

**Ba'olta'i Teacher Quality Partnership Grant**

*(Ba'olta'i - Navajo for a person who passes on knowledge, especially one employed in a school)*

*(BTQP)*

**Grant Proposal**

**from**

**Cooperative Educational Services**

**Albuquerque, New Mexico**

**Submitted May 17, 2019**

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## A. QUALITY OF PROJECT DESIGN

The Four Corners Regional Education Cooperative #1 (FCREC#1), composed of four high-need LEA's (with **46** high-need schools), is in continual need of qualified and effective teachers that can affect improvements in student achievement for diverse student populations. The purposes of the proposed project are: 1) to improve the quality of prospective and new teachers by improving preparation of prospective teachers and enhancing professional development activities for new teachers; and 2) recruit highly qualified individuals, including minorities and individuals from other occupations into the teaching force. To that end, New Mexico's Cooperative Educational Services (CES), the FCREC#1, San Juan College, Eastern New Mexico University and New Mexico State University propose the creation of the **Ba'olta'i Teacher Quality Partnership** project (*BTQP*). This project will: 1) establish, increase collaboration, and sustain a partnership of professional educators from grant partners to develop and implement a teacher residency program impacting high-need local education agencies (LEA's); 2) identify and recruit **100** (20/year) prospective teachers to participate in the teacher residency program to impact student achievement in high-need LEA's and schools; and 3) retain and support new teachers during a two-year induction program.

### **Absolute Priority - Effective Teacher Residency Program**

This project will select individuals who are recent graduates with strong academic backgrounds or mid-career professionals from a field outside of education. These individuals will: 1) be committed to participating in an intensive teacher residency while earning New Mexico certification for teaching licensure through an alternative pathway. High-need subjects and areas as identified through the FCREC#1 annual needs assessment will be targeted (at present, special education teachers); 2) be members of a cohort that will facilitate professional

collaboration between mentors, graduates, current practitioners, administrators, and CES staff following graduation from the residency program; and 3) participate in effective pre-service, mentoring and induction programs with prescriptive professional development. The Cooperative Educational Services (CES) will provide certification coursework via an alternative model known as LEAP (Leading Educators [through] Alternative Pathways), as well as professional development driven by resident and LEA needs. CES will also serve as fiscal agent. San Juan College's Alternative Licensure program, Eastern New Mexico University's school of education, and New Mexico State University's school of education, which have extensive experience in implementing Native American and Hispanic teacher preparation programs, will collaborate to develop a crosswalk between the CES LEAP program and traditional alternative licensure models resulting in master's program credits. The designated high-needs LEA's in the FCREC#1 will be responsible for implementing the mentoring and induction components (See letters of support in Appendix I).

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

**Needs Assessment:**

The *Ba'6lta'i Teacher Quality Partnership (BTQP)* grant application has been developed on behalf of a Partnership of high-need LEA's included in the FCREC#1: Central Consolidated School District, Farmington Municipal Schools, Bloomfield Schools, and Aztec Municipal Schools. *Of the 23,567 students impacted by the grant, all attend schools in a designated high-need LEA while 46/48 schools in this consortium are identified as high-need schools per free/reduced lunch percentages.* Twenty-six schools are elementary, nine are middle schools and thirteen are high schools.

The ethnic composition of the school districts is 44% Native American, 25% Hispanic,

and 30% Caucasian.<sup>1</sup> Three of the school districts serve a majority Native American student population. Free and reduced lunch data percentages for the participating LEA's combine for an average of 88% (all are a part of San Juan County, New Mexico). According to information gleaned from the 2013-2017 U.S. Census Bureau, there are 35,042 children under 18 years of age in San Juan County. Of those, 26,527 are enrolled in public schools. The poverty status for 34,556 children was analyzed from 2016-2017. Of this group, 27, 4% of these children lived below the poverty level.<sup>2</sup> All qualifying and demographic data is available in Appendix F.

The most difficult instructional area to staff in these high-need LEA's is Special Education; however, it should be noted that teacher shortages in all content areas across New Mexico and San Juan County persist. According to the 2018 NM Educator Vacancy Report, the state had a Teacher Attractiveness Rating of 2.18 on a scale of 1 to 5. There are a decreasing number of individuals interested in the teaching profession as evidenced by the number of students choosing to enter schools of education at the post-secondary level. There were 740 teacher vacancies across the state as of October 1, 2018. In the northwest region of the state (encompassing the FCREC#1 districts), there were 123 vacancies. This is an increase from 2015 at which time there were only 97 vacancies. Of the 740 vacancies, 36% represented special education positions.<sup>3</sup> For the upcoming 2019-2020 school year, there are currently 87 vacancies between the FCREC#1 districts. Of those vacancies, 30 or **34%** are in the area of special education demonstrating the need for effective, alternative pathways to licensure.

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<sup>1</sup> NM Public Education Department. Retrieved 4 May 2019. <http://www.ped.state.nm.us>.

<sup>2</sup> United States Census Bureau. Retrieved 5 May 2019. <https://factfinder.census.gov>.

<sup>3</sup> SOAR: Southwest Outreach Academic Research Lab. *2018 NM Educator Vacancy Report*. Retrieved 6 May 2019. <https://dept-wp.nmsu.edu>.

New Mexico was ranked 50<sup>th</sup> out of all states in an Education Week report with 19.7% of students in grades 3-11 demonstrating proficiency in math and 28.6% proficient in language arts on the PARCC assessment.<sup>4</sup> The 2018 Accessing Comprehension and Communication in English State-to-State for ELL (ACCESS for current ELL's) student data indicate only 38% of the students demonstrated proficiency in reading and 18% in math for FCREC#1 districts. Economically disadvantaged students for this assessment were 33% proficient in reading and 15% proficient in math, while 15% (reading) and 8% (math) of student with disabilities were found to be proficient. The 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) data indicates similar findings with only 31% of students were found to be proficient or advanced in ELA while 22% were proficient in math, 15% in Geometry, 15% in Algebra I, and 9% in Algebra 2.<sup>5</sup> The significant discrepancies between the proficiency data in ELA/Reading and that of math and between subgroups for both content areas indicate a need for strong teachers who are able to differentiate instruction relying on formal/informal data analysis to meet students' diverse needs and manage casework effectively.

