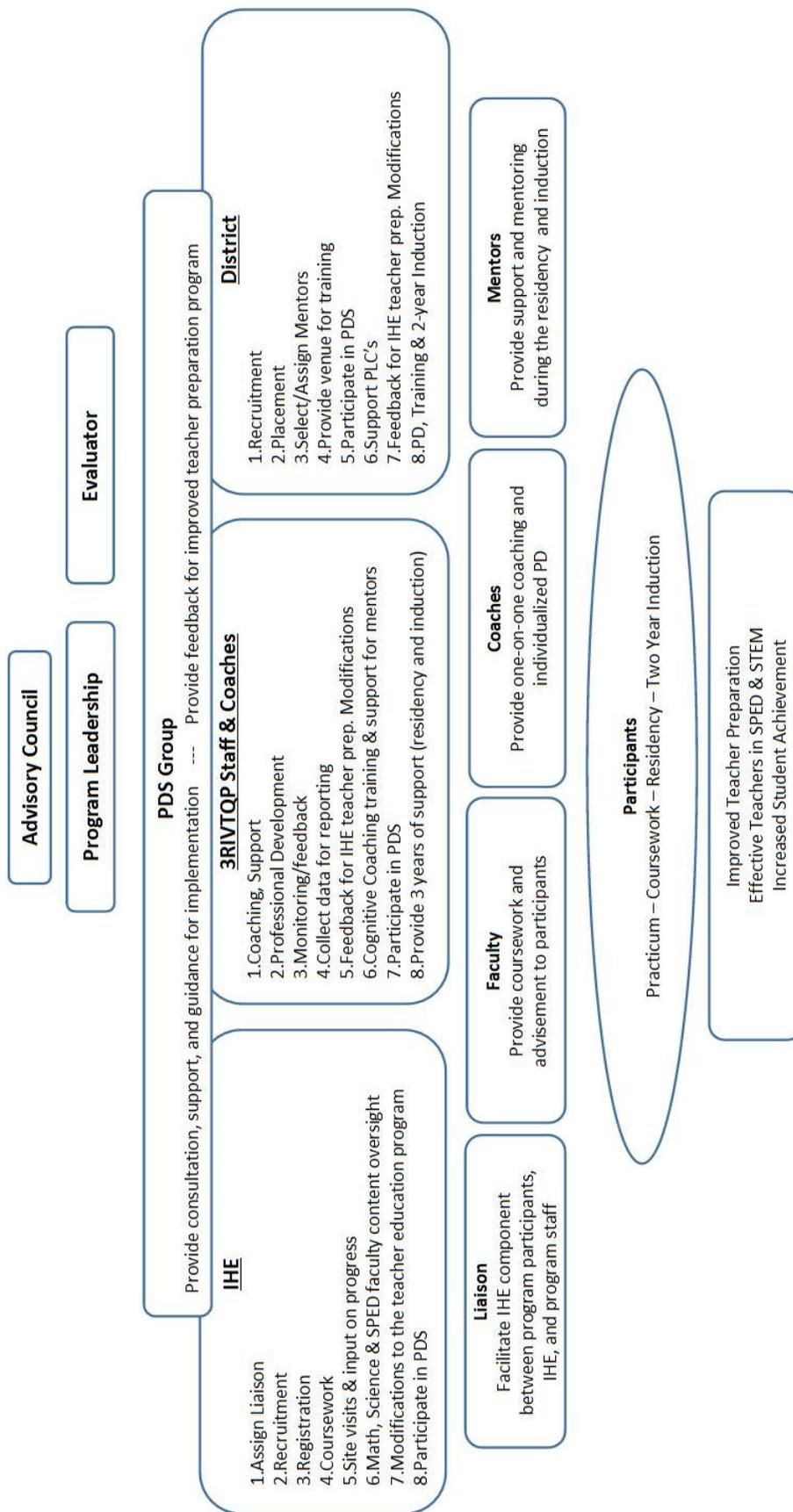


Figure 1: Roles and Responsibilities

The Three Rivers Education Foundation Advisory Council will provide input and direction for the implementation of the 3RIVTQP project and assist in dissemination of results. The Council will meet quarterly and provide support and mechanisms that contribute toward sustainability beyond the period of performance of the grant. The council will include representatives from the Partnership for input and decision-making.

Key Components to Maximize the Effectiveness of the Program. Data collected from the needs assessment, in consultation with program partners (see needs assessment in appendices), informed the identification of needs for improving teacher preparation and induction, leading to improved achievement in high-need schools: 1) Establish and sustain a partnership, and increase collaboration among professional educators from IHEs and LEAs to develop and implement a teacher residency program impacting high-need, high-poverty, rural school districts; 2) improve the quality of novice teachers through residencies and expanded access to quality professional development, support, and mentoring; 3) increase the rigor and depth of experiential component in educator training programs at IHE(s); 4) recruit highly qualified individuals that demographically represent the district populations; 5) enrich professional development opportunities for core groups of teachers in participating schools; and 6) improve student achievement.

In response to these needs, the 3RIVTQP establishes the following three goals:

- Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement teacher residency programs that impact high-need school districts.
- Goal 2: Provide a residency program in high-need LEAs for 45 future teachers in special education and secondary STEM.
- Goal 3: Retain and support participating teachers during a two-year induction program.

In support of the three goals, the 3RIVTQP includes the following structural elements relative to participating residents and new teachers.

Recruitment/Application: The project Principal Investigator, Executive Coordinator, and staff coaches will design and implement an application process based on successful models used for the Transition to Teaching (T2T 2005) and Teacher Quality Partnership (TQP 2007) programs previously implemented by the Three Rivers Education Foundation staff. *3RIVTQP* will focus on recruiting potential teachers based on LEA referrals and teacher preparation programs, both traditional and alternative licensure programs, at ENMU and other universities and colleges in the service area that reflect, among others, underrepresented populations.

Wages: The project will provide a living wage ([REDACTED] for teacher residents) based on the current beginning New Mexico teacher salaries and benefits. The living wage meets the basic needs of the recipients and increases success by reducing external distractions.

Repayment: Each resident will sign an agreement that specifies the requirements and the terms associated with payment of a wage. If the resident is unable to meet the requirements, the resident will repay wages with interest to the project fiscal agent or a pro-rata repayment for partial years. Deferrals will be considered for extraordinary circumstances. Repayment funds will be used to carry-out activities that are consistent with the purpose of the project.

Program Data and Information: During the residency and first three years as a teacher of record, the staff coaches will collect data on the participants' students' composite scores on the Partnership for Assessment for College and Careers (PARCC), the NWEA or Learnia short cycle assessments, and skill assessments in reading and math. Staff coaches will analyze the NWEA/Learnia and districts' quarterly assessment scores to determine short-term effectiveness of the project (formative assessment). The PARCC scores in reading, mathematics, and science for students in participants' classrooms will be compared with results among students in non-

participating teachers' classrooms using a t-test approach for independent groups. The comparison will be conducted through a one-way test with the null hypothesis: Student scores among students in participants' classrooms will be equal to the scores among students in non-participants' classrooms. Data analysis will determine whether the null hypothesis can be rejected and will contribute to the annual analysis of project effectiveness. PDS partners and 3RIVTQP staff members will review the results with the external evaluators to determine what project modifications, if any, will contribute to improved outcomes.

Induction Program: The project will apply current best practices based upon research on mentoring and induction processes as outlined by Barry Sweeny^{vi}. These practices have been applied in the region through the former T2T and TQP grant programs and will be applied by the 3RIVTQP for mentoring and for coaching where applicable. Research suggests that effective induction programs should address three purposes: orientation, improvement of instruction, and changing the norms.^{vii} Furthermore, the project design is guided by research presented *Best Practices in New Teacher Mentoring and Induction*^{viii}, which addresses project expectations, practice, management, and relationships.

