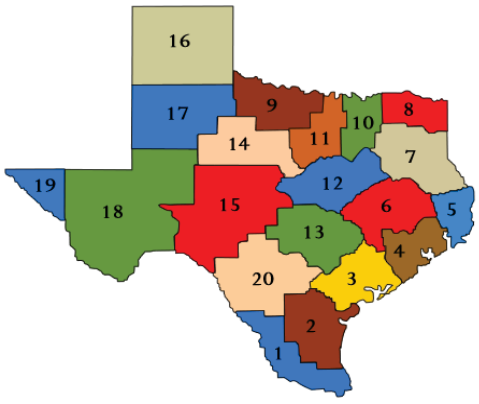
TABLE OF CONTENTS

A. QUALITY OF PROJECT DESIGN

(i). The extent to which the proposed project demonstrates a rationale. The rationale for the Texas TQP *(TQP)* 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.

Texas is facing a severe shortage of teachers due to rapidly increasing student populations and the large portion of rural areas in the state. In regards to teacher shortages, it is especially difficult for Texas districts to find those qualified to teach math, science, and computer science[i]. Many school districts are utilizing long-term substitutes or individuals teaching outside of their certification to attempt to fill vacancies. One impact of the lack of qualified teachers is that a majority of school districts are not meeting proficiency benchmarks in reading, math and science. The need for high-quality teachers is most acute in rural school districts that serve a high proportion of at-risk minority students, such as the districts of western Texas. The Three Rivers Education Foundation, Inc. (TREF), a non-profit education leadership organization located in northwest NM, will partner with Western Governors University (WGU) and Texas Education School Center Region 19 (ESC 19) to provide students with high-quality educators. Please see *Appendix A: TXTQP Eligible Partnership AND Partner IHE Checklist.* The proposed project, called *Texas TQP* (*TXTQP*) supports ESC 19 which encompasses 12 school districts in El Paso and Hudspeth counties, serving 178,185 demographically diverse students with a staggering economically disadvantaged rate of 73.9% (131,678 students)[ii]. The Race/Ethnicity of ESC 19 is



90.0% Hispanic; 5.8% White; 2.2% African American; and 0.9% Multiracial[iii]. ESC 19, and the corresponding school districts, are located in Opportunity Zones in EL Paso County- please see *Texas Opportunity Zone Map* in *Appendix K*.

The *TXTQP* will: 1) Establish and sustain a partnership, and increase collaboration among professional educators from Institutions of Higher Education (IHE)s and Local Education Agency (LEA)s to develop and implement a teacher residency program impacting high need, high-poverty 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 population; 5) enrich professional development opportunities for core groups of teachers in participating schools; 6) improve student achievement; 7) coordinate all available state and federal teacher preparation and professional development programs; and 8) align with district and state reform activities.

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), a Teachers of English to Speakers of Other Languages (IESOL)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 – Partnership to Establish Effective Teacher Residency Programs *(*See *Absolute Priority Checklist* in *Appendix E).* The *TXTQP* partnership includes the Teachers College at Western Governors 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. Western Governors University is a competency-based university that serves students across the nation, certifying teachers in all 50 states and currently serving over 110,000 students. Importantly, WGU is regionally accredited by the Northwest commission on Colleges and Universities (NWCCU). WGU is proud to be broad access and successfully serves the non-traditional student. Most students are employed full-time and over the age of 26. WGU strives to support underserved populations, as 71% of students are from underserved populations; 41% are first-generation college graduates, 30% are ethnic minorities, 23% are low-income, and 17% are rural residents. WGU's online competency-based education enables broad access to a high quality, market demanding education.

WGU Texas has experienced a 551% grown in enrollment since inception in 2011, currently serving approximately 12,000 students and having graduated 10,300 students as of December 2018. Teachers College is currently advancing the education of over 25,000 enrolled students. Teachers College initial licensure level programs have been accredited by the Council for Accreditation of Educator Preparation (CAEP). The secondary math program has been ranked in the nation's top 1% by the National Council on Teacher Quality (NCTQ), and science and math programs are national recognized by their respective profession associations; National Science Teachers Association (NSTA) and national Council of Teacher of Mathematics (NCTM).

The Education Service Center- Region 19 and 12 LEA's has pledged to provide placement

for teaching residents in alignment with hiring objectives, 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 *Appendix I*).

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 four states. TREF staff involved in *TXTQP* 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 *TXTQP* partnership will support a teacher residency program in high-need subject areas based on LEA data, specifically in secondary education with a focus STEM fields and Computer Literacy Education. *TXTQP* will recruit and select 50 individuals from high need schools within the 12 member districts of ESC 19. These participants are committed to participating in intensive residencies while earning graduate degrees in the areas of secondary STEM and Computer Science 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. The *TXTQP* includes the following structural elements relative to participating residents and new teachers (Please see *Appendix B: TXTQP Application and General Program Requirements Checklist).*

Recruitment/Application: The Project Director, Texas Field Director and Coach, and Program

Coach 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- see *Appendix H: Résumés of Key Personnel*. The *TXTQP* will focus on recruiting potential teachers based on LEA referrals and teacher preparation programs, both traditional and alternative licensure programs, at WGU and other universities and colleges in the service area that reflect, among others, underrepresented populations.