The project partnership represents a unique variety of educational resources that will allow the *BTQP* to combine quality planning and management with access to effective services while serving northwest New Mexico's schools and students. The northwest region continues to face critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Shortages have resulted in unqualified teachers being placed in Special Education and Core classrooms with limited or no training with student achievement being directly impacted. There are few tangible incentives to offer education professionals to

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<sup>4</sup> Nott, Robert. *Report: NM ranked next to last*. Retrieved 4 May 2019.

<https://www.santafenewmexican.com>.

<sup>5</sup> NM Public Education Department. Retrieved 5 May 2019. <https://webnew.ped.state.nm.us>.

work in locations that are economically depressed and rural. Current circumstances offer little hope that local districts will be able to effectively meet this demand.

Previous attempts to remedy teacher shortages have been instituted over the past twelve years in San Juan County. Farmington Municipal Schools, Central Consolidated and Bloomfield Schools were participants in a Transition to Teaching initiative aimed at mid-career professionals and alternative licensure, as well as two previous Teacher Quality Enhancement programs. Although successful, the efforts did not fill the need for qualified teachers in the area, particularly the need for teachers licensed in Special Education, prompting the plan outlined herein. Focus groups and surveys of beginning teachers as a part of the previous grant programs were conducted in regards to teacher preparation. The results based on formal/informal data indicated that beginning teachers do not feel prepared to meet the challenges of differentiated instruction during their first years of teaching. The communication and collaboration between members of this project and the data from the previous projects have determined the need for the following additional strategies in addressing current and future shortages and the need for highly qualified teachers:

- The need to increase collaboration among professional educators from pre-service programs and LEA's to intensify teacher education programs impacting high-need LEA's,
- The need to prepare pre-service teachers by providing access to stronger content knowledge and pedagogy that is directly linked to daily practice, financial incentives, and
- The need to support beginning teachers through additional focused professional development and further collaborative activities with current practitioners.



The identified needs become the basis for the goals, objectives, and activities of the *BTQP*, which will focus on the following: 1) improved collaboration between project members, 2) pre-service teacher residencies which blend theory and practice simultaneously with a laser-like focus on the domains and elements of the New Mexico teacher evaluation system, 3) intensive, individualized professional development, 4) selection, recruitment and support of mentor teachers who will serve as on-site teacher educators, and 5) a two-year induction support structure with an emphasis on improved student achievement.

**Teacher Residency Program:**

Data collected by the National Center for Teacher Residencies (NCTR) shows promising evidence that residency models are positively impacting teacher preparation, student achievement, and retention of new teachers. "The Memphis Teacher Residency program has the highest percentage of graduates meeting and exceeding student growth averages" while graduates from the residency program in Denver outperformed other new teachers on all criteria of the district's evaluation system. Finally, "70% of residents in the San Francisco Unified School District received 'highly effective' or 'outstanding' ratings on the teachers' evaluation framework." Results are encouraging in that 31% of graduates teach STEM subjects, 28% teach ELL students, 15% teach special needs students and 86% have continued to teach in the partner districts after three years. Ninety-five percent of residency graduates believed they began their teaching careers with more effective skills than a non-residency teacher. <sup>6</sup>

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<sup>6</sup> National Center for Teaching Residencies. Retrieved 5 May 2019. <https://nctresidencies.org>.

The unique residency model proposed through the *BTQP* integrates several of the key characteristics of a strong residency program per the Learning Policy Institute.<sup>7</sup> Teacher residents will: 1) collaborate with a team (CES instructors/coaches, LEA department heads/staff, school grade level teams and mentors) to integrate pedagogy with the practical demands of classroom instruction and management during a routine school day; 2) receive professional development focused on the needs of new teachers; and 3) mentoring/coaching. Residents will serve as a "highly-qualified" teacher in the classroom under the guidance of a mentor teacher. Residents will simultaneously complete coursework from the LEAP certification program offered by the Cooperative Educational Services (CES). This innovative, novel alternative licensure program has recently been approved by the NM Public Education Department and is based on the design of the Principal Leadership Development program (PLD), an alternative pathway for administrators. **One hundred percent** of the participants of the PLD program have passed all required leadership assessments in administration for their desired content/professional area. The CES LEAP Program focuses on the teacher domains and elements of the state evaluation system which provides a firm pedagogical foundation that produces effective instruction resulting ultimately in improved student achievement. It consists of 270 contact hours through a blended model that incorporates face-to-face, online modules, and summer institutes. Cohorts of **20** residents will be recruited annually by FCREC#1 LEA's and will progress through the program as follows: residency, mentoring, coaching, and coursework for alternative certification with dual licensure earned in special education and the desired grade level/subject area; and continued coaching support and professional development from CES

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<sup>7</sup> *The Teacher Residency: An Innovative Model for Preparing Teachers*. Retrieved 6 May 2019.

