

Three Rivers Education Foundation
Effective Educators - Teacher Quality Partnership (EE-TQP)
Grant Proposal

From

Three Rivers Education Foundation, Inc.

In partnership with:

Eastern New Mexico University (ENMU)

and

Identified High Need Public-School Districts in Northern New Mexico:

Chama Valley Schools, Cimarron Schools, Clayton Municipal Schools, Espanola Public Schools,
Hatch Valley Schools, Magdalena Schools, Mora Independent Schools, Pojoaque Valley
Schools, Portales Schools, and Truth or Consequences Schools

CFDA: 84.336S

Submitted April 26, 2022

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Introduction

Educating children in New Mexico requires attention to unique characteristics that differentiate New Mexico from other states. This uniqueness has its roots both in the state’s most valued attribute—extensive geographic, cultural, and linguistic diversity—and its most troubling one—an economy that perpetuates widespread poverty (Oakes, Espinoza, Darling-Hammond, Gonzales, DePaoli, Kini, Hoachlander, Burns, Griffith, and Leung, 2020). New Mexico is currently facing significant challenges in staffing all schools with a well-prepared, stable, and diverse educator workforce. Research has shown that having knowledgeable and skillful educators are the most important in-school influence on student learning, with the largest positive impact on the achievement of students of color and those from low-income families. Research has also emphasized the key role that principals play in the success of a school and in student learning and has noted that the school principal is a crucial school-level factor associated with student achievement—second only to teachers’ classroom instruction (Oakes et al., 2020).

In 2019, about 15% of New Mexico teachers left the teaching profession (New Mexico Public Education Department, New Mexico Higher Education Department, 2020). That is nearly double the most recent nationwide numbers. Data from recent national analyses find the number of “leavers” from year to year is about 8% nationwide (Carver-Thomas and Darling-Hammond, 2017). Research is clear that rates of teacher turnover negatively impact student learning (Kini and Podolsky, 2016). In particular, New Mexico is experiencing sizable shortages in the number of certified teachers in critical subject areas such as mathematics, science, and special education. Data points to a significant racial and ethnic diversity gap, whereby the teacher workforce does not reflect student diversity. Teacher vacancies in New Mexico have nearly doubled in the last year, from 571 in 2020, to just more than 1,000 in 2021. The report notes that an increase of 477

open positions is the largest change in one year since the vacancy report was first published and that the numbers suggest that addressing teacher vacancies continues to be a challenge across the state. The areas with the highest number of teacher vacancies were special education and elementary education. The subjects with the largest needs include math, science, and English language arts, which were also in high demand in the prior year.

New Mexico's administrator workforce also has a high annual rate of individuals leaving the profession. Nearly half of new principals leave their schools after three years, and nearly 20 percent leave every year (Superville, 2019). The national average is only four years, with 35% being at a school site for less than two years (Levin, Scott, Yang, Leung, and Bradley (2020). These data indicate a need for strong leaders who will ensure continual growth in all student populations.

To ensure that the targeted New Mexico school districts included in this application have a well-prepared, stable, and racially and ethnically diverse teacher and leader workforce and that the students being served in these districts have access to effective teachers and leaders, the Three Rivers Education Foundation, Inc. (3RIV), a non-profit education leadership organization located in northwest NM, will partner with Eastern New Mexico University (ENMU) and 10 New Mexico school districts to provide students with high-quality teachers and leaders.

The **EE-TQP** will: 1) Establish and sustain a partnership, and increase collaboration among professional educators from IHEs and LEAs to develop and implement a leadership program that includes administrative internships and a teacher residency program impacting high-need, high-poverty, rural school districts (*Institutional Collaboration*); 2) Recruit highly qualified individuals that demographically represent the district populations (*Recruitment*); 3) Improve the quality of novice teachers through residencies (*Teacher Residencies*); 4) Implement

administrative internships to further develop the leadership skills of all prospective school leaders involved in the program (*Administrative Internships*); 5) Expand access to quality professional development, support, and mentoring (*Expanded Training*); and 6) Increase the rigor and depth of experiential components in educator training programs at IHE(s) (*Clinical Experiences*);