Wages: The project will provide a living wage ($55,000 for teacher residents) based on the current beginning Texas teacher salaries and benefits. The living wage meets the basic needs of the recipients and increases success by reducing external distractions. Each year, the teacher resident will provide the *TXTQP* partnership with a certificate, from the chief administrative officer of the LEA in which the resident is employed to renew wages for the next project year.

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 State of Texas Assessments of Academic Readiness (STAAR). The STAAR 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 *TXTQP* 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[iv]. These practices have been applied in the region through the former T2T and TQP grant programs and will be applied by the *TXTQP* 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[v]. Furthermore, the project design is guided by research presented in Best Practices in New Teacher Mentoring and Induction[vi], 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[vii] 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[viii]. The project design, through professional development experiences and coaching, addresses each of these issues by providing specific support for developing teachers' instructional methodologies and content knowledge.

Coaching: TXTQP will institute coaching practices as part of the teacher residency based on

successful strategies and models, including English as a second language (ESL)/bilingual training for the TESOL certification. ESC 19 has a policy to only hire individuals who are TOESL certified or bilingual due to the 90.0% Hispanic population. Additionally, the project design aligns with Gamoran's research[ix] 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)[x] 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 *TXTQP*'s program will increase the number of highly qualified, effective teachers in high-need schools, resulting in a positive effect on student achievement.

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 *TXTQP* 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[xi].

Mathematics is the cornerstone of STEM literacy and the *TXTQP* 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 students[xii]. 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 receive 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.

Research to Support the Design The overall *TXTQP* design is informed by research into various broad topics in education, including research into connected learning theories (Ito, 2013), high-impact practices (Kuh, 2008), community immersion processes (Waddell, 2013), competency-based credentialing (Hickey, et al., 2014), and high-velocity clinical preparation strategies (Darling-Hammond, 2014). 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 fifth-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, 2014) 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 the Institute of Education Sciences (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.

***TXTQP* 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[xiii] program in which teacher residents spend 60% of the day 1) 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 ten secondary education STEM or Computer Literacy residents, will progress through the program for the five years of the grant.

Recruits will have earned a bachelor's degree. 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 content test(s) required; (d) admission to the WGU graduate program; (e) a successful interview with grant committee utilizing a rigorous screening instrument[xiv], and (f) a requirement to work full-time as a teacher in a *TXTQP* affiliated high- need school for a period of three years immediately after successfully completing the residency;

- Provide 50 (10 per year) living wage salary of $55,000 (including benefits) through a 12-month contract for program recruits, which equates to a typical 9-month salary for a first-year teacher in Texas;
- 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 50 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 secondary education with a STEM or Computer Literacy focus at WGU while at the same time participating in an intensive residency with a master teacher (See *Course of Study* in *Appendix E*). The participant will be supported by *TXTQP* 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 Texas licensure requirements, including passage of teacher assessments. The Field Director and Administrative Assistant will collaborate with ESC 19 to identify vacancies, and will facilitate hiring, placement, and induction. 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 ESC 19 and individual 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.

Effectiveness of Professional Development 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, which found six factors with high potential for achieving results[xv]. 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 *TXTQP* 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 also 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[xvi].

These findings have informed the *TXTQP* 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. The Texas Field Director and the Program Coach are central to this effort, as the positions facilitate these discussions and designs the professional development to ensure that it addresses the participants' areas of need to improve instruction.

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[xvii]. 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 TREF with all resources he developed to guide, implement, and evaluate similar projects. His work continues to guide the TREF, and is reflected throughout this project design.

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

Three Rivers and partners examined student proficiency data from 2017[xviii]. From discussions

with ESC 19, Three Rivers will provide initial focus on Clint Independent School District as the highest need of the 12 districts (other ISDs will be added beginning in Year 2). Of the 1,031 school districts in Texas, Clint ISD is ranked 20th overall in terms of poverty. Clint ISD serves 11,473 students in 13 schools in eastern El Paso County, TX. It is located in Opportunity Zones in El Paso County, please see *Texas Opportunity Zone Map* in *Appendix K*. Data reflected in **Table 1** indicates a significant need for improvement in ELA, mathematics, and science:

Table 1: Clint ISD- Focus LEA Data (%)

Student Pop.	**Hispanic**	**FARL ^**	**English Language Learners**	**ELA Proficiency***	**Math Proficiency***	**Science Proficiency***
Clint ISD	*95.4*	*84.3*	*33.9*	*35*	*41*	*40*
State of TX	59.9	68.6	23.4	46	55	53

^Free or Reduced Lunch Rate * Proficiency- STAAR Percent at Meets Grade Level or Above (Grade 8)

Poverty plays a role in educational attainment, and the targeted districts have a high proportion of students living in adverse situations. The Texas Education Agency (TEA) has deemed **58.8% (6,746) of Clint ISD students are at-risk of dropping out of school, which uncovers a myriad of issues in the student population and their home lives.** Texas state law (TEC §29.081, Compensatory and Accelerated Instruction)[xix] defines a student as <u>being at risk of dropping out of school</u> if he or she is under 26 years of age and: a) *Was not advanced from one grade level to the next for one or more school years;* b) *If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year;* c) *Did not perform satisfactorily on an assessment instrument;* d) *If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test;* e) *Is pregnant or is a parent;* f) *Has been placed in an alternative education program;* g) *Has been*

expelled in accordance with Section 37.007 during the preceding or current school year; h) *Is currently on parole, probation, deferred prosecution, or other conditional release;* i) *Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;* j) *Is a student of limited English proficiency;* k) *Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; l) Is homeless; or l) Resided in the preceding school year or resides in the current school year in a residential placement facility in the district.*