Content Professional Development Content knowledge is a critical factor in the formula for educational success. Linda Darling-Hammond's research on the effect of teacher qualifications related to student achievement,^{ix} found that (a) training focused on the analysis of learning and methods for teaching specific content to diverse learners appears to lead to effective practices; (b) teachers with a solid background in the subject matter and the methodology to teach were more successful; and (c) the knowledge and skills of the teacher have at least the same impact as the individual demographics of the students. The project design, through the professional development experiences and coaching, addresses each of these issues by providing specific support for developing teachers' instructional methodologies and content knowledge.

Coaching: 3RIVTQP will institute coaching practices as part of the teacher residency based on successful strategies and models, including the Boston Plan for Excellence/Collaborative Coaching & Learning^x and Cognitive Coaching^(SM). Additionally, the project design aligns with Gamoran’s research^{xi} on sustainability, which identified components of integration, linkage, organizational integrity, and synergy. Coaching for participants may be guided by individual Concerns-Based Adoption Model (SEDL, as articulated in *Taking Charge of Change*^{xii}) results to increase participants’ implementation of the proposed instructional approaches and likelihood of continuing through at least three years of teaching.

Program staff will develop and implement sustained professional development, intensive induction services, and other strategies that have proven effective in supporting and retaining educators. Members of the Partnership anticipate that the 3RIVTQP’s program will increase the number of highly qualified, effective teachers in high-need schools, resulting in a positive effect on student achievement.

(ii) The extent to which the services to be provided by the proposed program reflect up-to-date knowledge from research and effective practice.

Considerable research has examined evidence that supports the effectiveness of professional development. The Association for Supervision and Curriculum Development (ASCD)—a nationally acclaimed resource for education improvement—has conducted a national study, *Designing Professional Development That Works*, that found six factors with high potential for achieving results. This research used data from 1,000 teachers who participated in professional development sponsored in part by the federal government’s Eisenhower Professional Development Program that focused on developing the mathematics and science knowledge and skills of classroom teachers. This national evaluation conducted six exploratory case studies and 10 in-depth case studies in five states. The results found three structural features of professional

development that set the context for professional development: (1) *Form* - Was the activity structured as a ‘reform’ activity (e.g., mentoring relationship, teacher network, internship, or study group) as opposed to traditional workshops or conferences? (2) *Duration* - Did the participants spend sufficient number hours in the activity over time? (3) *Participation* - Did groups of teachers from the same school, department, or grade level participate collectively or did teachers from different schools participate individually? The 3RIVTQP project design aligns with these findings, in that the services meet the definition for a “reform” activity, with sufficient and sustained professional development that fosters collaborative and cooperative relationships among new and experienced teachers within schools.

ASCD identified three core features that characterize the processes that occur during meaningful professional development: (1) *Content Focus* - To what degree did the activity focus on improving teachers’ content knowledge? (2) *Active Learning* - What opportunities did teachers have to become actively engaged in a meaningful analysis of teaching and learning, such as an analysis of student work or simply obtain feedback on their teaching? (3) *Coherence* - Did the professional development activity encourage continued professional communication among teachers and incorporate experiences consistent with teachers’ goals and aligned to state standards and assessments? The ASCD analysis of the relationship between the characteristics of professional development and teacher outcomes found that by engaging teachers in active work and by fostering a coherent set of learning experiences, teachers were more likely to enhance their knowledge and skills and improve classroom teaching practice^{xiii}. These findings have informed the project design: Participants will receive ongoing professional development from coaches and development events that focus on subject areas content knowledge, and that engage the participants in in-depth reflection and application of both content and instructional strategies. Participants, in collaboration with experienced teachers, will have the opportunity to determine

the degree to which their practices will promote student achievement, with an analysis of student outcomes related to district instructional goals and the state content standards. 3RIVTQP instructional coaches are central to this effort, as the coaches facilitate these discussions and design the professional development to ensure that it addresses the participants' areas of need to improve instruction.

To ensure that the coaching component leads to sustained improvements in participants' knowledge and skills, the 3RIVTQP initiative will incorporate the Cognitive CoachingSM model. Cognitive Coaching^(SM) is "as a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities. In other words, Cognitive Coaching^(SM) enables people to modify their capacity to modify themselves."^{xiv} Coaches and mentor teachers will receive training in Cognitive Coaching^(SM) so that they will be well prepared to use this model with fidelity as they engage the participants. Mentor teachers, in particular, will be able to continue using this approach beyond the project period as they implement induction services for incoming teachers.

In addition, research on mentoring and induction by Barry Sweeny suggested that effective induction programs should address three purposes: orientation, improvement of instruction, and changing the norms.^{xv} His teaching categories, outlined in *Best Practices in New Teacher Mentoring and Induction* include expectations, practice, management, and relationships and are a focus for the mentoring component of the project. Before Sweeny's death in 2012, he collaborated with members of the Three Rivers Education Foundation to design mentoring and induction projects, and provided the Foundation with all resources he developed to guide, implement, and evaluate similar projects. His work continues to guide the Foundation, and is reflected throughout this project design.

(iii) The extent to which the training or professional development services to be provided by

the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

The LEA needs assessment data indicate that new teachers are ill-prepared to meet the demands of the classroom. In the rural school districts represented in this Partnership, quality professional development is limited or nonexistent. The 3RIVTQP presents a unique opportunity to provide sufficient, long-term, and intense preparation services for teacher candidates, and continue to serve them once they are hired as teachers.

All residents will spend 60% of each day in classrooms with their mentor teacher learning how to become effective instructors. This includes participation in two semesters of small-group practicum to reinforce learning, one-on-one coaching with project staff, and individualized and small-group professional development. The remaining 40% of each day will be spent completing coursework requirements for their graduate degree through ENMU.

Each cohort will attend monthly professional development from the staff coaches, experts from qualifying LEAs, and ENMU SPED and STEM content area faculty. Topics for PD sessions will include reading, math, and science instructional strategies; special education regulations and IEP protocols and processes; data analysis integrated with instructional decisions; strategies for working with limited English proficient students; Response to Intervention; Universal Design for Learning (UDL); and Professional Development Dossier assistance (a requirement for all NM teachers to move to the next level of licensure). Professional development will be made available to additional core groups of teachers in the Partnership LEAs with the goal of strengthening content knowledge and teaching skills that impact student achievement, which will assist mentor teachers in supporting new teachers.

Teacher residencies will be intense experiences for resident participants to put theory into practice on a daily basis in a supportive environment. Through coaching, professional

development activities will be ongoing experience. This differs from single occurrence professional development experiences, which research has shown may only be transferred to the classroom 5% of the time^{xvi}. During the coaching sessions resident teachers will reflect on how they are applying the strategies learned through professional development activities, what results they are experiencing, and what needs to be modified to improve student learning.

After completing their residency, novice teachers will undergo a sustained, intense induction program through each district in collaboration with the 3RIVTQP staff. The two-year induction program will include access to PD360^{xvii}, which is a professional development learning platform that offers over 2500 on-demand, researched-based video instructional sessions covering 125 topics. Videos provide with examples from real classrooms and instruction from experts, such as Rick DuFour, Michael Fullan, Thomas Guskey, Art Costa, and Mike Schmoker.

The selection of topics using PD360 will be made collaboratively with the novice teacher and the coach. This resource enables the coach to offer targeted and differentiated PD support to individual teachers. A facilitator's guide is included which will allow Mentor Teachers or building leaders to develop the video topic as part of their Professional Learning Community (PLC) discussions.

One project outcome is an enhanced process for new-teacher induction. Districts are committed to implementing the process beyond the grant period through local resources for any new incoming teachers. This agreement is particularly valuable for participants in cohorts 4 and 5, whose induction period extends beyond the grant.

B. QUALITY OF PROJECT DESIGN

(i) The extent to which the proposed project demonstrates a rationale.