The project design brings a team of committed partners together to create a dynamic, collaborative system in which university faculty provide subject-matter and pedagogical expertise, teacher mentors support and guide resident teachers, program staff conduct professional development and ensure that activities reflect the diversity of the communities participating in the project, and project management and evaluation services continuously monitor and inform all entities of progress and operations. The project will use the following components that have a strong research base and have proven results within the targeted region: a Professional Development School (PDS) model, the Boston Teacher Residency Model (BTE), the Cognitive CoachingSM model, the Professional Learning Communities (PLC) model, and a practicum approach that has shown to significantly improve teachers' classroom performance as indicated by students' state assessment results.

Absolute Priority 4: *Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teaching Residency Program Under Absolute Priority 2*

Effective Teaching Residency Program Under Absolute Priority 2

The *EE-TQP* partnership includes the Department of Education at Eastern New Mexico University (ENMU), which has been recognized as a high-quality online teacher preparation program with a 97% student satisfaction rating and extensive experience in implementing teacher

preparation programs. ENMU serves a diverse student population (35.6% Hispanic, 42.7% Caucasian, and 2.4% Native American); it is nationally recognized as a Hispanic-serving institution and is a member of the Hispanic Association of Colleges and Universities. ENMU is a state-approved teacher preparation program, and its master's degree/teacher licensure programs are accredited by the Higher Learning Commission and by the Accreditation of Educator Preparation. The Praxis pass rate among ENMU teacher candidates is 100%. The university will support teacher residents during their online coursework and the teacher residency component. As a member of the partnership, ENMU will collaborate with *EE-TQP* staff to develop and support an effective clinical experience and to engage in quality reviews to identify program improvements.

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

The Three Rivers Education Foundation has a 15-year history of supporting teacher professional development and leading initiatives targeted at improving student outcomes in rural, high-need districts across 4 states. Foundation staff involved in *EE-TQP* 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.

Based on LEA data, the EE-TQP partnership will support a teacher residency program in high-need subject areas, specifically in mathematics, science, and special education. *EE-TQP* will recruit and select 40 individuals who are committed to participating in intensive residencies

while earning graduate degrees in the areas of special education and secondary mathematics and science education. Teachers will be placed in cohorts, which will facilitate collaboration among program participants and enable participants to develop professional relationships with their mentor teachers. Teacher cohorts will also receive in-depth professional development to prepare them for their teaching responsibilities, learn to differentiate instruction to meet individual student needs, and will receive ongoing support through a two-year induction experience.

Repayment. Each resident will sign an agreement that specifies the requirements and the terms associated with the payment of a wage. If 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.

Development of Leadership Programs

Administrative Internship Program. The pathway for an administrative intern will be very similar to that of a teacher resident. However, individuals will be required to take a one-year leave from teaching to complete the two-semester intensive internship. Prior to the paid internship, participants will complete six semester hours toward the administrative licensure requirements. Potential administrative candidates will be recruited and contracted for a **year-long internship** and licensure program to provide hands-on field experiences, extended **support**, and **financial incentives**, with success measured by completion of the graduate licensure program, meeting state administrative licensure requirements, and placement in high-need schools, specifically and initially by (a) Instituting a **recruitment plan** (completed 2 years as a level II teacher – minimum of 5 years, two letters of recommendation from current school administrators, successful interview with grant committee, admissions to the ENMU graduate

program, the requirement to apply for administrative vacancies in rural, high-need partner LEA's), organizing a one-stop information center, and maintaining an informational, best-practices website. (b) Providing **20 living wages of [REDACTED] benefits** for administrative interns, which equates to a school leader's salary. (c) Providing an internship experience while completing licensure coursework. (d) Arranging for coaches and IHE field coaches to assist with the internship experiences to improve leadership skills among participants. (e) Provide two years of research-based **induction support** for 20 new administrators as measured by 100% participation in induction activities and documentation of coaching contacts. (f) Providing ongoing professional development through monthly workshops. Administrative interns will spend 70% of the day performing duties under the supervision of a master principal while 30% of the day will be utilized to complete licensure coursework and licensure-related assessments (See appendices for the course of study). When the intern becomes an administrator of record, they will be provided with two coaching sessions each month that will include discussions on the topics provided through the workshops as well as the current needs of the participant. In addition, new principals will receive professional development during their first two years of serving as an administrator.