Another indication of need is the KIDS COUNT data for Texas, 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. Texas ranks 43rd in the nation in overall child well-being[xx]. Texas is 35th in economic well-being, and 32nd in education[xxi]. The state has recently fallen in the health area and is 41st in this domain; it remains 47th in the family and community domain[xxii]. On the annual national Quality Counts measures, Texas finishes 41st and earned an overall grade of C-[xxiii]. Texas earns a C in the Chance-for-Success category, and ranks 42nd, compared to the average national rating of C+.

Clint ISD meets the requirements of a high need LEA as described in the TQP federal register and documented in the *High-Need LEA and High-Need School Checklist in Appendix D:*

Clint ISD serves a student population of 11,473 through 13 schools. The ethnic composition of the ISD is 95.4% Hispanic, 3.4% Caucasian, and 0.8% African American[xxiv]. The ISD serves the town of Clint and a portion of Horizon City, as well as

the communities of Agua Dulce, Butterfield, Homestead Meadows North, Homestead Meadows South, Montana Vista and Morning Glory. In this ISD service area, 32.3% of children under 18 live in poverty, while 37.7% of Hispanic children under 18 years of age live in poverty[xxv].

Component B- Teacher Need Clint ISD hires a teacher workforce of 678 to educate its student population. In 2017-2018, the ISD had a teacher turnover rate of 19.3% compared to the state rate of 16.6%[xxvi].

Component C- High-Need School Data Clint ISD has a free or reduced-price lunch rate of 84.3%. **Table 2** describe the rates of targeted secondary schools[xxvii], which exceed the 45% free or reduced priced lunch required of secondary schools by the TQP Grant Program.

Table 2: Clint ISD- High Need School Data	
Middle Schools	**Free or Reduced Lunch Rate**
Ricardo Estrada Junior High School	89%
Clint Junior High School	83%
East Montana Middle School	84%
Horizon Middle School	80%
High Schools	**Free or Reduced Lunch Rate**
Early College Academy	80%
Clint High Schools	79%
Mountain View High School	83%
Horizon High School	79%

See also *Needs Assessment for TQP Application* in *Appendix C.*

In many ways, the teacher shortages currently being evidenced in Texas reflect the national teacher shortage situation. According to a study by the Texas Education Agency, Texas schools

reported a need to hire 39,652 teachers in the 2016-2017 school year[xxviii]. In an approximate 345,000 K-12 workforce. According to the report, the greatest teacher specialty area needs were found in the areas of elementary bilingual education (3,522), secondary mathematics (3,434), secondary special education (2,336), elementary special education (2,591), secondary science (2,286), and secondary computer science teachers (1,022). Of the number needed, schools reported hiring 38,444 staff, or 97% of the total needed. Of greater concern was the fact that of those hired only 28,651 or 75% were fully certified to teach in the area to which they were assigned. Looking at it from a student perspective, about 195,860 pupils were being taught by less-than-fully-certified teachers hired in the preceding year (9,793 teachers times 26 pupils per class). Further, the report discussed areas reflecting the greatest shortages and subsequent hiring of less-than-fully-certified personnel. According to the study, 33% of technology teachers hired were not fully certified. Another 30% of secondary science teachers were not fully credentialed to teach in the areas assigned.

Because of a growing state awareness of and demand for public school performance and an ongoing effort to reform local schools at the national, state and local levels, the continuing existence of critical teacher shortages creates major challenges for state and local school officials and the communities they serve. Moreover, it has a significant impact on all sectors of the communities, which are all directly are indirectly affected by schools' success.

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 *TXTQP* 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 *TXTQP* 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 *TXTQP* 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.

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

Objective 1.1: By end of Quarter 1, identify and select representative member from the *TXTQP* partnership to join the Three Rivers Education Advisory Council and meet on a quarterly basis.

Performance measure 1.1.1: By November 2019, advisory council appoints a representative from the *TXTQP* partnership as reflected in the council minutes and in the annual meeting schedule.

Performance Measure 1.1.2: By January 2020, a schedule of quarterly meetings is in place with a one-year action plan ready for deployment.

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

Performance Measure 1.2.1: By November 2019, PDS group shall be organized consisting of representatives from: ESC 19, WGU, Three Rivers Education Foundation, the *TXTQP* Project Director, and Administrative Assistant. 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 2019, 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 *TXTQP* initiative to reform the teacher preparation program.

Goal 2: Provide a residency program in the high-need schools of Education Service Unit-Region 19 for 50 future teachers in secondary STEM and Computer Science.

Objective 2.1: Recruit and select 50 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 2019, recruitment will begin through notices in collaboration with contacts in colleges of education at IHE(s), high need LEAs, and among other stakeholders. A promotion video explaining the *TXTQP* 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 2020, and annually thereafter, 10 participants for a total of 50 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: By end of the 5-year project period, provide a teaching residency opportunity and a graduate degree program in Secondary Education with a STEM and Computer Science focus.