<https://learningpolicyinstitute.org/product/teacher-residency>.

through the second year as teacher of record to build capacity and increase rates of retention. The LEAP program is structured into five learning clusters that are designed to expedite residents' success to ensure strong student achievement results. A copy of the LEAP Proposal may be found in Appendix E in addition to the program model shown below:



Recruits have earned a bachelor's degree and are eligible for New Mexico teaching licensure (Level I) once they are enrolled in an alternative licensure program. Efforts will be made to recruit individuals with backgrounds in math, science (STEM fields) or second languages who represent the FCREC#1 communities in which they will teach with regard for individuals from underrepresented populations. They will be offered a fifth-year **residency** with a certification program to provide stronger **content knowledge**, extended **support**, and **financial incentives**, with success measured by completion of the certification program, meeting all state licensure requirements, and retention in high-need schools. These goals will be accomplished by:

- Instituting a **recruitment plan** per the criteria established by CES (identifying candidates based on a minimum undergraduate/master's GPA of 2.75 as verified by

official transcripts, resume, 2 letters of recommendation from IHE faculty or previous employers, a successful interview with one of the FCREC#1 LEA's followed by a district letter of intent to hire, passage of the NMTA Basic Skills Assessment, completion of the Pro Scan Personal Dynamics Survey [Myers-Briggs instrument designed by Professional DynaMetric Programs, Inc.], admission to the CES LEAP certification program, and a requirement to work in a *BTQP* affiliated high-need LEA for a period of three years);

- It should be noted that a clearly defined Entrance Rubric to the CES LEAP Program has been articulated and residents must receive an 80/100 score to be admitted to the program. All potential candidates will have access to this rubric at the start of the application process. Rubric criteria emphasize the need to identify self-reflective individuals who are committed to their content, community and/or children.
- The results of the Pro Scan Personal Dynamics Survey assist CES coaches in supporting residents as they progress through the program.
- Providing **100 (20 per year) stipends of \$1,900** for program recruits for CES LEAP fees, with matching district funds paying for first year teacher salaries (\$40,000 + benefits for a total package of \$52,000 per recruit);
- Providing a residency experience with the guidance of a **mentor teacher**, while recruit completes LEAP certification coursework (each year, residents will become members of a cohort with the mentors and CES coaches so as to provide a venue for professional sharing). This residency year is considered to be the first year for the participant to be a teacher of record per NM licensure regulations;

- Arranging for **CES coaches** to support residency experiences, in addition to the support received by building administrators and instructional resource specialists employed by the LEA's;
- Providing two years of research-based **induction support** for 100 beginning teachers (LEA's will provide this support during the second year through monthly district/site professional development, as well as the professional development provided by the district contracts with CES); and
- Providing targeted, individualized, on-going monthly professional development through CES in concert with the professional development opportunities offered by each district.

A teaching resident's journey through the *BTQP* program will be as follows. Upon selection and contractual agreement for acceptance of program rules and guidelines, the participant will enter the state-approved alternative teacher certification course of study at CES while at the same time participating in an intensive residency with a mentor teacher (See LEAP Proposal for Course of Study in Appendix E). The participant will be supported by *BTQP* and LEA staff through mentoring and coaching. At the conclusion of the residency, CES coaches will work with recruits to meet New Mexico licensure requirements including passage of all teacher assessments.

From the start of the residency (resident is considered to be a teacher of record per NM licensure) through the second year of teaching, practitioners will receive monthly professional development and coaching visits (from **the CES field coaches and school instructional specialists**) in addition to weekly support from the assigned district and LEAP trained mentor. Monthly online mentor checklists will be provided by CES which will be completed by both the

mentor and resident to support reflective practices and to ensure successful completion of the program. By the end of a two-year period of teaching, mentoring, and professional development support, the teacher will have acquired an extensive pedagogical and managerial toolbox to positively impact student achievement. They will achieve the "effective" or higher level of performance on all New Mexico Level 1 teaching elements that compose the teacher evaluation system.

**(ii) The extent to which the goals, objectives, and outcomes to be achieved are clearly specified and measurable:**

Please see the work plan for activities, responsibilities, timelines, milestones and outcomes.

**Goals, Objectives and Performance Measures - Purpose, Goals and Objectives**

To achieve the purposes stated earlier in the project application, several goals were developed that emphasized the need for a **teacher residency program** that ensures the collaboration between the CES LEAP alternative licensure program, the LEA's, the mentors and the residents themselves. A cohort of professionals will be available to promote an effective mentoring and induction program that will ultimately result in improved academic performance for students. An increased emphasis during the residency program and induction will be on high quality, research-based professional development to strengthen content knowledge, teaching skills, and integration of technology, coaching and mentoring.

**PERFORMANCE MEASURES**

***Project Goal ](GOVERNANCE): Establish, increase collaboration, and sustain a partnership of professional educators from the CES, IHE's, and LEA's to develop and implement a teacher residency program impacting high-need LEA's.***

**Objective 1.1:** Establish and sustain monthly planning sessions with partners, program staff, and interested parties for implementation of the *BTQP* teacher residency, professional collaboration through cohorts, and mentoring/induction.

**Performance Measure 1.1.1:** Year 1, the *BTQP* Steering Committee will be formed consisting of one member from each LEA, IHE and the CES.

**Performance Measure 1.1.2:** Year 1, the *BTQP* Steering Committee will approve the program rules, guidelines, and contractual agreements for acceptance into the *BTQP* program.

**Performance Measure 1.1.3:** Year 1 and annually thereafter, the Project Director and CES field coaches shall present the *BTQP* Steering Committee with a plan for the next year's LEAP courses.

**Performance Measure 1.1.4:** Year 1 and annually thereafter, a schedule of monthly planning sessions, action plan for project implementation and meetings with the external evaluator will be established and approved by the *BTQP* Steering Committee.

**Objective 1.2:** Provide a monthly forum (*BTQP* Steering Committee) for *BTQP* partners to collaborate on the implementation of the teacher residency educator preparation.

**Performance Measure 1.2.1:** Year 1 and annually thereafter, the following will be collected: an action plan, sign-in sheets, agendas, and minutes.

**Objective 1.3:** Collaborate with LEA school leaders to identify opportunities to support, provide and/or intensify training and professional development for all teachers in the areas of content knowledge, reading, math, and Special Education.

**Performance Measure 1.3.1:** Year 1 and annually thereafter, a list of professional development topics will be developed and updated based on the annual needs assessment (completed by August 15<sup>th</sup> annually).

**Project Goal 2 (TEACHER RESIDENCY):** *Identify and recruit 100 (20 annually) prospective teachers to participate in a teacher residency program to impact student achievement in high-need LEA's.*

**Objective 2.1:** Recruit and select participants through a rigorous application review and LEA interview for teacher residency experience including the LEAP certification program.