Competitive Preference Priority 1 – Increasing Educator Diversity. Research indicates that teachers of color benefit all students and can have a particularly strong positive impact on students of color. Yet only around one in five teachers, are people of color, compared to more than half of K–12 public school students. Data show that the New Mexico principal and assistant principal workforce could benefit from greater diversity. The most recent data (2017–18) for administrator licensure program enrollment (407 candidates) show that half identify as White (207), 40% as Hispanic (162), and only 5% as Native American (22) (New Mexico Public

Education Department, New Mexico Higher Education Department, 2020). The **EE-TQP** project has been designed to address identified teacher and leader shortage areas and developed and implemented in partnership with a Hispanic-Serving Institution, Eastern New Mexico University (ENMU) to diversify the teacher and leader pipeline.

Competitive Preference Priority 2 – *Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning*. There is significant inequity in students’ access to well-qualified, experienced, and effective teachers, particularly for students from low-income backgrounds, students of color, and children or students with disabilities. Teacher candidates deserve access to high-quality comprehensive preparation programs with high standards and provide the necessary support for successful completion that provides a learning pathway that helps them be the most qualified upon program completion. The **EE-TQP** project will meet this priority by increasing the number of teachers with dual certification in the shortage areas of mathematics, science, and special education.

Competitive Preference Priority 3 – *Meeting Student Social, Emotional, and Academic Needs*. The **EE-TQP** project recognizes the social, emotional, and academic needs of teacher candidates, as well as the importance of preparing those teachers to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. Research has demonstrated that, in elementary and secondary schools, children learn, grow, and achieve at higher levels in safe and supportive environments, and in the care of responsive adults they can trust (Cross, Francis, Liu, Bharaj, and Eker, 2019). It is critical, then, to prioritize support for students’ social, emotional, and academic needs, not only to benefit students’ social and emotional wellness but also to support their academic success. Mounting evidence suggests that supporting social and emotional learning can contribute to overall student development.

Therefore, educators need to develop skills to effectively incorporate social and emotional learning into their instructional practice.

The **EE-TQP** project is designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, by creating a positive, inclusive, and identity-safe climate in their coursework at ENMU, clinical experiences, professional development, and mentoring, through intentionally designed activities that help to foster a sense of belonging and inclusion for underserved students; and what are evidence-based practices for advancing student success for underserved students and how these practices can be effectively implemented. The SEL component will be a major focus in Years 2 and 3.

Competitive Preference Priority 4 – *Promoting Equity in Student Access to Educational Resources and Opportunities*. The **EE-TQP** project is designed to promote educational equity and adequacy in resources and opportunities for underserved students through an examination of the sources of inequity and inadequacy in one or more of the following educational settings: (1) elementary school. (2) middle school or (3) high school program as a component of the teacher and leader ENMU coursework. As a part of their ENMU coursework and ongoing professional development, activities and simulation will be intentionally designed for teachers and leaders to examine the sources of inequity at varying grade levels and develop responses to the inequities that include how to improve pedagogical practices that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Project Narrative

A. Quality of the Project Design

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

The rationale for the **EE-TQP** project includes 1) research that supports the design and framework, 2) research-based components of the program, and 3) the justification for the need for an effective teacher and leader preparation program.

Research to Support the Design. The overall **EE-TQP** 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 (Digital Promise, 2015–16; Hickey, et al., 2014), high-velocity clinical preparation strategies (NCATE, 2010; Darling-Hammond, 2014), and high-leverage pedagogies (Loewenberg Ball, & Forzani, 2012). With this research as the framework for the design of the teacher residency and administrative internship programs, all elements of the project design have been strategically chosen to enhance teacher preparation at the PK-12 and university levels.