Performance Measure 2.2.1: Within two years of starting residency, 95% Secondary

Education (STEM and Computer Science focus) participants will graduate from a master's degree program, pass 100% of state teacher exams and obtain a TX 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: Provide 100% of 50 Secondary Education STEM and Computer Science teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science 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 high need LEAs. The initial plans for each cohort will be developed no later than January 2020, and they will be updated annually.

Performance Measure 2.3.2: By November 2019 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 100% of 50 teaching residents with research-based coaching and mentoring support.

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 TX teaching competencies rubric.

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

Objective 3.1: In collaboration with ESC 19 and WGU, provide two years of research-based mentor and induction support for 100% of 50 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 TX teaching competencies.

Performance Measure 3.1.2: After completion of one year of teaching, 80% of participants will remain in the high need LEAs of ESC 19 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 the high need LEAs of ESC 19 as verified by employment records. (GPRA 5)

Objective 3.2: By end of the 5-year project period, measure student learning outcomes by comparing STAAR 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' **s**tudents' STAAR 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 strengthen capacity and 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 Secondary Education STEM and Computer Literacy courses, support systems and programs as they mutually benefit from this clinical model.

The process of revising coursework has already begun at WGU. 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 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 Texas Education Agency has recognized and support the fifth-year residency program as an outstanding model for teacher development and support.

The Project Director and Texas Field Director 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. Additionally, TREF was awarded a Teacher Quality Partnership (2017) project to support high need New Mexico LEAs to develop special education and secondary STEM teachers. Through a partnership with IHEs and multiple LEAs, the project is implementing a teacher residency program to retain and support teachers

during a two-year induction program.

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 for meeting statutory purposes and requirements. The *TXTQP* 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 *TXTQP* establishes and expands clear criteria for mentor teachers (known as "cooperating teachers" in traditional programs). Site principals have documented recommendations 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 WGU coursework that promote student achievement. The mentor teacher will receive a $3,000 stipend from grant funding to support their mentorship of the teacher resident, as well as the opportunity to refine and advance their leadership skills, and may be relieved from teaching duties as a result of such additional responsibilities.

Third, the concept of total immersion through a 12-month teaching residency with a mentor

teacher is a novel approach for TX 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 Professional Learning Communities (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 between ESC 19 and the IHE to address teacher education reform is unique to Texas. 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 extremely high poverty settings and for delivery of professional development will be a hallmark of the *TXTQP*. WGU 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 *TXTQP* instructors and coaches will be responsible for setting the example using technology-enhanced delivery of information and content. This will include Padlets[xxix], 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, ESL/bilingual training to support Teachers of English to Speakers of Other Languages (TOSEL) certification bolsters both the long-term goals of ESC 19 and its 12 districts, as well as academic achievement of students.

B. ADEQUACY OF RECOURCES

(i). The adequacy of support, including, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. Three Rivers Education Foundation, Inc., a 501(c)3 non-profit regional organization, serves as the lead applicant and fiscal agent. The organization is fully-staffed with a business office and Chief Financial Officer with a master's degree in accounting who manages payments and budgeting requirements for this project. TREF carries liability insurance, and meets state and federal annual audit requirements and all fiscal management requirements for federal and state grant and program management. Three Rivers Foundation is firmly committed to the *TXTQP* and the development of this needed teacher residency model for both ESC 19 and the state of Texas.

As such, TREF will devote a number of resources including staff time, evaluation support, office space, supplies, subscriptions, and a field office in Socorro, Texas to the project to ensure its success. The highly experienced Texas Field Director and Coach will be located in El Paso to work closely with the *TXTQP* project team. As the Budget Narrative describes, TREF has provided number of resources as a match to ensure the project has adequate support. Without

these in-kind resources, the project could not operate at the scale needed to support 50 teachers to complete their master's degree coursework, complete their residency and be placed in high need schools. As the lead, TREF is highly committed to bring *TXTQP* to fruition and create a replicable, scalable model for Texas and beyond. Resources include some of the following *TXTQP Annual Commitments*:

Three Rivers Executive Director

$103,000 x 5% of time for *TXTQP* = $5,220; 45% fringe benefit rate= $2,318 ***Total $7,538***

Three Rivers Chief Financial Officer

$90,000 x 5% of time for TXTQP = $4,500; 45% fringe benefit rate= $2,025 ***Total $6,525***

Central Office Technical and Clerical Support

$50,000 x 20% of time for assistance to *TXTQP* = $10,000 ***Total $10,000***

Basic Office/Operational Supplies

12 months x 3,000 per month = $36,000 ***Total $36,000***

Office Space and Support- Three Rivers Foundation Central Office

Space at $3,000 per month x 12 months = $36,000; $4,500 technology usage, Communications at $2,350 per yr., Storage at $2,050 per yr., Cloud subscriptions at $3,420 per yr. = $4,027 per month for 2 staff members= $48,320 **Total- $48,320**

Office Space & Support- Field Office in Socorro, Texas

Space at $3,000 per month x 12 months = $36,000; $4,500 technology usage, Communications at $2,350 per yr., Storage at $2,050 per yr., Cloud subscriptions at $3,420 per yr. = $4,027 per month for 2 staff members= $48,320 **Total- $48,320**