**Performance Measure 2.1.1:** Year 1 interviews will be scheduled with LEA's.

**Performance Measure 2.1.2:** Year 1 and annually thereafter, a total of 20 participants considered to be cohort #1 will be enrolled in the program as a result of meeting the following criteria: minimum GPA 2.75, passed NMTA Basic Skills Assessment, resume, 2 letters of recommendation, LEA interview with letter of intent to hire, completion of the Pro Scan Personal Dynamics Survey, admission to the CES LEAP certification program, a signed commitment to work in a BTQP affiliated high-need LEA for a period of three years.

**Objective 2.2:** To provide expanded and stronger teaching experiences through teacher residency school format and the LEAP alternative certification program.

**Performance Measure 2.2.1:** With Year 1 and annually thereafter, 95% of participants will pass all required state teacher exams and obtain a NM Level I teaching license (GPRA Performance Measure 1).

**Performance Measure 2.2.2:** Year 1 and annually thereafter, 10% of residents will be licensed in a STEM (math/science) area (GPRA Performance Measure 2).



**Performance Measure 2.2.3 (*One-Year Persistence*):** Year 1 and annually thereafter, less than 5% percent of participants who were enrolled in the previous grant reporting period did not obtain NM licensure, and will persist in additional CES support during the current grant reporting period to attain licensure (**GPRA Performance Measure 3**).

**Performance Measure 2.2.4:** Year 5 the cost per program completer will be calculated by the external evaluator (**GPRA Efficiency Measure**).

**Objective 2.3:** To provide 100 teacher residents with high-quality professional development conducted by CES, LEA, and staff from the Departments of Education to include strong content knowledge, integration of technology, teaching methodologies and the use of data and research to improve classroom knowledge and teaching skills.

**Performance Measure 2.3.1:** Year 2 and annually thereafter, 100% of participants will attend 7 professional development opportunities as measured by pre/post PD assessments, sign-in sheets and reflections in collaborative assessment log.

**Objective 2.4:** With CES, provide coaching support for 100 residents.

**Performance Measure 2.4.1:** By Year 1 and annually thereafter, residents will participate in 20 coaching sessions as measured by the completion of a collaborative assessment log focused on NM teaching competencies developed by CES coaches and by 95% pass-rates for residents taking the required NM Teaching Assessments for licensure.

**Goal 3 (*NOVICE TEACHER AND ACADEMIC ACHIEVEMENT*):** *Retain and support new teachers during a two-year induction program;*

**Objective 3.1:** In collaboration with LEA and CES, provide two years of research-based mentor and induction support for novice teachers.

**Performance Measure 3.1.1:** Year 1 and annually thereafter, 100% of novice teachers will participate in 20 coaching sessions measured by completion of a collaborative assessment log focused on NM teaching competencies developed by project staff.

**Performance Measure 3.1.2:** Year 1 and annually thereafter, 95% of novice teachers of record in preceding year will be retained by the LEA (**GPRA Performance Measure 4**).

**Performance Measure 3.1.3:** Year 2 and annually thereafter, 95% of participants will remain in high-need partner LEA of initial employment.

**Performance Measure 3.1.4 (*Three-year Employment Retention*):** Year 3 and annually thereafter, 80% of participants will remain in high-need partner LEA's (**GPRA**

**Performance Measure 5**).

**Objective 3.2:** Collect quarterly formative assessment ELA and Math scores on students taught by first year teacher participants and compare to non-residency classrooms to calibrate program quality and *student academic achievement*.

**Performance Measure 3.2.1:** Year 2 and annually thereafter, 70% of residents' students' quarterly formative assessment scores in ELA and Math will equal or exceed those of the non-residency group (**GPRA Performance Measure 6**).

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

**that will extend beyond financial assistance:**

**Build Capacity and Yield Results**

Local capacity will be developed and improved from both the LEA perspective and the alternative licensure pathways available to prospective teachers. IHE's will see the successful implementation of the LEAP Program. Participants of the program are required ".to

immediately utilize strategies they learn"<sup>8</sup> which does not always happen as a part of a traditional model. The LEAP Program is a practitioner's-based model that eliminates many of the current steps that must be taken in a traditional program. The program will use a cohort model which aligns well with TQP project requirements. Five regions will eventually be included beyond the FCREC#1 which will become a network of learning communities across the state. A blended format of face-to-face, summer institutes and monthly meetings, as well as an on-line professional community ensure longevity beyond the scope of the grant program as they are key components of the state-approved LEAP format. Dual certification in both general education and special education is an additional benefit, assisting LEA's with the special education teaching shortage. These novel approaches, along with improved recruitment techniques, will prove to be cost saving measures as the retention of teachers is increased and instruction is improved.

As a result of participant success in the project, continuity between coursework, theory, and classroom application will be developed in a clinical setting. As the CES coaches have the chance to visit highly successful practicing teachers working directly with students, he/she will be able to share and incorporate optimal experiences for future implementation. The CES Coordinator, who also will serve as a coach, will provide venues for discussions to occur between IHE members and participants to ensure the rigor and relevance of the program, illuminating possible adjustments to traditional teacher preparation pathways, as well as effectiveness of the project itself. As the program evolves, master's degree credits will be provided for the LEAP certification process. As a part of the project work, the alternative

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<sup>8</sup> Chavez and Lanoy-Sandoval (2019). *Leap Proposal*. Cooperative Educational Services.

licensure team at San Juan College will complete a crosswalk between the LEAP Program certification scope and sequence and the current alternative licensure program. In concert with personnel from the education schools at Eastern New Mexico University and New Mexico State University, credit hours towards a master's program will be identified. CES coaches will strongly encourage graduates of the residency program to continue to a partner IHE institution to complete a master's degree in an education field. The result will be improved pre-service educator instruction that will be **sustained** and **institutionalized**. The precedent for continued partnership between LEA's and IHE's to find effective teacher preparation methods will be compelling based on the successes and benefits of the program.

**(iv) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements:**

**Exceptional Approach**

There are several exceptional program elements that will be unique to the **Ba'olta'i Teacher Quality Partnership**.