The rationale for the 3RIVTQP project includes: 1) research that supports the design and framework, 2) research-based components of the program, and 3) justification for the need for an

effective teacher preparation program.

Research to Support the Design

The overall 3RIVTQP design is informed by research into various broad topics in education, including research into connected learning theories (Ito, 2013; Garcia, 2014), high-impact practices (Kuh, 2008), community immersion processes (Waddell, 2013), competency-based credentialing (Digital Promise, 2015–16; Hickey, et al., 2014), high-velocity clinical preparation strategies (NCATE, 2010; Darling-Hammond, 2014), and high-leverage pedagogies (Loewenberg Ball, & Forzani, 2012). With this research as the framework for the design of the teacher residency program, all elements of the project design have been strategically chosen to enhance teacher preparation at the PK-12 level and university levels.

The project utilized a modified Boston Teacher Residency (BTR) model as a format for the design of the teacher residency program. According to a 5th-year retention study of the BTR model (Papay, West, Fullerton, & Kane, 2011), found that teachers prepared through the residency program had a retention rate of 75% in the fifth-year of teaching, compared to a retention rate of 51% in the non-TRP prepared teachers. As additional research on the efficacy of the residency model (Silva, McKie, Gleason, Knechtel, & Makowsky, 2015) found that teacher residency program (TRP) teachers were more likely to remain teaching in the same district than non-TRP teachers with similar teaching placements at a retention rate of 81%, compared to 66% for non-TRP prepared teachers.

In an Issues and Answers Report published through IES, Yoon, Duncan, Lee, Scarloss, & Shapley (2007) found that teachers that receive substantial professional development—an average of 49 hours in the nine studies reviewed—can boost students’ achievement by about 21 percentile points. This study appears to support the importance of a rigorous and sustained professional development component in the development of teachers.

Further research by Lin and Acosta-Tello (2017) suggests that a “practicum mentoring model” creates more and better opportunities for prospective teachers to enhance their expertise in teaching mathematics. Contributing factors appeared to be: (1) a well-structured practicum with clear goals; (2) the emotional and professional support from mentors for their prospective teachers; (3) meeting the needs and concerns of prospective teachers; (4) the mentors' level of expertise in teaching and mentoring; and (5) creating a close partnership between the university and the school, leading to the close mentorship between the mentors and prospective teachers, providing guidance for mentors from professors.

***3RIVTQP* Research-based Components**

Each project component, too, is guided by specific relevant research.

Teacher Residency Program. The teacher residency model is adapted from the Boston Teacher Residency^{xviii} program in which teacher residents spend 60% of the day) working alongside a master teacher integrating pedagogy with the practical demands of classroom instruction and management; 2) receiving job-embedded professional development; and 3) participating in structured coaching conversations. Five cohorts, each with nine special education or secondary education residents, will progress through the program for the five years of the grant.

Recruits will have earned a bachelor’s degree and are eligible for NM teaching licensure. They will be offered a fifth-year residency with a graduate program to provide stronger content knowledge, extended support, and a living wage. Success will include completion of the graduate program, meeting state licensure requirements, and placement and retention in high-need schools. The project will employ the following strategies to ensure participants’ success:

- Institute a recruitment plan with specific criteria for acceptance as a resident teacher that

includes (a) identifying candidates based on a minimum undergraduate GPA of 3.0 and a clear FBI background check, (b) 2 letters of recommendation from IHE faculty or previous employers, (c) passage of the New Mexico Teacher Assessment (NMTA), (d) admission to the ENMU graduate program, (e) a successful interview with grant committee utilizing a rigorous screening instrument^{xix}, and (f) a requirement to work full-time as a teacher in a *3RIVTQP* affiliated high-need school for a period of three years immediately after successfully completing the residency;

- Provide 45 (9 per year) living wage salary of [REDACTED] (including benefits) through a 12-month contract for program recruits which equates to a typical 9-month salary for a first year teacher in New Mexico;
- Provide a one-year residency experience with a master teacher while the teacher recruit completes graduate coursework;
- Arrange for staff coaches and IHE liaison to support residency experiences;
- Provide two years of research-based induction support for 45 beginning teachers; and
- Provide on-going professional development.

Upon selection and contractual agreement for the scholarship and acceptance of program rules and guidelines, the participant will enter a graduate course of study in special education or secondary education with a STEM focus at ENMU while at the same time participating in an intensive residency with a master teacher (See Course of Study in appendices). The participant will be supported by *3RIVTQP* staff through professional development, classroom observations, and coaching.

Unique to this project design is the teacher small-group practicum embedded in the residency experience. Residents will work with three–four students twice a week to practice and reinforce new instructional strategies and skills. In the first semester, residents will focus on learning to

provide reading instruction. In the second semester, they will focus on learning to provide mathematics instruction, with an emphasis on using computer coding instruction to engage students in an in-depth study of mathematical concepts. With guidance by staff coaches and mentor teachers, residents will analyze their instructional efficacy and explore how they can transfer their skills from the small group to classroom setting.

Students selected to participate in the practica will be pre-post tested using the i-Ready online assessment developed by Curriculum Associates to gauge skills needed and attained. Mentor teachers and coaches will help residents analyze these achievement data and use them to inform and evaluate instruction.

At the conclusion of the residency, staff coaches and IHE staff will work with recruits to meet New Mexico licensure requirements, including passage of teacher assessments. The project P.I. and executive coordinator will collaborate with partnering districts to identify vacancies, and will facilitate hiring, placement, and induction. Districts will give priority to residents as vacancies occur. Project support will continue for two years after participants complete the residency program and are hired by districts.

During participants' induction period, coaches will assist districts in providing induction support. Additionally, the new teachers will receive ongoing professional development and coaching visits from staff coaches in collaboration with IHE faculty. By the end of a two-year period of teaching, mentoring, and professional development support, the participants will have acquired extensive pedagogical and professional educational skills to positively impact student achievement. After the enhanced induction process is developed and tested through this project, districts have committed to implementing the process past the project period. In this manner, members of the final two cohorts will continue to receive quality induction support, as will any additional new teachers who enter the district.

Research-based Justification for the Need for an Effective Teacher Preparation Program

The Partnership examined student proficiency data for the targeted districts from 2015-2017.

The data reflected in the table below indicate a significant need for improvements in reading, science, and math.

District	Poverty %*	English Language Learners %	English Language Arts Proficiency†	Mathematics Proficiency†	Science Proficiency†
Bloomfield	24.7	11	27	9	30
Central Consolidated	32.5	17	29	12	23
Clovis	24.7	9	41	26	49
Cuba	49.6	32	28	7	25
Farmington	21.8	9.9	46	25	44
Taos	33.4	6	38	16	38

*SAIPE, 2016

† 2017 PARCC Achievement Data

Poverty plays a significant role in educational attainment, and the targeted districts have a high proportion of students living in families below the federal poverty level, as the above data indicate. The district communities also have high rates of unemployment in which families with children have not had a parent working in 2011–2016: 14% in Bloomfield, Central Consolidated and Farmington in San Juan County; 21.6% in Taos County; 11% in Cuba in Sandoval County; and 14.9% in Clovis in Roosevelt County^{xx}. Compared to the national unemployment rate at 3.9% in April 2018, these rates are particularly troubling, and there is little indication that the lives of children can substantially improve while the economy in their local communities remains poor.