Note- Additional TREF Support is described in the Match Budget Narrative

(ii). The relevance and demonstrated commitment of each partner in the proposed project

to the implementation and success of the project. The primary partners have also provided in kind resources to ensure implementation, success, and sustainability of *TXTQP*. This included project match from ESC 19 in the form of Administrative time, Master Teacher time, Classrooms, and Resident Participation. WGU will also provide match in the form of an annual Internal Review of all *TXTQP* curriculum and programming. Resources provided by partners demonstrate needed buy-in and commitment to the five-year project. Resources include some of the following *TXTQP Annual Commitments:*

ESC 19 District Mentors

10 Mentor Teachers @ $30,000 = $300,000 x 60% (w/resident) = $180,000

$180,000 x 45% fringe rate = $81,000 **Total- $261,000**

ESC 19 District School Principal Supervision

10 Principals @ $90,000 at 12 months x 9 months = $675,000 x 9% of time = $60,750; 45% fringe benefit rate= $27,338 **Total- $87.978**

ESC 19 District School-Based Resources for Residents

10 Residents: Classroom setup and consultation with specialists, reading, OT, PT etc.= $12,500 annual cost x 10 residents = $125,000 **Total- $125,000**

ESC 19 District Resident Participation in District Professional Development (PD)

10 Residents x 6 PD annual events x $1,500 per training = $90,000 **Total- $90,000**

Western Governors University Annual *TXTQP* Internal Review

7 Staff x 12 days x $1,500 per day = 126,000 **Total- $126,000**

Note- Additional ESC 19 and WGU Support is described in the Match Budget Narrative

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 TXTQP activities, responsibilities, timelines, milestones, and outcomes are found in the work plan below. The *Logic Model* is also available in *Appendix G.*

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

Work Plan, Objective 1.1: By end of Quarter 1, identify and select representative member from the *TXTQP* partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity. 1.1.1: Request recommendations from partnership for a representative to the council	PDS meeting minutes	November 1, 2019	Project Director, Field Director
Activity 1.1.2: Advisory council reviews the recommendation and appoints the representative	Advisory council meeting minutes	December 2019, first meeting of council	Project Director, Field Director
Activity 1.1.3: Confirm representative appointment to the advisory council	Contact logs	December 2019, first meeting of council	Project Director, Field Director

Work Plan, Objective 1.2: Conduct PDS work sessions with partners and program staff for implementation of the TXTQP, monthly in year 1 and bi-monthly thereafter.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 1.2.1: Solicit representatives from ESC 19 and IHE partners to participate in the PDS.	Member list with contact information generated	October 15, 2019	Project Director, Field Director
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings.	Meeting minutes indicate participation by partners, published schedule	November 1, then ongoing	*TXTQP* Staff
Activity 1.2.3: Meeting of PDS members for orientation and strategies for *TXTQP* program implementation	Meeting completed, sign-in sheets	Complete by November 1, 2019	PDS
Activity 1.2.4: Establish PDS organizational guidelines, policies, and processes.	Policies and processes on file	By December 2019	PDS
Activity 1.2.5: Work with partners to establish implementation guidelines	Guidelines in place and distributed	Complete by Dec. 15, 2019	PDS
Activity 1.2.6 Meet bi-	Work plans reflect	Ongoing,	PDS

monthly to review program implementation and fidelity.	implementation	Jan 2020-Dec. 2024	
Activity 1.2.7 Implement action plan applicable to grant initiatives.	Grant components implemented on time, annual reports	Ongoing, Jan 2020-Dec. 2024	Program staff & Partnership representatives
Outcome: On a quarterly basis, 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 the high-need schools of Educational Service Unit-Regional 19 for 50 future teachers in secondary STEM and Computer Science.

Work Plan, Objective 2.1: Recruit and select 50 participants through a rigorous selection process for the teaching residency component and acceptance into the master's degree program component.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 2.1.1: Review recruitment plan and scope of work.	Meeting minutes indicate the review	Nov. 30, 2019	PDS
Activity 2.1.2: Develop recruitment channels, e.g., web site, FaceBook, video, flyers, posters, brochures.	Fully functional web site; printed materials, etc.	Nov. 30, 2019	Field Director, Staff
Activity 2.1.3: Establish online application system.	Completed application packet online & onsite	Nov. 2019	Field Director, Staff

Activity 2.1.4: Applications reviewed, interviews conducted, and residents selected	Established contracts with participants	Jan. 2020, per semester	Staff
Outcome: Annually through 2024, the interview committee records and recruitment database will reflect ten new participants as measured by the list of contracted participants.			
Work Plan, Objective 2.2: By end of the 5-year project period, provide a teaching residency opportunity and a graduate degree program in Secondary Education with a STEM and Computer Science focus.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 2.2.1: Establish application process for mentor teachers.	Mentor teachers identified with proper agreements	Jan. 2020	Staff, ESC 19 representatives Partnership
Activity 2.2.2: Pair participants with Mentor Teachers.	Matching completed	Jan. 2020	Field Director, ESC 19 representatives
Activity 2.2.3: Provide living wage for teacher residents and stipend for mentor teachers.	Distribute & track, funds & activities	Jan. 2020	Field Director