The project will utilize a modified Boston Teacher Residency (BTR) model as a format for the design of the teacher residency program. A 5th-year retention study of the BTR model (Papay, West, Fullerton, & Kane, 2011), found that teachers prepared through the residency program had a retention rate of 75% in the fifth year of teaching, compared to a retention rate of 51% in the non-TRP prepared teachers. Additional research on the efficacy of the residency model (Silva, McKie, Gleason, Knechtel, & Makowsky, 2015) found that teacher residency program (TRP) teachers were more likely to remain teaching in the same district than non-TRP teachers with similar teaching placements at a retention rate of 81%, compared to 66% for non-TRP prepared teachers. In an Issues and Answers Report published through IES, Yoon, Duncan, Lee, Scarloss, & Shapley (2007) found that teachers that receive substantial professional

development—an average of 49 hours in the nine studies reviewed—can boost students’ achievement by about 21 percentile points. This study appears to support the importance of a rigorous and sustained professional development component in the development of teachers.

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

EE-TQP 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 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 (5) cohorts, each with eight (8) special education or secondary mathematics or science education residents and Four (4) school principal interns, will progress through the program for the five years of the grant. Recruits for the teacher residency will have earned a bachelor’s degree and are eligible for teaching licensure. They will be offered a fifth-year residency with a graduate program to provide stronger content knowledge, extended support, and a living wage. Success will include completion of the graduate program, meeting state licensure requirements, and placement and retention in high-need

schools. The project will employ the following strategies to ensure participants' success: (a) Institute a recruitment plan with specific criteria for acceptance as a resident teacher that includes: (1) identifying candidates based on a minimum undergraduate GPA of 3.0 and a clear FBI background check, (2) 2 letters of recommendation from IHE faculty or previous employers, (3) passage of entrance exams, (4) admission to the ENMU graduate program, (5) a successful interview with grant committee utilizing a rigorous screening instrument, and (6) a requirement to work full-time as a teacher in an **EE-TQP** affiliated high-need school for three years immediately after completing the residency. (b) Provide 40 (8 per year) living wage salary through a 12-month contract for program recruits, which equates to a typical 9-month salary for a first-year teacher in New Mexico; (c) Provide a one-year residency experience with a master teacher while the teacher recruit completes graduate coursework. (d) Arrange for staff coaches and IHE liaisons to support residency experiences. (e) Provide two years of research-based induction support for 40 beginning teachers; and (f) Provide ongoing professional development.

Upon selection and contractual agreement for the scholarship and acceptance of program rules and guidelines, the participant will enter a graduate course of study in special education or secondary mathematics or science focus at ENMU while at the same time participating in an intensive residency with a master teacher. The participant will be supported by **EE-TQP** staff through professional development, classroom observations, and coaching.

Unique to this project design is the teacher small-group practicum component which is 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 specially designed instruction for students with special needs or

mathematics and science instruction, with an emphasis on effective strategies for engaging a diverse student population in an in-depth study of mathematical concepts. With guidance from staff coaches and mentor teachers, residents will analyze their instructional efficacy and explore how they can transfer their skills from the small group to the 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. After the residency, staff coaches and IHE staff will work with recruits to meet New Mexico licensure requirements, including state teacher assessments.

The project Principal Investigator, Project Director, and Coordinator will collaborate with partnering districts to identify vacancies and will facilitate hiring, placement, and induction. Districts will give priority to residents as vacancies occur. Project support will continue for two years after participants complete the residency program and are hired by districts. During the participants' induction period, coaches will assist districts in providing induction support. Additionally, the new teachers will receive ongoing professional development and coaching visits from staff coaches in collaboration with IHE faculty. By the end of two years of teaching, mentoring, and professional development support, the participants will have acquired extensive pedagogical and professional educational skills to positively impact student achievement. After the enhanced induction process is developed and tested through this project, districts have committed to implementing the process past the project period. In this manner, members of the final two cohorts will continue to receive quality induction support, as will any additional new teachers who enter the district.

Induction Plan. The **EE-TQP** induction model is designed to increase student achievement for students served by teachers new to the profession. “Initial findings from ... studies suggest that beginning teachers who receive comprehensive induction support for two years are more likely to have classes that achieve reading gains than those who do not receive this support. Further, their classes make gains at rates similar to those achieved by veteran teachers.” (New Teacher Center Research Brief, January 2006, Issue #06-01).