- The CES LEAP Program is in its infancy. It offers a unique opportunity for "fifth-year" participants to teach as a Level I (considered in the state of New Mexico to be highly qualified) teacher of record while earning a dual certification in both general education and special education without many of the elements that overwhelm a traditional alternative licensure first-year teacher. The laser-like focus on the domains and elements of the New Mexico teacher evaluation instrument as the resident progresses through the program ensures a solid foundation from which effective instruction can occur.

- Teaching residents will be members of a cohort of professional instructors who will thrive in communities that provide forums for the discussion of student data and the strategies that will need to be implemented to address deficit areas, as well as discussions that ensure mastery of classroom management for optimal learning environments.
- Professional development for mentor teachers is limited to the mentor training provided by each LEA. This proposal identifies clear criteria for a LEAP mentor teacher. These criteria include: being a teacher of record in the high-need LEA and school in which the resident will work; holding a Level II or III New Mexico state teaching license with a minimum of five years of teaching experience; a recommendation from the site principal stating this individual is well-versed in planning, preparation, providing engaging instruction, collaborating to improve instruction based on the analysis of data for student gains and has attained a rating of highly effective or exemplary on the NM teacher evaluation system; and has training and experience in core reading and math strategies utilized by the school. Site administrators will consider potential mentor teachers that: demonstrate a desire to improve personal instructional strategies and those of other teachers; participate in curriculum development; and are open to offering professional development at the site and/or district level. In the Farmington School District alone, there are 197 Highly Effective teachers and 41 Exemplary teachers indicating a strong pool of candidates to be LEAP mentors. The mentor teacher will receive a \$1000 annual stipend from grant funding to support the teacher resident and to attend four annual

mentor trainings, as well as the opportunity to utilize leadership skills that are a part of the competencies for Level II/III teachers.

- This project will establish performance matrices and compile sets of comparative data between project participants and those traditionally trained practitioners. Student achievement data will be used as the primary indicator of project success over the five-year span of the grant.

**B. ADEQUACY OF RESOURCES**

The chart below outlines the responsibilities of each member of the partnership.

<b>Partner</b>	<b>Responsibility</b>
Cooperative Educational Services (CES)	Fiscal agent, LEAP coursework, LEAP mentor training, professional development through School Improvement Technical Expertise (SITE) and Technical Assistance Program (TAP-special education), coaching
High-Need LEA's/Schools (FCREC#1-Aztec, Bloomfield, Central Consolidated, Farmington)	Mentor and induction programs, district mentor salaries (\$150/year/mentor), resident salaries
San Juan College	Alternative Licensure Crosswalk
Eastern New Mexico University, New Mexico State University	Master's Program Development

**(i) The adequacy of support (facilities, equipment, supplies, etc.) from applicant/lead**

**organization:**

**Adequacy of Support**

The Cooperative Educational Service (CES) will serve as the lead applicant. This organization is uniquely suited to provide a one-stop experience for coursework, professional development and coaching support as residents progress through the program. CES is owned by LEA's statewide to provide a variety of services including professional development. Two subsections of the company offer services that are aligned with grant outcomes: School Improvement Technical Expertise (SITE) which provides several free sessions to each district based on need followed by

the opportunity for districts to contract with CES for additional needed services; and the Technical Assistance Program (**TAP**) component which provides professional development and technical assistance to districts with special education needs. This service is paid for through the NM Public Schools Insurance Authority to decrease litigious issues within districts in the area of special education. A wide variety of professional development programs are available grounded in current research and effective practices to improve student achievement. This wealth of resources will allow each high-need LEA and school to individualize professional development based on content area, subject area and/or grade level need. The TAP component offers specific information for special educators, thus enhancing the dual certification process for residents.

Governance by CES will consist of the partners (CES, FCREC#1 - each district, San Juan College, ENMU and NMSU) providing one representative for the **BTQP Steering Committee** which will include the **Director and Coordinator** for the grant program. The group will meet **monthly**. The project Director with support from the *BTQP* Steering Committee will: hire key staff; create the governing plan, rules, contractual agreements, monitor budget and evaluate program benchmarks; and assist and give input concerning overall program assessment and evaluation. It will also **provide a venue for the networking of education professionals and stakeholders** who will work with the NM Public Education Department and community leaders to enhance the overall quality of the experience of teaching in the rural public school environment.

***Qualifications, Training and Experience of Key Personnel:*** Project staffing includes a part-time Director, a part-time Coordinator (.07 FTE to meet the 2% administrative cost limit of the grant), 2.93 FTE coaches, LEAP mentors, and the external evaluator. Mentors will be hired as the project progresses, while provisions are in place to establish the director,

coordinator and evaluator positions immediately. This structured format will ensure that high-quality personnel are hired for key positions. The result will be an efficacious implementation of grant activities.

A superior Project Staff is critical to cementing a successful Partnership. Job descriptions and actual candidate resumes appear in full in the Job Descriptions of Key Personnel and Resumes found in the Appendix H. This staff structure will ensure that **high quality products** and **services** will be a result of the project.

The **Program Director**, [REDACTED], will be paid by CES as the Executive Director and will dedicate 5% of his day to administering grant requirements. The Program Director will work with IHE's, district administrators, and the *BTQP* Steering Committee members to plan, coordinate, and implement the *BTQP* activities described in the work plan. The Director will be responsible for the hiring and supervision of CES staff as well as coordinating the *BTQP* Steering Committee. The Program Director will additionally work with the Evaluator to establish and monitor the assessment and evaluation system for the program, including the development of monthly process evaluation reports. The Director must have at least five (5) years professional experience in planning and delivering teacher education and professional development programming in an IHE or LEA environment. The Director served as Superintendent in one NM school district for twenty-one years and has over eight years of experience providing leadership to the Cooperative Educational Services, designing and implementing service and procurement programs in accordance with CES board policy.