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

carried with them the rest of their lives. The data show that the state is not ensuring adequate opportunities for children to thrive and succeed. New Mexico ranks 49th in the nation in overall child well-being. New Mexico is 48th in economic well-being, and in the past year, New Mexico fell to the 50th place in education. Although the state has made gains in the health area and is 37th in this domain; it remains 49th in the family and community domain.^{xxi}

On the annual national Quality Counts measures, New Mexico finishes 50th and earned an overall grade of D^{xxii}. New Mexico earns a D+ in the Chance-for-Success category, and ranks 50th, compared to the average national rating of C+. In the 2016 K–12 Achievement Index, New Mexico finished 50th with a grade of D-. Furthermore, students with disabilities continue to struggle, with 26.9% of New Mexico special education students dropping out in 2016, practically unchanged from 2015.^{xxiii}

Of the 27,484 students from the six high-need LEA(s) impacted by the grant, 14% are in schools that received a grade of F, 39% received a D, 14% received a C, 23% received a B, and 12% received an A. Collectively, 14,916 students, 54.3% , are in schools rated C–F. There are 57 schools within the six districts and all serve a predominantly Native American/Hispanic population.

The ethnic composition of the participating school districts is 35% Native American, 35% Hispanic, and 27% Caucasian.^{xxiv} Free and reduced lunch data percentages for the participating LEA(s) combine for an average of 87.2% eligibility, and all six districts qualify as high-need LEAs per grant criteria. All 57 schools within these districts are high-need schools based on free and reduced lunch percentages. (See the checklist in the appendices.)

New Mexico education systems face critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Unfortunately, these shortages have resulted in teachers placed in special education and secondary STEM classrooms with

limited or no training. One of the most difficult instructional areas to staff in New Mexico is special education. The average turnover rate in special education is approximately 30 percent. For example, of the 23 special education positions in Bloomfield Public Schools, six (26%) are vacant^{xxv}.

These data, collectively, indicate a critical need for teachers who can differentiate instruction to meet students' diverse needs and manage casework effectively. To meet this need, the state needs improved teacher preparation and induction services established by a partnership of IHEs, school districts, and education support organizations.

The realization that the state has a critical need for a stronger preparation program is the basis for the 3RIVTQP project design, with goals, objectives, and activities that focus on: 1) institutional collaboration through coursework and support, 2) pre-service teacher residencies, 3) expanded professional development and training, 5) mentoring and coaching, 6) clinical experiences, including a small-group practicum component, and 7) extended support beyond pre-service experiences, which includes the districts' induction programs.

The relevant research, program components, and justification for addressing the extensive need for teacher development makes a strong case for the 3RIVTQP project design.

(ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable

The project has articulated three goals, with accompanying objectives and appropriate measures to ensure the coordination of all components and accountability for meeting implementation targets and outcomes. Each goal is described in detailed below.

Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement teacher residency programs that impact high-need school districts.

Objective 1.1: Identify and select representative member from the 3RIVTQP partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis.

Performance measure 1.1.1: By November 2018, advisory council appoints a representative from the 3RIVTQP partnership as reflected in the council minutes and in the annual meeting schedule.

Performance Measure 1.1.2: By January 2019 a schedule of quarterly meetings is in place with a one-year action plan ready for deployment.

Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the 3RIVTQP.

Performance Measure 1.2.1: By November 2018, PDS group shall be organized consisting of representatives from: the LEAs, ENMU, Three Rivers Education Foundation, and 3RIVTQP principal investigator and executive coordinator. Guidelines, expectations and responsibilities for the group will be established and agreed upon as an outcome of the meeting as reflected in the meeting minutes.

Performance Measure 1.2.2: By December 2018, the PDS group will begin review of information about the residency, description of master's course of study, professional development needs, recruitment plan and other relevant information, as part of the 3RIVTQP initiative to reform the teacher preparation program.

Goal 2: Provide a residency program in high- need LEAs for 45 future teachers in special education and secondary STEM.

Objective 2.1: Recruit and select 45 participants through a rigorous selection process for the teaching residency component and acceptance into the master's degree program component.

Performance Measure 2.1.1: By November 2018 recruitment will begin through notices in collaboration with contacts in colleges of education at IHE(s), participating LEA(s) and among

other stakeholders. A promotion video explaining the 3RIVTQP residency and the application and process will be available online and via social media/email to potential participants.

Performance Measure 2.1.2: By January 2019, and annually thereafter, 9 participants for a total of 45 participants will be enrolled in the program as a result of meeting the required criteria as identified in the recruitment plan. Outcome will be as signed agreements for participation.

Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in SPED and Secondary Education with a STEM focus.

Performance Measure 2.2.1: Within two years of starting residency, 95% of SPED and Secondary Education (STEM focus) participants will graduate from a master's degree program, pass 100% of state teacher exams and obtain a NM Level I teaching license. Teacher Education plans will monitor progress toward completion. (GPRA 1, 2).

Performance Measure 2.2.2: 100% of program participants enrolled in the post-secondary program that did not graduate will persist into the next program period. Teacher Education plans will be used to monitor progress. (GPRA 3).

Objective 2.3: To provide 45 SPED and Secondary Education teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and SPED departments.

Performance Measure 2.3.1: Conduct an initial and annual needs survey of resident and mentor teachers and administrators to inform development of professional development plans tailored for participants in each district. The initial plans for each cohort will be developed no later than January 2019, and they will be updated annually.

Performance Measure 2.3.2: By November 2018 and annually thereafter, 100% of participants by cohort will attend monthly trainings as measured by pre/post Concerns Based Adoption Model (CBAM)^{xxvi} results, evaluation of PD events, agenda and attendance records.

Performance Measure 2.3.3: Professional development plans are deployed on schedule as measured by services logs and event evaluation results.

Objective 2.4: Provide research-based coaching and mentoring support for 45 teaching residents.

Performance Measure 2.4.1: Cohort of residents will participate in weekly coaching sessions as measured by completion of a collaborative assessment log focused on the NM teaching competencies rubric.

Goal 3: Retain and support participating teachers during a two-year induction program.

Objective 3.1: In collaboration with LEA(s) and ENMU, provide two years of research-based mentor and induction support for novice teachers.

Performance Measure 3.1.1: 100% of novice teachers will participate in PD events and coaching, as measured by completion of a collaborative assessment log focused on NM teaching competencies.

Performance Measure 3.1.2: After completion of one year of teaching, 80% of participants will remain with the LEA of initial employment as verified by personnel records. (GPRA 4)

Performance Measure 3.1.3: After completion of three years of teaching, 80% of participants will remain in high-need partner LEAs as verified by employment records. (GPRA 5)

Objective 3.2: Measure student learning outcomes by comparing SBA, PARCC, NWEA/Learnia, and short-cycle skills-based Reading, mathematics, and science assessment results for novice teacher participants' students to non-participant teachers' students.

Performance Measure 3.2.1: After completion of one year of teaching, 70% of participants' students' PARCC, NWEA/Learnia, and quarterly skills-based reading and math scores will equal or exceed those of the comparison group. (Optional GPRA 6)

(iii) The extent to which the proposed project is designed to build capacity and yield results

that will extend beyond the period of Federal financial assistance.

The results attained in the LEA(s) will create a foundation for sustainability. Recruitment of accomplished persons into the teaching fields with the support of job-embedded assistance will prove to be a superior approach to existing processes in teacher education. Having new teachers fully-prepared to provide high-quality instruction on their first day of work, will increase opportunities for significant academic improvement. At the university level, knowledge gained from teacher residents in their classroom experiences will focus adjustments by the university to their regular Special Education and Secondary Education courses, support systems and programs as they mutually benefit from this clinical model.

The process of revising coursework has already begun at ENMU. Legislation has required all IHE institutions in the state of New Mexico to revise their educational programs. Faculty and staff recognize the need for improving core and elective courses that are offered especially those provided online. This revision effort demonstrates the commitment the IHE partner has to reforming current pre-service education practices in New Mexico and is indicative of its desire for continuous improvement.

Through the attainment of a master's degree and participation in a fifth year residency, improvement will be documented as the new teacher is followed for two years while they enter professional practice. The NM Public Education Department and Office of Higher Education have recognized and support the fifth year residency program as an outstanding model for teacher development and support.