Activity 2.2.4: Evaluate and collect data on teacher residency.	Summary from coaches & IHE liaison	Ongoing after May 2020	Evaluator, Field Director
Activity 2.2.5: Develop and monitor implementation of residents' teacher education plans (TEP)	Residents' TEP plans on file	Jan 2019, ongoing per cohort	Field Director, Coaches
Outcome: 100% of recruits will demonstrate improved teacher instruction and organizational skills as reported through collaborative assessment logs; 95% will obtaine a master's degree and appropriate licensure in TX (GPRA) as demonstrated by successful *TXTPQ* completion.			
Work Plan, Objective 2.3: To provide 100% of 50 Secondary Education STEM and Computer Science teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science departments.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 2.3.1: Identify experts within all partnering entities for collaboration on professional development needs	List of experts complete	Jan. 2020	Field Director. 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, 2019	*TXTQP* Staff
Activity 2.3.2: Publish and distribute PD plan based on needs	PDS meeting agenda	Feb 1, 2020 and annually thereafter	Project Director, 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 2020	Evaluator, Field Director, Staff
Outcome: 100% of resident will demonstrate positive growth on CBAM measurement for changes in attitude and understanding of the project and instructional approaches, application of skills as reflected in collaborative assessment logs as measured by resident teachers' attendance at annual trainings.			
Work Plan, Objective 2.4: Provide research-based coaching and mentoring support for 100% of 50 teaching residents.			
Activity 2.4.1: Arrange for staff coaches to assist resident and mentor teachers	Coaches assigned relevant case load	Feb - May 2020 & Ongoing	Staff, coaches
Activity 2.4.2: Provide	Attendance at training	Ongoing after	Administr

professional development for coaches and mentor teachers	sessions	Jan. 2020	ative Assistant, Field Director
Activity 2.4.3: Monitor and evaluate implementation of coaching, including technology components.	Monthly coaching monitoring logs	Ongoing after Jan. 2020	Project Director, Field Director, 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 ESC 19 and WGU, provide two years of research-based mentor and induction support for 100% of 50 novice teachers			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 3.1.1: Establish a framework for induction support	Documented framework on file, training logs for mentor teachers	May 2020	PDS
Activity 3.1.2: Program Coach, IHE Field Supervisor, Texas Field Director coordinate efforts	Established meeting schedule for	August 2020 and annually	Program Coach, IHE Liaison

	mentor teachers and new teachers	thereafter	
Activity 3.1.3: Program Coach and mentors meet with teacher	Contact logs for coaches	Ongoing after August 2020	Program Coach
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 2020	Field Director, Program Coach, Evaluator
Outcome: 100% of 50 resident teachers will receive 2 years of mentor and induction support.			
Work Plan, Objective 3.2: By end of the 5-year project period, measure student learning outcomes by comparing STAAR results for novice teacher participants' students to non-participant teachers' students.			
Activities	*Benchmarks*	*Timeline*	*Responsibility*
Activity 3.2.1: Program Coach identifies baseline data from STAAR	Report on file	Ongoing per assessment schedule	Program Coach, Evaluator
Activity 3.2.2: Field Director and Mentors collect student data	Database developed	Dec. 2020 and	Field Director, Program Coach,

		annually thereafter	Evaluator
Activity 3.2.3: Monitor and evaluate student achievement on STAAR as an indicator of teacher effectiveness and accountability	Report to be submitted to PDS, PI	Ongoing per assessment schedule	Administrative Assistant, Evaluator
Outcome: Execute a five-year student achievement assessment to evaluate the effectiveness of *TXTQP*.			

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

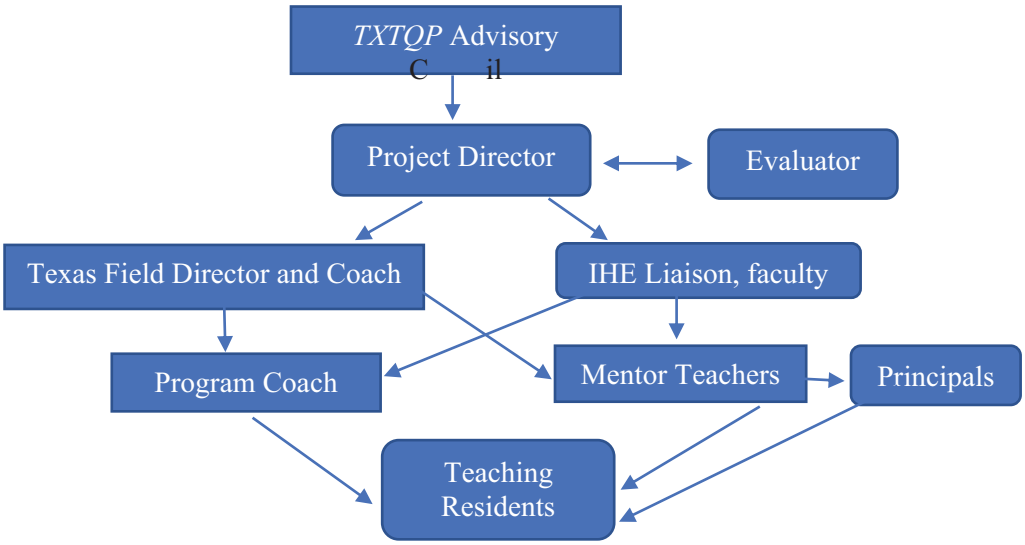


Figure 1: *TXTQP Organizational Structure*

Local capacity will be developed and improved from both the LEAs and the higher education perspective. ESC 19 and its 12 districts acknowledges the importance of a strong mentoring and induction

processes as a result of hiring better-prepared residents, and is committed to the 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 *TXTQP* 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 Texas Higher Education Coordinating Board (THECB) 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 TREF and IHE partner will collaborate on presentations to the THECB on findings and policy recommendations to guide policy development at the state level.