The **EE-TQP** project induction model will focus on two primary components to include strong professional development focused on research-based teaching strategies and a comprehensive support system, including coaching and mentoring. The new teacher will participate in a two-year induction system, which includes support from a district-assigned mentor, the **EE-TQP** staff coach assigned to the teacher, the IHE field supervisor, and the principal. The two-year induction period allows for professional development and support based on individual teacher needs identified at the beginning of the induction period and updated regularly.

The strength of the program includes a support system and professional development during the participants’ residency year with the two additional years of induction once they are teachers of record. Each of the participants will be assigned to one of the coaches, who will work with them throughout the residency and two years of induction

Professional Development. The project staff will conduct an extensive needs assessment collaboratively with the mentor, the principal, district administrators, and the new teacher to determine the best course of action in terms of the specific training and support system that would be most appropriate for each new teacher. The topics for professional development may include classroom management, reading instruction, science, and mathematics instruction,

utilizing assessment data for instructional planning, specialized instruction, Universal Design for Learning principles, meeting the needs of diverse learners, including but not limited to English Language learners and student of poverty, and effective strategies for supporting the social-emotional and wellness needs of students. This individualized professional development and support framework will depend on the growth and development needs of the participant. The individualized plan will be tied to the teaching competencies and evaluation system required by the state of New Mexico. This plan will include regular observations by multiple evaluators, including the **EE-TQP** Coaches using valid and reliable evaluation measures as identified by the public education department. During the two years of induction, new teachers will participate in regular professional development opportunities through the district in collaboration with the **EE-TQP** staff. During the two-year induction period, professional development provided by the **EE-TQP** staff will include research-based content and strategies on a given topic, modeling, follow-up observation in the classroom, and opportunity for feedback and reflection. The **EE-TQP** staff will collect information on the general professional development offered by each district. The staff will supplement the district's professional development to address the additional needs of the new teachers, as identified by each participant's individualized plan. The PDS group will be asked to review the plans for each participant to ensure high quality and alignment with current district Educational Plans for Student Success. This process will allow for a shared focus on new teacher development and support. The **EE-TQP** staff will meet regularly with the IHE staff to ensure that the plans are aligned with the master's degree coursework and reflect empirically-based practices and scientifically valid research with practice. Each school in New Mexico is required to provide collaboration time via professional learning communities every week. The quality of the PLC practices varies by district and

school. Consequently, the **EE-TQP** staff, in collaboration with the PDS group and the IHE staff, will offer a menu of supports, including professional development and resources to the PLCs to enhance the support system for new teachers. Sample topics that will be offered include interdisciplinary collaboration with respect to the learning process, using data for decision-making for instructional planning, and using technology for targeted training or research.

Coaching/Mentoring. During the residency year, participants will receive high-quality mentoring by meeting a minimum of 20 times to receive direct one-on-one mentoring and coaching sessions per year, with the **EE-TQP** staff coaches along with ongoing mentoring from their assigned master teacher. Clear criteria for the selection of mentor teachers will be based on measures of teacher effectiveness, appropriate subject area knowledge, exemplary student achievement, and recommendations from their supervisor. Additional selection criteria will include Barry Sweeny's Self-Survey – Should I Become a Mentor? The results of the self-survey will be reviewed during the interview process with potential mentors to ensure mutual goals for new teacher development. Mentor teachers will receive training regarding coaching best practices from the **EE-TQP** staff. Each participant will be assigned a mentor teacher at the school site during the residency year and the subsequent two years of induction. The mentor teacher will provide ongoing guidance, support, and mentoring. The Cognitive Coaching framework will serve as the model for the mentoring/coaching support that the participants receive. Cognitive CoachingSM is a research-based model intended to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Cognitive CoachingSM capitalizes upon and enhances teachers' cognitive processes. This supervisory/peer coaching model capitalizes upon and enhances cognitive processes,

enables individuals to modify their capacity to modify themselves, and is a powerful approach to enhancing both individual performance and building learning organizations.