The P.I. and project executive coordinator are experienced in leading large-scale initiatives of this nature, including a prior Teacher Quality Enhancement (2005) project that focused on teacher residency as a central component for improving and sustaining teaching and performance. This residency model, with embedded master's degree coursework, professional

development, clinical experiences and supervision, and support and coaching has proven to prepare beginning teachers in New Mexico. The project compliments and strengthens the work currently undertaken by IHE(s) and LEA(s) to improve teacher development through a strong mentoring, coaching and induction program for new teachers.

The project will result in enhancements to IHE programs that will guide their ongoing program implementation. As well, districts have committed to continued use of the new teacher induction processes to be developed through this project. Initially, this will occur with participants in the final two cohorts, who will benefit from the services past the project period.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition;

The 3RIVTQP contains **seven exceptional and unique components**. First, in the targeted service area, no other IHE is offering intensive, year-long teaching residencies, nor do they offer the level of support being offered through this proposal to ensure participants remain in the teaching fields. As part of their program experience, teaching residents will have ongoing support from coaches and exposure to participating in professional learning communities that provide forums for examining student data with relevant intervention strategies to address deficit areas.

Second, the 3RIVTQP establishes and expands clear criteria for mentor teachers (known as “cooperating teachers” in traditional programs). While New Mexico issues Level II and Level III licensure, criteria include a recommendation from the site principal documenting that the mentor teacher candidate is well-versed in planning, preparation, providing engaging instruction on an analysis of data for student gains, is experienced in collaborating with colleagues to improve instruction, and has training and experience aligned with ENMU coursework that promote student achievement. The mentor teacher will receive a [REDACTED] stipend from grant funding to

support their mentorship of the teacher resident, as well as the opportunity to refine and advance leadership skills that are part of the competencies for level III teachers.

Third, the concept of total immersion through a 12-month teaching residency with a mentor teacher is a novel approach for NM schools, in which the resident participates in all experiences of a classroom teacher for an extended time period. These experiences include the following.

- Professional development with peer teachers in learning strategies, pedagogy and implementing core curriculum, involvement with PLCs, preparing for and participating in IEPs;
- Administering assessments;
- Student supervision during recess or before/after school; and
- Working with parent/community relations, discipline, extra-curricular activities, safety, understanding district policies and procedures, scheduling, and time management.

Fourth, residents will engage in two practica in which they work intensely with small groups of students, during which they have the opportunity to learn and apply instructional strategies, learn to interpret student data to inform instruction, and refine their understanding of reading, mathematics content and instruction. The first practicum will focus on reading instruction, and the second practicum will focus on mathematics, with an emphasis on using coding as a strategy to explore mathematics concepts and application.

Fifth, creating a partnership of participating districts and the IHE to address teacher education reform is unique to New Mexico. This will be the first time a PDS will collaborate to analyze student and teacher results and to make recommendations to improve teacher preparation programs at IHEs and strengthen ongoing support within schools.

Sixth, note that while current education programs from participating IHEs include technology components, greater emphasis on technology for isolated, rural school settings and for delivery

of professional development will be a hallmark of the 3RIVTQP. ENMU will take the lead to provide online graduate level coursework to participants, and program staff will utilize online technologies and other tools, as necessary, for communications and collaboration. All 3RIVTQP instructors and coaches will be responsible for setting the example using technology-enhanced delivery of information and content. This will include Padlets^{xxvii}, which are a form of online bulletin that facilitates collaboration and access to online resources, content, and tools that can be used to enhance instruction and deepen students' (and teachers') understanding of content.

Seventh, the use of Cognitive Coaching^(SM) will strengthen and sustain productive interactions among colleagues, promote deep reflection of practice, and contribute to a more successful induction process.

C. QUALITY OF MANAGEMENT PLAN

(i) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

Specific details for 3RIVTQP activities, responsibilities, timelines, milestones and outcomes are found in the work plan below. The logic model is also available in the appendices.

Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement a teacher residency program that impacts high-need schools.

Work Plan, Objective 1.1: Identify and select representative member from the 3RIVTQP partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity. 1.1.1: Request recommendations from partnership for a representative to the council	PDS meeting minutes	November 1, 2018	P.I., Executive Coordinator
Activity 1.1.2: Advisory council reviews the recommendation and appoints the representative	Advisory council meeting minutes	December 2018, first meeting of council	P.I., Executive Coordinator

Activity 1.1.3: Confirm representative appointment to the advisory council	Contact logs	December 2018, first meeting of council	P.I., Executive Coordinator
Work Plan, Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the 3RIVTQP.			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 1.2.1: Solicit representatives from districts and IHE partners to participate in the PDS.	Member list with contact information generated	October 15, 2018	P.I., Executive Coordinator
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings.	meeting minutes indicate participation by partners, published schedule	November 1, then ongoing	3RIVTQP Staff
Activity 1.2.3: Meeting of PDS members for orientation and strategies for 3RIVTQP program implementation	Meeting completed, sign-in sheets	Complete by November 1, 2018	PDS
Activity 1.2.4: Establish PDS organizational guidelines, policies, and processes.	Policies and processes on file	By December, 2018	PDS
Activity 1.2.5: Work with partners to establish implementation guidelines	Guidelines in place and distributed	Complete by Dec. 15, 2018	PDS
Activity 1.2.6 Meet bi-monthly to review program implementation and fidelity.	Work plans reflect implementation.	Ongoing, Jan. 2019- Dec. 2023	PDS
Activity 1.2.7 Implement action plan applicable to grant initiatives.	Grant components implemented on time, annual reports	Ongoing, Jan. 2018- Dec. 2023	Program staff & Partnership representatives
Outcome: PDS collaborates to identify needs, provide supports and resources, to design and implement an effective teacher residency and induction program.			

Goal 2: Provide a residency program in high-need LEAs for 45 future teachers in special education and secondary STEM.

Work Plan, Objective 2.1: Recruit and select 45 participants through a rigorous selection process for the teaching residency component and acceptance into the master's degree program component.			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>

Activity 2.1.1: Review recruitment plan and scope of work.	meeting minutes indicate the review	Nov. 30, 2018	PDS
Activity 2.1.2: Develop recruitment channels, e.g., web site, FaceBook account, video, printed flyers, posters, brochures.	Fully functional web site; printed materials, etc.	Nov. 30, 2018	Executive Coordinator & Staff
Activity 2.1.3: Establish online application system.	Completed application packet available online & disseminated	Nov. 2018	Executive Coordinator & Staff
Activity 2.1.4: Applications reviewed, interviews conducted, and residents selected	Established contracts with participants	Jan. 2019, per semester	Staff
Outcome: Interview committee records, recruit database reflective of nine individuals annually through 2023. Measured by list of contracted participants.			
Work Plan, Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in SPED and Secondary Education with a STEM focus.			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.2.1: Establish application process for mentor teachers.	Mentor teachers identified with proper agreements	Jan. 2019	Staff & LEA representatives Partnership
Activity 2.2.2: Pair participants with Mentor Teachers.	Matching completed	Jan. 2019	Supervisor & LEA reps.
Activity 2.2.3: Provide living wage for teacher residents and stipend for mentor teachers.	Distribute & track, funds & activities	Jan. 2019	Executive Coordinator and Staff Coaches
Activity 2.2.4: Evaluate and collect data on teacher residency.	Summary from coaches & IHE liaison	Ongoing after May. 2019	Evaluator, staff, Executive Coordinator
Activity 2.2.5: Develop and monitor implementation of residents' teacher education plans (TEP)	Residents' TEP plans on file	January 2019, ongoing per cohort	Executive coordinator, coaches
Outcome: Measured by successful completion with 100% recruits demonstrating improved teacher instruction and organizational skills as reported through collaborative assessment logs, 95% obtaining a master's degree and appropriate licensure in NM (GPRA).			
Work Plan, Objective 2.3: To provide 45 SPED and Secondary Education teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and SPED departments.			