D. QUALITY OF THE PROJECT EVALUATION

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

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 Texas Education Agency are valid and reliable measurements (e.g., STAAR). 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 2019 STAAR 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 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 TXTQP will achieve these outcomes through a partnership with WGU, ESC 19, and TREF 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 *TXTQP* 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 PPR and become successful teachers of record in a high-need, public school classroom?
3. What percentage of new teachers of record are retained in 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 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 *TXTQP* 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	• # 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-annually	• Total # of people recruited and selected • Total # of candidates enrolled • % of candidates retained	Program staff, Evaluator	GPRA 1&2: Certification

		during coursework		
Project enrollment data (e.g., applications received, number of persons selected, etc.) including application and selection information	Semi-annually	• Pre/post analysis of *TXTQP* 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	• Mean cumulative grade point average of candidates • Mean cumulative average score on key assessments	Program staff, Evaluator	GPRA 1&2: Certification
PPR test scores for each participant	Based on assessment schedule	• 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	• 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	• Number of initial licensure applications submitted to THECB • Number and percentage of participants who receive initial license	Program staff, Evaluator	GPRA 1&2: Certification
PPR test scores for each participant	Based on assessment schedule	• 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	• Percent of participants who receive master's degree	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 PPR and become successful teachers of record in high need, low-income public-school classrooms?

Data Sources	Collection Period	Time Analysis Method	Person Responsible	GPRA Connection
Survey data	Annually	• Distribution	Program	GPRA 3:

focus group data, PPR records, teacher evaluation results		analysis of survey data • Thematic coding and aggregation of qualitative data • PPR pass/fail rate analysis	staff, Evaluator	1-Year Persistence
Classroom observation data, principal evaluations, IHE clinical experience observation data	Ongoing	• 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	Annually	• Thematic coding and aggregation of qualitative data	Evaluator	GPRA 1&2: Certification GPRA 6: Student Achievement

preparedness				
3. What percentage of new teachers of record are retained in high-need schools for a minimum of three consecutive years after completing the residency program?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
School personnel records	Annually	• Number and percentage of participants employed at the end of the first year	Program staff	GPRA 4: 1-Year Employment Retention
School personnel records	Annually	• Number and percentage of participants employed at the beginning of each participant's second year of employment	Program staff	GPRA 4: 1-Year Employment Retention
School personnel records	Annually Years 2–5	• Number and percentage of participants employed at the beginning of each	Program staff	N/A

		participant's third year of employment		

4. Did the induction support process improve the retention rate and teaching quality of participating new teachers?				
Data Sources	**Collectio Time Period**	**Analysis Method**	**Person Responsible**	**GPRA Connection**
Principal Survey	Years 2–5	• Distribution analysis of survey data	Evaluator	GPRA 6: Student Learning
Semi-structured interviews with new Teachers of Record, school leaders, mentors	Years 2–5	• Thematic coding and aggregation qualitative data	Evaluator	GPRA 6: Student Learning
Professional development event evaluation forms	Years 1–5	• 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	• 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	• 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
STAAR	Years 2–5	• T-test and regression analyses of comparable students'	Evaluator	GPRA 6: Student Learning

		assessment data in classrooms of participants and non-participants*		

*** 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 Project Director, Administrative Assistant, 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 Texas Higher Education Coordinating Board, ESC 19 leadership, and will present the paper at the annual conference of the Texas Association of School Administrators as part of a broader initiative to improve preparation and induction services for new teachers.

(ii). The extent which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. In order to ensure that methods of evaluation are appropriate to all aspects of *TXTQP*, progress towards all goals, objectives, and outcomes 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 Pedagogy & Professional Responsibilities (PPR) Requirements, 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 coaches and used to analyze the success of participants' students as an indicator of teaching quality.

Evaluation of *TXTQP* Goals, Objectives, and Outcomes	
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.
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 TX as measured by participant documentation.
Objective 6: 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, and	**Measure 6.1:** 50% of all program completers will become teachers of record in the specific high-need areas in objective 7.

educational programs for limited English proficient students).	
Objective 7: 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 7.1:** 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 8: The percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood education **N/A**	
Objective 9: 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, mange, and analyze data to improve teaching and learning for the purpose of improving student achievement.	**Measure 9.1:** 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 TXTQP 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 participants 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[xxx]." Embedding these practices in daily routines can lead to systemic change and improvement.

ENDNOTES

[i] Texas A&M Institute for School-University Partnerships. Texas Teacher Recruitment and Retention Study (Austin, Texas: Texas Education Agency, 2018).