The **Coordinator** for the program will be [REDACTED]. She will be paid as a .07 FTE from the program budget and will be responsible for working with the *BTQP* Steering Committee to implement the recruitment plan and professional development activities.



Specifically, the Coordinator will recruit participants from individuals recommended by the FCREC#1 LEA's and assist in the application process by coordinating a one-stop information center. In collaboration with the schools and staffs of participating entities, the Coordinator will plan, organize, and implement the *BTQP* activities described in the work plan. The Coordinator will work with the partners to expand and improve pre-service activities and implement the teacher residency program. The Coordinator will be responsible for working with district personnel to establish and monitor the mentoring and induction system that enhances the residency program. The Coordinator will oversee the process of identifying LEAP mentors with district personnel, and supplying these staff members with professional development and support opportunities. The Coordinator must hold a Level III teaching license and have a minimum of five years experience as a classroom teacher. The Coordinator (see Appendix H) has previous successful experience supporting 75 graduate students in receiving a license in special education with over 90% of students achieving effective or higher ratings on NMTEACH (NM's teacher evaluation system).

Two full-time and one .93FTE (the other portion of the Coordinator's salary) **Coaches** will be hired and will provide direct coaching and professional development to pre-service and novice teachers. The coaches will coordinate with district assigned LEAP mentors to impact the mentor/mentee relationship and the quality of content instruction including the integration of technology. The coaches will hold a minimum of a Master's Degree with a Level IIIA NM license and will be individuals who are well-versed in collaborating with adult learners.

The program **Evaluator** has extensive experience preparing, implementing and analyzing state and federal grants. [REDACTED], will be the independent evaluator for the *BTQP* grant (Appendix H). [REDACTED] was the Director for a Teacher Quality Enhancement grant

and has 22 years of education experience primarily at the pre-collegiate levels. As the outside evaluator, [REDACTED] will work with the project staff to establish benchmarks for evaluating project activities. Benchmarks will be aligned with the project performance measures.

**(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project:**

**Committed Partners**

Because the BTQP is a Partnership and builds upon existing, state-approved programs for teacher education and mentoring, key personnel also include IHE and LEA personnel, instructors, and mentors. The number and diversity of participating partners assures that a pool of qualified applicants will fill these roles. The plan outlined herein represents a reasonable, practical concept for teacher recruitment, improvement of preparation, and long-term reform of teacher preparation programs. The program is anchored in the community, has a strong foundation, and is built on previous successes, and utilizes knowledge gained from those successful endeavors to create the current plan. **Mechanisms** are built into the plan to insure long-term change and commitment to improved teacher education. Letters of support are located in Appendix I.

The designated project high-need LEA's that are a part of the FCREC#1 will ensure that residents are provided with a beginning teacher salary (\$40,000 + 30% benefits), a district computer, and a district-assigned mentor with a total stipend of \$1150 annually. In the state of New Mexico, all first-year teachers are required to participate in an induction program tailored by each district. This includes each novice teacher being assigned a LEAP mentor trained through CES. The mentor and induction program will be the responsibility of each LEA.

Residents will also have access to instructional specialists through the district who support effective instruction in addition to the coaches assigned by CES.

San Juan College, Eastern New Mexico University and New Mexico State University are familiar with the needs of the communities that the grant will serve. This will be essential to successful implementation of the activities proposed by the project. All three IHE's work with diverse populations. This will be an asset as the program prepares educators to work with very similar populations in the public school setting. The average pass rate on the New Mexico Teacher Assessments for all IHE partners (SJC, ENMU and NMSU) is 84%. In addition, an average of 84% of individuals who begin the education program complete it. Finally, teacher evaluation data has been collected on graduates from the three IHE's indicating that in the: Teaching and Learning Domain, graduates are 86% effective; and Planning and Professionalism 91% effective.<sup>9</sup>

### C. QUALITY OF THE MANAGEMENT PLAN

The work plan below delineates **responsibilities, timelines** and **milestones**. It will ensure that **project goals, objectives** and **performance measures** will be achieved on time. The **logic model** may be found in Appendix G.

*Goal 1(GOVERNANCE): Establish, increase collaboration, and sustain a partnership of professional educators from the CES, IHE's, and LEA's to develop and implement a teacher residency program impacting high-need LEA's.*

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<sup>9</sup>New Mexico Public Education Department. "Educator Preparation Program Scorecards". 17 May 2019. <http://www.ped.state.nm.us>.

<b>Work Plan, Objective 1.1:</b> Establish and sustain monthly planning sessions with partners, program staff, and interested parties for implementation of the <i>BTQP</i> teacher residency, professional collaboration through cohorts, and mentoring/induction.			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 1.1.1: Meeting of partner representatives to establish plan, rules, guidelines, contractual agreements and strategies for <i>BTQP</i>	Formation of <i>BTQP</i> steering committee.	Complete by Aug. 15, 2019	<i>BTQP</i> Director
Activity 1.1.2: Develop & advertise job descriptions for key staff	Key staff positions filled with qualified individuals	Complete by Aug. 31, 2019	<i>BTQP</i> Director
Activity 1.1.3: Work with partners to establish an action plan for year one	Plan in place and distributed	Complete by Aug. 31, 2019	Director, <i>BTQP</i> steering committee
Activity 1.1.4 Meet monthly to review program implementation and compliance	Reports indicative of sound implementation	Ongoing, Aug. 2019- June 2024	Director, staff, <i>BTQP</i> steering committee
Activity 1.1.5 Implement action plan applicable to grant initiatives	Grant components implemented on time and with success.	Ongoing, Aug. 2019- June 2024	Program staff
Activity 1.1.6: Hire external evaluator, review data collection processes	Evaluator report	Aug. 31, 2019	Director & <i>BTQP</i> steering committee
<b>Outcome:</b> Clear program rules, guidelines, and contractual agreements on file; sustainability plan creates effective Partnership as measured by program implementation and progress evaluation reports.			
<b>Work Plan, Objective 1.2:</b> Provide a monthly forum ( <i>BTQP</i> Steering Committee) for <i>BTQP</i> partners to collaborate on the implementation of the teacher residency educator preparation			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 1.2.1: Identify representatives from each entity to serve on <i>BTQP</i> Steering Committee	Committee formed	Complete by Oct. 31, 2019	Director
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings	Held monthly	By Aug. 31, 2019 annually	Director
<b>Outcome:</b> Minutes of monthly meetings on file.			
<b>Work Plan, Objective 1.3:</b> Collaborate with LEA school leaders to identify opportunities to support, provide and/or intensify training and professional development for all teachers in the areas of content knowledge, reading and Special Education.			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 1.3.1: Develop and implement needs survey of members of partnership	Survey and results on file	By Aug. 15, 2019 Annually	Coordinator