<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.3.1: Identify experts within all partnering entities for collaboration on professional development needs	List of experts complete	Jan. 2019	Executive Coordinator & staff, PDS partners
Activity 1.3.1: Develop, distribute and analyze the results of a needs survey of members of Partnership.	Survey and results on file with Plan of Action in place	By Dec. 30, 2018	3RIVTQP staff
Activity 2.3.2: Publish and distribute PD plan based on needs	PDS meeting agenda	Feb 1, 2019 and annually thereafter	PI & staff, PDS partners
Activity 2.3.3: Evaluate and collect data and information on professional development.	PD outcomes summary from staff coaches & LEA(s)	Ongoing after September 2019	Evaluator, Staff Executive Coordinator
Outcome: Measured by resident teachers' attendance at trainings annually, CBAM measurement for changes in attitude and understanding of the project and instructional approaches, application of skills as reflected in collaborative assessment logs			
Work Plan, Objective 2.4: Provide research-based coaching and mentoring support for 45 teaching residents.			
Activity 2.4.1: Arrange for staff coaches to assist resident and mentor teachers	Coaches assigned relevant case load	Feb - May 2019 & ongoing	Staff, coaches
Activity 2.4.2: Provide professional development for coaches and mentor teachers	Attendance at training sessions	Ongoing after Jan. 2019	Executive coordinator, CC trainers
Activity 2.4.3: Monitor and evaluate implementation of coaching, including technology components.	Monthly coaching monitoring logs	Ongoing after Jan. 2019	P.I., Executive Coordinator, Evaluator
Outcome: Minimum of 30 successful coaching sessions per resident annually measured by participant surveys and collaborative assessment logs.			

Goal 3: Retain and support participant teachers during a two-year induction program

Work Plan, Objective 3.1: In collaboration with LEAs and ENMU, provide two years of research-based mentor and induction support for novice teachers			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.1.1: Establish a framework for induction support	Documented framework on file, training logs for mentor teachers	May 2019	PDS

Activity 3.1.2: Staff coach, IHE field supervisor and district-assigned mentor coordinate efforts	Established meeting schedule for mentor teachers and new teachers	August 2019 and annually thereafter	Coaches, IHE Liaison
Activity 3.1.3: Coaches meet with teacher	Contact logs for coaches	Ongoing after August 2019	Coaches
Activity 3.1.4: Monitor and evaluate implementation of induction support, including mentoring.	Contact logs for coaches, survey results on value of coaching	Ongoing after August 2019	Coaches in collaboration with Executive Coordinator, and Evaluator
Outcome: 100% participation in induction activities and documentation of mentoring contacts, and questionnaires/surveys, 80% participants will remain in partner LEA after 1 year(GPRA), 80% of participants will remain in partner LEA after 3 years (GPRA)			
Work Plan, Objective 3.2: Measure student learning outcomes by comparing SBA, PARCC, NWEA/Learnia, and short-cycle skills-based Reading, mathematics, and science results for novice teacher participants' students to non-participant teachers' students.			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.2.1: Staff coaches identify baseline data from SBA, PARCC, and NWEA/Learnia assessments	Report on file	Ongoing according to assessment schedule	Coaches, Evaluator
Activity 3.2.2: Staff coaches collect student data	Database developed	Dec. 2019 and annually thereafter	Coaches, Evaluator
Activity 3.2.3: Monitor and evaluate student achievement on SBA, PARCC, NWEA/Learning, and skills assessments as an indicator of teacher effectiveness and accountability	Report to be submitted to PDS, PI	Ongoing according to assessment schedule	Executive coordinator, Evaluator
Outcome: By the end of the two-year induction period, average scores for students in participants' classroom will exceed average scores for comparable (based on various measures) students in non-participants' classrooms.			

The work plan just described will be implemented by an appropriate organizational structure that includes the necessary partners and staff, as follows.

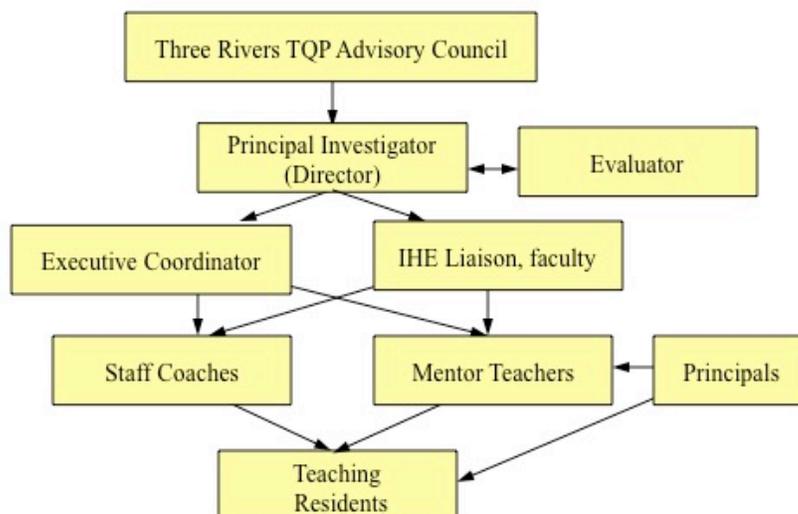


Figure 2: 3RIVTQP Organizational Chart

(ii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

Local capacity will be developed and improved from both the LEA and the higher education perspective. LEAs acknowledge the importance of a strong mentoring and induction process as a result of hiring better-prepared residents, and they are committed to ongoing use of the enhanced induction process resulting from the project. These improvements, along with better recruitment techniques, will prove to be cost effective as the retention of teachers is increased and instruction improves.

As an outcome of participant success in the program, the IHE will be encouraged to shift the delivery of instruction to pre-service teachers from a traditional student teaching model to a residency model with collaborative support from all entities. Continuity between coursework theory and classroom application will be developed in a clinical setting. As the IHE liaison visits highly successful practicing teachers working directly with students, he/she will be able to share and incorporate optimal experiences for future implementation. The IHE liaison will facilitate discussions among partners to ensure the rigor, relevance, and effectiveness of the program. The

desired outcome will be improved pre-service educator instruction that is sustained and institutionalized. The 3RIVTQP project will set a precedent for new partnerships between LEAs and IHEs to extend and strengthen the processes and benefits established through this project.

The existing relationships between the IHE and the State Commission on Higher Education (CHE) will help to establish policy guidance that may affect requirements for teacher preparation programs and induction support that affects all IHEs in the state. Furthermore, after sufficient data are collected, the Foundation and IHE partner will collaborate on presentations to the CHE on findings and policy recommendations to guide policy development at the state level.

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from applicant organization or the lead applicant organization.

Three Rivers Education Foundation, Inc., (TREF) a 501(c)3 non-profit regional organization, serves as the lead applicant and fiscal agent. TREF is fully-staffed with a business office and CFO with a master's degree in accounting who manages payments and budgeting requirements for this project. Three Rivers carries liability insurance, and it meets state and federal annual audit requirements and all fiscal management requirements for federal and state grant and program management. The foundation has the operational staff, facilities, and resources to implement the project. The Foundation was established in 2008 and currently manages three federal grant programs including an Innovative Approaches to Literacy program, Carol White Physical Education program, and a High School Equivalency grant program, with a total funding in excess of \$15M dollars. These grants are being implemented in school districts and communities in four-states: New Mexico, Colorado, Arizona, and Texas. The Foundation leadership and governing council are fully committed to supporting the 3RIVTQP application.