[ii] Texas Education Agency. (2018). Enrollment in Texas public schools, 2017-18. (Document No. GE18 601 06). Austin TX:

[iii] Ibid.

[iv] Sweeney, B. Leading the Teacher Induction and Mentoring Program. 2007. Corwin Press.

[v] Characteristics of Successful Mentoring Programs 1998, available online at http://www.isdc.org/3M. PurposeGrid.html

[vi] Sweeney, B. (2001). Best Practices in New Teacher Mentoring and Induction. Wheaton: Best Practice Resources.

[vii] Darling-Hammond, L. Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers. 1999, Center for the Study of Teaching and Policy, University of Washington, p. 15.

[viii] Darling-Hammond, L. (2014) Strengthening Clinical Preparation: The Holy Grail of Teacher Education, Peabody Journal of Education, 89:4, 547-561.

[ix] Gamoran, A. 1996, NCILA, Vol. 2, No. 1, Wisconsin Center for Education Research, School of Education, University of Wisconsin.

[x] Hord, S., Rutherford, W., Huling, L., Hall, G. Taking Charge of Change. 2006. Retrieved: http://www.sedl.org/pubs/change22/taking-charge-of-change-2014.pdf

[xi] American Association for the Advancement of Science. Science for All Americans. 2013. Retrieved: https://www.aaas.org/program/project2061

[xii] WWC IES Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students. Practice Guide. Mathematica Policy Research. Retrieved: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_algebra_040715.pdf

[xiii] Retrieved 13 April 2019 from http://www.edutopia.org/schools-of-education-boston

[xiv] Texas Public Education website. http://www.ped.state.tx.us/IT/fs/13/08.09.ethnic.pdf

[xv] Beatrice F. Birman, Laura Desimone, Andrew C. Porter and Michael S. Garet, "Designing Professional Development that Works," Educational Leadership, May, 2000, pp. 28- 33.

[xvi] Retrieved 12 April. 2019 from http://www.cognitivecoaching.com/overview.htm

[xvii] Sweeny, B. Characteristics of Successful Mentoring Programs 1998, available online at http://www.isdc.org/3M. PurposeGrid.html

[xviii] Retrieved 15, April 2019 from http://www.ped.state.tx.us/IT/fs/13/08.09.ethnic.pdf

[xix] Retrieved 1, May 2019 from http://ritter.tea.state.tx.us/peims/standards/1314/e0919.html

[xx] Texas Voices for Children: 2018 Retrieved: https:/www.txvoices.org/wp- content/uploads/2019/01/TXKC-DataBook2018-Web.pdf

[xxi] Texas Voices for Children: 2018 Retrieved: https:/www.txvoices.org/wp- content/uploads/2019/01/TXKC-DataBook2018-Web.pdf

[xxii] Texas Kids Count. 2018. https://www.txvoices.org/wp-content/uploads/2019/01/TXKC-DataBook2018-Web.pdf

[xxiii] Texas Voices for Children: 2018 Retrieved: https:/www.txvoices.org/wp- content/uploads/2019/01/TXKC-DataBook2018-Web.pdf

[xxiv] Retrieved 15, April 2019 from http://www.ped.state.tx.us/IT/fs/13/08.09.ethnic.pdf

[xxv] Retrieved 22, April 2019 from https://www.census.gov/quickfacts/clintcitytexas

[xxvi] Retrieved 18, April 2019 from https://tea.texas.gov/perfreport/snapshot/index.html

[xxvii] Retrieved 18, April 2019 from https://tea.texas.gov/perfreport/snapshot/index.html

[xxviii] Texas Education Agency. 2018 Educator Vacancy Report. Retrieved: https://alliance.tea.edu/files/2018/11/2018-Educator-Vacancy-Report-Final.pdf

[xxix] https://padlet.com/

[xxx] Yin, R. Case-study Research: Design and Methods. 1994 Retrieved: https://www.slideshare.net/pavan7soni/case-study-research-by-robert-yin-2003

BIBLIOGRAPHY

Darling-Hammond, L. (2014) Strengthening Clinical Preparation: The Holy Grail of Teacher Education, Peabody Journal of Education, 89:4, 547-561.

Hickey JV, Unruh LY, Newhouse RP, Koithan M, Johantgen M, Hughes RG, Haller KB,

Outlook. 2014;62(2):119–127. [November 10, 2014].

Ito, Mizuko, Kris Gutiérrez, Sonia Livingstone, Bill Penuel, Jean Rhodes, Katie Salen, Juliet Schor, Julian Sefton-Green, S. Craig Watkins. 2013. Connected Learning: An Agenda for Research and Design. Irvine, CA: Digital Media and Learning Research Hub.

Kuh, G. D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges & Universities. (High-Impact Educational Practices: A Brief Overview).

Lin, Pi-Jen & Acosta-Tello, Enid. (2017, May). A practicum mentoring model for supporting prospective elementary teachers in learning to teach mathematics. The International Journal on Mathematics Education, 49(2), pp. 223–236.

Papay, J., West, M., Fullerton, J., & Kane, T. (2011). *Boston Teacher Residency Evaluation.* Center for Education Policy Research. Harvard University.

Silva, Tim, Allison McKie, Virginia Knechtel, Philip Gleason, Libby Makowsky. (2014). Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools (NCEE 2015-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.