Activity 1.3.2: Develop and implement professional development plan in conjunction with grant initiatives based on needs survey	PD plan published & distributed	By Aug. 31, 2010 annually	BTQP Steering Committee, Coordinator
<b>Outcome:</b> Measured by the attendance of grant partners and other interested parties and by successful implementation of subsequent professional development plan annually.			

**Goal 2 (TEACHER RESIDENCY): Identify and recruit 100 (20 annually) prospective teachers to participate in a teacher residency program to impact student achievement in high-need LEA's.**

<b>Work Plan, Objective 2.1:</b> Recruit and select participants through a rigorous application review and LEA interview for teacher residency experience including the LEAP certification program.			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 2.1.1: Develop detailed recruitment plan and scope of work	Completed plan w/ scope of work, etc.	Aug. 31, 2019	Director & Partners
Activity 2.1.2: Implement application system established by LEA's and CES	CES information disseminated	Aug. 31, 2019	Coordinator
Activity 2.1.3: Recruit participants from LEA and IHE Communities	Master list of recruits	Sept. 15, 2019	Coordinator, LEA's
<b>Outcome:</b> Recruit database reflective of 20 individuals annually through 2024. Measured by program completion, meeting licensure requirements, retention in high-need schools, and greater content-area/management skills shown through NMTA assessment results.			
<b>Work Plan, Objective 2.2:</b> To provide expanded and stronger teaching experiences through teacher residency school format and the LEAP alternative certification program.			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 2.2.1: Establish application process for mentor teachers with weekly expectations	Mentor teachers identified with proper agreements	Aug. 31, 2019	Director & LEA reps.
Activity 2.2.2: Arrange and assign residents to mentor teacher	Mentor/Resident database on file	August 2019	Coordinator & LEA reps.
Activity 2.2.3: Provide stipend for teacher residents and for mentor teachers	Distribute & track funds & activities	Sept. 15, 2019	Director and CES fiscal manager
Activity 2.2.4: Evaluate and collect data on teacher residency including cost per program completer during final year	Summary from Director & CES coaches	Ongoing after August 2019	Evaluator, Director, BTQP Steering Committee
<b>Outcome:</b> Measured by successful completion of residency year with 100% recruits demonstrating improved teacher instruction and management skills as reported through collaborative assessment logs, 95% obtaining appropriate licensure in NM ( <b>GPRA Performance Measure 1</b> ), 20% of residents will be licensed in a STEM area ( <b>GPRA PM2</b> ), less than 5% of participants not attaining NM licensure in previous grant year will persist during			

current grant reporting period to attain licensure ( <b>GPRA PM3</b> ), cost per program completer during final year ( <b>GPRA Efficiency Measure</b> ).			
<b>Work Plan, Objective 2.3:</b> To provide 100 teacher residents with high-quality professional development conducted by CES, LEA, and staff from the Departments of Education to include strong content knowledge, integration of technology, teaching methodologies and the use of data and research to improve classroom knowledge and teaching skills.			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 2.3.1: Identify experts within all partnering entities to match professional development (PD) needs identified by <i>BTQP</i> Steering Committee	List of experts on file	Sept. 15, 2019	Coordinator, <i>BTQP</i> Steering Committee
Activity 2.3.2: Publish and distribute PD plan	<i>BTQP</i> meeting agenda	October 1, 2019 and annually thereafter	Coordinator, <i>BTQP</i> Steering Committee
Activity 2.3.3: Collect data and evaluate results on professional development	Summary from Director & CES field coaches	Ongoing after October 1, 2019	Evaluator, Director, <i>BTQP</i> Steering Committee, CES Coaches
<b>Outcome:</b> Measured by recruit attendance at PD annually, pre/post measurement for growth in knowledge from PD, application of skills as reflected in collaborative assessment logs.			
<b>Work Plan, Objective 2.4:</b> With CES, provide coaching support for 100 residents.			
Activity 2.4.1: Arrange for CES coaches to assist resident and mentor teacher	Coaches assigned relevant case load	Fall 2019	Coordinator, CES coaches
Activity 2.4.2: Monitor and evaluate implementation of coaching, including technology components	Meeting monthly between CES coaches and the Director to monitor coaching	Ongoing after September 2019	Coordinator, CES Coaches, <i>BTQP</i> Steering Committee and Evaluator
<b>Outcome:</b> Minimum of 20 successful meetings annually measured by participant satisfaction surveys, collaborative assessment logs, and 100% pass-rates for residents taking required NM Teacher Assessments for licensure.			