D. QUALITY OF THE PROJECT EVALUATION

Project evaluation will be conducted by IDEA Consulting, a NM consulting firm that provides research and evaluation services to education agencies to improve programs for diverse

populations represented in the southwestern US. IDEA Consulting has conducted evaluations for K–12 and adult education federally-funded projects, including bilingual multicultural education, professional development for teachers and administrators, mentoring and coaching initiatives, and elementary counseling. IDEA Consulting staff members collectively have more than 40 years of education and evaluation experience. The lead researcher for IDEA Consulting is Dr. Irma W. Arellano, Ed.D. Senior researchers are Dr. Carol Cloer and Dr. Kimberley Mizell, with statistician Candace Gilfillan.

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

The evaluation meets the WWC Design Standards with Reservations to ensure the study design provides a moderate level of evidence of effectiveness. The project includes valid and reliable outcome measures for the program that meet the outcome measurement standards defined by the WWC Procedures and Standards Handbook, Version 3.0. Data collected on teacher participants will include progress in master’s program course of study, Masters’ Program completion, residency completion, licensure attainment, teacher of record documents, induction participation, and participants’ students’ assessment results with comparison to non-participant data. Student assessment data used by the New Mexico Public Education Department are valid and reliable measurements (e.g., PARCC, short-cycle assessments). The measures and tools, and associated analysis methodologies, are directly tied to the outcomes and the GPRA measures to ensure validity.

The evaluation consists of process measures, as well as proximal and distal impact measures. For the process measures, descriptive data will be used to evaluate program fidelity. For the impact measures, the evaluation plan is a quasi-experimental design with matched comparison classrooms. Evaluators will conduct all comparisons using statistical adjustments to ensure

baseline differences among study populations, in accordance with WWC Standards. Further, the evaluation will utilize within and between comparisons. The within comparison will consist of tracking the variables of interest (e.g., participant training and experience, teacher content knowledge, teacher instructional effectiveness, and classroom-level student achievement) longitudinally across the life of the grant with the participating teachers, and their associated students, serving as their own control group in an analysis of change over time. Data on student achievement for matched student groups in participating teachers' and non-participating teachers' will also be compared to determine whether student achievement results in these two populations differ significantly. Evaluators will collect 2018 PARCC, SBA, and NWEA/Learnia assessment student achievement data to establish a baseline prior to the implementation and will examine the overall impact of the program implementation in teachers' participants' classrooms as compared to those changes to non-participating teachers' classrooms.

Progress Monitoring Toward Achieving Outcomes: The evaluation plan is organized by overarching research questions and program objectives and includes specified timelines, tools used to collect data, methodology, reporting timeline, and how the data will be used. The evaluation plan will serve as a working document to ensure the project is on track to meet all objectives.

Performance feedback: As referenced in the evaluation table below, the project contains multiple opportunities to obtain and review performance feedback. Performance feedback includes participant instructional performance based on observations and coaching data, participant professional dispositions identified through the Concerns-Based Adoption Model (CBAM, 2006), participant scores on New Mexico Teacher Assessment (NMTA), participant completion rate for residency and masters' program, and the impact on student achievement.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to

the goals, objectives, and outcomes of the proposed project.

The purpose of the project is to improve student achievement by improving the preparation of new teachers, holding IHE(s) accountable for improving teacher preparation programs, and recruiting highly qualified individuals, including minorities and individuals from other occupations, to enter the teaching profession. The 3RIVTQP will achieve these outcomes through a partnership with ENMU, six LEAs, and the Foundation to (1) implement an extended teacher residency and improved induction support program and (2) inform improvements in IHE teacher education preparation programs at the higher education and state level.

The project evaluation will focus on five overarching questions:

- (1) To what extent are qualified participants recruited, selected, and retained in the *3RIVTQP* project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master's degree requirements?
- (2) What was the quality of the coursework and professional development, and did the residency process, professional development, and IHE preparation programs prepare residents to pass the NMTA and become successful teachers of record in a high-need, rural public school classroom?
- (3) What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency program?
- (4) Did the induction support process improve the retention rate and teaching quality of participating new teachers?
- (5) How do achievement rates for participating teachers' students compare to rates for non-participating teachers' students?

The evaluation will employ a mixed methodology design^{xxviii} to collect quantitative and qualitative data on the program participants. The mixed-methodology design allows for the use of multiple data collection and analytical strategies that lead to deeper understanding and more

robust findings than either approach alone. The evaluation plan is a quasi-experimental design that compares data on participating teachers with comparable data on non-participating teachers, as well as longitudinal analysis in which participants serve as their own control group to examine changes over time in the study population.

The research questions, with associated measures and methodologies, are described below.

1. To what extent are qualified participants recruited, selected, and retained in the 3RIVTQP project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master's degree requirements?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Account of recruitment activities conducted each academic year	Annually	<ul style="list-style-type: none"> • # of activities conducted • # of follow up communications with each prospective candidate • Correlation between recruitment activity and # of enrolled candidates 	recruiter, program staff, evaluator	GPRA 1&2: Certification
Recruitment database of prospective candidates	semi-annual	<ul style="list-style-type: none"> • Total # of people recruited and selected • Total # of candidates enrolled • % of candidates retained during coursework 	program staff, evaluator	GPRA 1&2: Certification
Project enrollment data (e.g., applications received, number of persons selected, etc.) including application and selection information	semi-annual	<ul style="list-style-type: none"> • Pre/post analysis of 3RIVTQP Partnership enrollment data (beginning of school year and end of school year) 	program staff, evaluator	GPRA 1&2: Certification GPRA 3: Persistence
Participant course performance data, including course grades	per IHE semester	<ul style="list-style-type: none"> • Mean cumulative grade point average of candidates • Mean cumulative average score on key 	program staff, evaluator	GPRA 1&2: Certification

		assessments		
NMTA test scores for each participant	based on assessment schedule	<ul style="list-style-type: none"> • Total # of participants passed • Disaggregated test score data by subset • Aggregated test score data 	program staff, evaluator	GPRA 1&2: Certification
University transcripts	per IHE semester	<ul style="list-style-type: none"> • Percent of participants who receive master's degree 	program staff, evaluator	GPRA 1&2: Certification
Application receipt records; PED licensure database	Annually, Years 1 – 5	<ul style="list-style-type: none"> • Number of initial licensure applications submitted to NMPED • Number and percentage of participants who receive initial license 	program staff, evaluator	GPRA 1&2: Certification

2. What was the quality of the coursework and professional development, and did the residency process, professional development, and IHE preparation programs prepare residents to pass the NMTA and become successful teachers of record in a high-need, rural public school classroom?

Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Survey data focus group data, NMTA records, teacher evaluation results	Annually	<ul style="list-style-type: none"> • Distribution analysis of survey data • Thematic coding and aggregation of qualitative data • NMTA pass/fail rate analysis 	program staff, evaluator	GPRA 3: 1-Year Persistence
Classroom observation data, principal evaluations, IHE clinical experience observation data	ongoing	<ul style="list-style-type: none"> • Thematic coding and aggregation of qualitative data • Two-tailed t-chart of change over time in quantitative observation data 	program staff, evaluator	GPRA 3: 1-year persistence GPRA 6: Student Learning

Data from semi-structured interviews with mentors and coaches about preparedness	annually	<ul style="list-style-type: none"> • Thematic coding and aggregation of qualitative data 	evaluator	GPR 1&2: Certification GPR 6: Student achievement
Surveys, focus group data, contact logs	Semi-annually, Years 1 – 5	<ul style="list-style-type: none"> • Ratings (means, percentages) • Thematic analysis of qualitative data • Correlation of findings to level of support 	evaluator	GPR 1&2: Certification

3. What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency program?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPR Connection
School personnel records	annually	<ul style="list-style-type: none"> • Number and percentage of participants employed at the end of the first year 	program staff	GPR 4: 1-Year Employment Retention
School personnel records	annually	<ul style="list-style-type: none"> • Number and percentage of participants employed at the beginning of each participant's second year of employment 	program staff	GPR 4: 1-Year Employment Retention
School personnel records	annually, years 2–5	<ul style="list-style-type: none"> • Number and percentage of participants employed at the beginning of each participant's third year of employment 	program staff	N/A
School personnel records	annually, years 2–5	<ul style="list-style-type: none"> • Number and percentage of participants employed at the beginning of each participant's fourth year of employment 	program staff	GPR 5: 3-Year Employment Retention