**Goal 3 (NOVICE TEACHER AND ACADEMIC ACHIEVEMENT): Retain and support new teachers during a two-year induction program;**

<b>Work Plan, Objective 3.1:</b> In collaboration with LEA and CES, provide two years of research-based mentor and induction support for novice teachers			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 3.1.1: CES coaches and district-assigned mentor coordinate efforts	Collaborative assessment log documents reflect monthly joint meetings	September 2019 and annually thereafter	CES coaches, mentors
Activity 3.1.2: Coaches meet with teacher	Record of 20 contacts annually	Ongoing after August 2019	CES coaches, Coordinator
Activity 3.1.3: Monitor and evaluate implementation of mentoring	Collaborative assessment logs to be completed and turned in each semester	Ongoing after November 2019	Coordinator, <i>BTQP</i> Steering Committee and Evaluator
<b>Outcome:</b> 100% participation in induction activities and documentation of mentoring contacts, questionnaires/surveys, 95% novice teachers will be retained by hiring LEA ( <b>GPRA PM4</b> ), 95% of participants will remain in partner LEA after 2 years, 80% of participants will remain in partner LEA after 3 years ( <b>GPRA PM5</b> ).			
<b>Work Plan, Objective 3.2:</b> Collect quarterly formative assessment ELA and Math scores on students taught by first year teacher participants and compare to non-residency classrooms to calibrate program quality and <i>student academic achievement</i> .			
<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsibility</b>
Activity 3.2.1: CES field coaches identifies baseline data from first quarter formative assessment scores in ELA and math for residency & non-residency first year teachers	Report on file	October 2019 and annually thereafter	CES field coaches
Activity 3.2.2: CES coaches collect data from participant teachers of record	Database developed	January 2020 and annually thereafter	CES coaches
Activity 3.2.3: Monitor and evaluate student achievement on quarterly formative assessments as an indicator of program success	Final report to be submitted to <i>BTQP</i> Steering Committee, Director, Evaluator	January 2020 and annually thereafter	Coordinator, <i>BTQP</i> Steering Committee, Evaluator, CES field coaches
<b>Outcome:</b> 70% of residents' students' quarterly formative assessment scores in ELA and Math will equal or exceed those of the non-residency group ( <b>GPRA PM6</b> ).			

## 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:**

### **Valuable and Reliable Performance Data**

To facilitate monitoring and evaluation, the Program Coordinator will develop a **progress evaluation report monthly** that will be submitted to the **BTQP Steering Committee monthly**. The report will detail the progress of activities in a format which can be easily compared to the work plan and grant components. Outcome data will be assessed and discussed at monthly meetings to determine the progress and quality of services with data collected tied directly to the objectives and performance measures. This includes data collected by the CES LEAP Program. Continuous resident monitoring will occur through: monitoring the passage of key evidenced-based, student-driven assessments on coursework at 85% or higher (rubrics are clearly articulated with three outcome levels specified); online LEAP mentor checkpoints completed monthly; resident self-reflections to promote the development of reflective practitioners; and analysis of job performance following formative and summative teacher evaluations. Additionally, *BTQP* will use **teacher focus groups and surveys** of all participants and partners to solicit input annually. Utilizing **cycles for continual improvement, annual needs surveys** and **PDSA** (plan-do-study-act) concepts such as those in quality management philosophies, the **staff and BTQP Steering Committee** will continuously **identify strengths and weakness** in the delivery of services and work with all parties to make reasonable modifications for enhanced services.

████████████████████, will serve as the independent evaluator for the *BTQP* grant (See resume in Appendix H). ██████████ has worked extensively writing, implementing and



directing state and federal grant programs over a twenty-two year period of time. As the outside evaluator, [REDACTED] will work with the project staff to establish benchmarks for evaluating project activities. Benchmarks will be aligned with the project and GPRA performance measures as outlined in the Quality of Project Design.

Appropriate quantitative and qualitative data will be collected on each objective of the grant depending on the activity to be measured. The data collected will provide project staff, the external evaluator and *BTQP* partners with formative and summative information for project review and modifications monthly and annually. Due to the fact that multiple valid and reliable data measures will be collected and analyzed, positive outcomes will be reproducible beyond the scope of the grant project. The project performance measures will be utilized throughout the implementation of the *BTQP* program to ensure full-compliance and that GPRA indicators are met.

**(ii) The extent to which methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes:**

**Methods of Evaluation**

***Purpose, Goals and Objectives***

The **purposes** of the proposed project are: 1) to improve the quality of prospective and new teachers by improving preparation of prospective teachers and enhancing professional development activities for new teachers; and 2) recruit highly qualified individuals, including minorities and individuals from other occupations into the teaching force. A strong emphasis will be placed on developing a **cohort** of professional educators (both novice and master-level teachers and program support staff) intent on sharing best practices with the goal of improving student achievement. The focus of the **teacher residency program** will be on the dual

certification/licensure of residents in both general education and Special Education. This decision is based on the vacancy needs collected by the state and FCREC#1 districts. An increased emphasis during the residency program and two years of induction will be on high quality research based **professional development** to strengthen content knowledge, teaching skills, and mentoring. The residency will be supported financially by providing a stipend for CES fees.

The **performance measures** are clearly specified, are measurable, and are supportive of goals aligned with the purposes of the project. Three **goals** were selected: a **Governance** goal emphasizing the development and implementation of a teacher residency program; a **Teacher Residency** goal delineating the specified number of recruits for the teacher residency program; and a **Novice Teacher/Academic Achievement** goal that supports the retention of effective program graduates in high-need LEA's who will positively impact student achievement. For each set of objectives, **measurable performance indicators** will provide thorough evidence of the effectiveness of the program. Quantitative and qualitative data will be collected in addition to student achievement data to demonstrate the impact of the resident LEAP preparation on student learning. In addition to the program data collected, CES will use a triangulation method as a part of the program ".holding the accountability measures for quality of completed coursework and monitoring progression through the program. Districts will hold the accountability for assigning a LEAP mentor to candidates ensuring the dissemination of district protocol and expectations. Candidates will complete self-assessments and reflections to qualify their progression in their teaching practices." CES will self-evaluate the effectiveness of the LEAP program using data collected for the Alternative Teacher Preparation Report Card to ensure compliance with state rules and regulations. All program stakeholders will complete formative and summative

evaluations to ensure continual program improvements (see model below).<sup>10</sup> Data collected by both the *BTQP* project and CES program will provide a thorough lens through which the effectiveness of this unique residency model may be evaluated.



<sup>10</sup>Chavez and Lanoy-Sandoval (2019). *Leap Proposal*. Cooperative Educational Services.

**Resources**

Chavez and Lanoy-Sandoval (2019). *Leap Proposal*. Cooperative Educational Services.

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