4. Did the induction support process improve the retention rate and teaching quality of participating new teachers?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Principal Survey	Years 2–5	<ul style="list-style-type: none"> • Distribution analysis of survey data 	evaluator	GPRA 6: Student Learning
Semi-structured interviews with new Teachers of Record, school leaders, mentors	Years 2–5	<ul style="list-style-type: none"> • Thematic coding and aggregation of qualitative data 	evaluator	GPRA 6: Student Learning
Professional development event evaluation forms	Years 1–5	<ul style="list-style-type: none"> • Percentage of novice teachers participating in workshops • Number of workshops participants attended 	staff	GPRA 6: Student Learning
Personnel records for participants and non-participating new hires	Years 2–5	<ul style="list-style-type: none"> • T-chart of retention rates among participant and non-participant groups of new hires 	staff	GPRA 4 & 5: Retention
Teacher evaluation findings per teaching domain	Year 2–5	<ul style="list-style-type: none"> • Comparison of participants' and comparable non-participants' evaluation ratings after their first, second, and third years of teaching 	staff	GPRA 6: Student Learning

5. How do achievement rates for participating teachers' students compare to rates for non-participating teachers' students?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
SBA, PARCC, NWEA/Learnia	Years 2–5	<ul style="list-style-type: none"> • T-test and regression analyses of comparable students' assessment data in classrooms of participants and non-participants* 	evaluator	GPRA 6: Student Learning

* **Note:** Evaluators will use Propensity Score Matching (PSM) to match residency teachers with non-residency teachers in the same grades and subject for comparison purposes in a quasi-experimental design.

Efficiency Measure: The cost per completer will available by the end of the funding period.

Findings will be formally disseminated through the annual performance reports, an Interim Program Report at the conclusion of the third funding year, and a final evaluation report at the conclusion of the fifth funding year. Data will be informally disseminated and regularly to the PI, Executive Coordinator, staff, Partnership members and the Advisory Council to inform changes as needed to support achievement of program objectives. Project staff will prepare a white paper of findings at the conclusion of the project for dissemination to leadership within colleges of education, the NM Commission on Higher Education, LEA leadership, and will present the paper at the annual conference of the Coalition of School Leaders in New Mexico as part of a broader initiative to improve preparation and induction services for new teachers.

(iii) The extent to which the methods of evaluation address the 204(a) Accountability and Evaluation of Higher Education Act

All criteria noted under section 204 (a) Accountability and Evaluation of the Higher Education Act will be tracked through a participant database over the lifetime of the program. This information will be obtained through coaching contacts, surveys of recruits and employment records. Teacher effectiveness will be evaluated by several methods. Program coaches and mentor teachers will observe participants to determine the degree to which participants use the content of professional development. Findings will be documented on a collaborative assessment log and analyzed to determine participants' progress towards meeting the four domains reflected in the New Mexico Level I teaching competencies (see appendices for Level I NM teaching competencies). Annual surveys, peer group meetings, and focus groups will also be conducted to collect formative, qualitative data regarding teacher effectiveness relative to participation. Student performance data will be compiled annually by the staff coaches and used to analyze the success of participants' students as an indicator of teaching quality.

The program evaluation addresses the requirements in section 204(a)—accountability and evaluation—of the Higher Education Act (HEA). This information will be obtained through coaching contacts, surveys of recruits, and employment records.

Evaluation Measures as per section 204(a) of the Higher Education Act	
Objective	Measure
Objective 1: Measure achievement for all prospective and new teachers, as measured by the eligible partnership	Measure 1.1: 85% of new teachers will be determined as effective as measured by: data on students' test scores, annual teacher evaluations, the percentage of teachers who teach high-need subject areas, high-need schools, teachers integrating technology, persistence, specialized instruction, and other relevant data.
Objective 2: Teacher retention in the first three years of a teacher's career.	Measure 2.1: 85% of participants hired as teachers of record will remain in teaching for at least three-years from date of hire. Data will be collected from each LEA and participant to verify retention.
Objective 3: Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.	Measure 3.1: At least 85% of teacher candidates will meet or exceed the state licensure exam standards and 100% of program completers will pass state licensure exams. A copy of the assessment report will be collected from each participant.
Objective 4: The percentage of teachers who meet the applicable State certification and licensure requirements for those hired by the high-need LEA participating in the eligible partnership.	Measure 4.1: 90% of program completers will meet all applicable state certifications and licensure requirements. Information will be collected from the state licensure database to ensure accuracy.
Objective 5: The percentage of teachers who meet the applicable State certification and licensure requirements who are members of underrepresented groups.	Measure 5.1: Approximately 50% of program completers that meet all licensure requirement will be members of underrepresented groups including ethnic minorities representative of the population of the state of NM as measured by participant documentation.
Objective 6: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach high-need	Measure 6.1: 100% of program completers will become teachers of record for high-need academic subjects as measured by LEA employment records and teacher reports.

academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages).	
Objective 7: The percentage of teachers who meet the applicable State certification and licensure requirements hired by the high-need LEA who teach in high-need areas (including special education, language instruction, educational programs for limited English proficient students, and early childhood education).	Measure 7.1: 50% of all program completers will become teachers of record in the specific high-need areas in objective 7.
Objective 8: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary and secondary school levels.	Measure 8.1: Of all program completers that become teachers of record 50% will be at the elementary level and 50% at the secondary level as measured by employment records and teachers report.
Objective 9: The percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood education who are highly competent.: N/A	
Objective 10: The percentage of teachers trained – (i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (ii) To use of technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student achievement.	Measure 10.1: 100% of program completers that are teachers of record will receive training on technology integration and data collection, management, and analysis via technologies as measured by documentation of trainings attended, classroom observations logs from coaches and teacher evaluation information from principals.

Connecting the 3RIVTQP to Long Term, Systemic Changes

Systemic change can occur throughout the evolution of this project in teacher training, hiring, and induction. Resident teachers will be recruited to serve in classrooms working in realistic settings with real students alongside mentor teachers who have proven records of achievement with students who have challenges achieving academic success. Candidates for the resident teacher positions will come from persons with strong academic backgrounds and dynamic skills in human relations. School districts will have the opportunity to observe these characteristics

before the prospective teacher enters the classroom for the first time. This will bring a new emphasis on sustained higher education involvement with a university faculty member being involved in new teacher development over a period of three years. The residency will reflect the day-to-day responsibilities participant face. The resident will have the opportunity to be mentored by the master teacher, and be coached by the IHE liaison and staff coaches.

The university will have the opportunity to use the evaluations from this program to make adjustments in their own educational processes. With the IHE liaison making routine visits to the classrooms of participants, they will be able to coordinate their own research-based instruction with conditions they observe in a real classroom setting. The IHE liaison will become a learner as well as a teacher.

This project allows the residents to work directly with a successful master teacher for one year and be supported for an additional two years as they become teachers. The extended collaboration with university personnel will prepare teachers ready to produce new and significant results with high-needs students. The residents will have the opportunity to try out new ideas with small groups of students sharpening their skills and passion to reach students and become the inspirational teachers that transform student lives.

As the residents experience the daily responsibilities of working with students, they can tailor individual programs that will result in increased student achievement. The embedded professional development for the resident "...derives from the assumption that learning is essentially a collaborative rather than an individual activity—that educators learn more powerfully in concert with others who are struggling with the same problems—and that the essential purpose of professional development should be the improvement of schools and school systems, not just the improvement of the individuals who work in them." ^{xxix} Embedding these practices in daily routines can lead to systemic change and improvement.

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End Notes

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