The partnership and the evaluator will conduct a formative review of the induction plan on an annual basis to ensure that all aspects of the teacher induction plan support the development of highly effective teachers and result in increased student achievement. This ongoing review will provide accountability, feedback for improvement, and potential modification, and ultimately lead to the sustainability of a successful induction process at the local level.

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

Program. The Partnership examined student proficiency data for the targeted districts. The data reflected in the table below indicate a significant need for improvements in reading, science, and math (See Table 1). Poverty plays a role in educational attainment, and the targeted districts have a high proportion of students living in adverse situations, as the data in Table 1 indicate. The powerful impact of poverty on literacy development has been well documented. Children of poverty, in addition to the obvious problems they face, have very little access to reading material; they have fewer books in the home, inferior public libraries, inferior school libraries, and inferior classroom libraries (e.g., Duke, 2000; Neuman and Celano, 2001). This means that they have fewer opportunities to read, and therefore make less progress in developing literacy.

Another indication of need is the KIDS COUNT data for New Mexico. These data 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 for the rest of their lives. The data shows that the state of New Mexico is not ensuring adequate opportunities for children to thrive and succeed. New Mexico

ranks 50th in the nation in overall child well-being in 2020. New Mexico is 49th in economic well-being, and in 2020, New Mexico fell to 50th place in education.

On the annual National Quality Counts measures (2021), New Mexico finished 51st among the 50 states and the District of Columbia, with an overall score of 66.7 out of 100 points and a grade of D-plus. New Mexico earned a D-plus in the Chance-for-Success category and ranks 51st. The average state earns a B-minus. In-School Finance, New Mexico receives a D-plus and ranks 40th. On the K-12 Achievement Index, New Mexico finished 50th with a grade of D-minus. The average state earns a grade of C in both School Finance and K-12 Achievement.

The ethnic composition of the participating school districts represents a large ethnic population with the majority of students of Hispanic or Native American origins. Of the 13,230 students from the 10 high-need LEA(s) impacted by the grant, there are 19 schools, and all serve a predominantly Native American and/or Hispanic population. Free and reduced lunch data percentages for the participating LEA(s) combine for an average of 84% eligibility, and all 10 districts qualify as high-need LEAs per grant criteria. All schools within these districts are high-need schools based on free and reduced lunch percentages as well as academic achievement. (See the checklist in the appendices.)

New Mexico's education system faces critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Unfortunately, these shortages have resulted in teachers placed in special education and secondary science and mathematics classrooms with limited or no training. One of the most difficult instructional areas to staff is Special Education. The average turnover rate in Special Education in New Mexico is 27%. State assessment data indicates a 9.48% proficiency level in reading for identified special education students and a 6.11% proficiency level in math for qualifying districts in the

Partnership. These data indicate a need for strong teachers who can differentiate instruction to meet student's diverse needs and manage casework effectively, as well as leaders who will ensure continual growth in all student populations (New Mexico State University College of Education Southwest Outreach Academic Research (SOAR) Evaluation & Policy Center, 2021).

The Partnership represents an array of educational resources that will allow the **EE-TQP** to combine quality planning and management with access to significant services while serving a broad cross-section of schools and students in New Mexico. These identified education systems 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 SPED classrooms with limited or no training with students being directly impacted.

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, New Mexico needs improved teacher preparation and induction services established by a partnership of IHEs, school districts, and education support organizations.

The realization that New Mexico has a critical need for a stronger preparation program is the basis for the **EE-TQP** 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, 4) administrative internships; 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 and leader development make a strong case for the **EE-TQP** project design.

Research-based Justification for the Need for an Effective Administrative Intern Program.

While teacher shortages are an increasingly critical issue in the United States, a lesser-known but equally important shortage is also hampering the country's efforts to provide quality educational opportunities for students — principal shortages. As disruption from the COVID-19 pandemic continues, school leaders who are skilled at supporting student learning and well-being are even more critical, and yet nearly one in five principals leave their schools each year and the average tenure of a principal is only about four years. These numbers are higher in the under-resourced schools that tend to serve the highest populations of students of color and students from low-income families who will be hit hardest by the pandemic (Levin et al., 2020).

Research on adult learning (e.g., Kaagan, 1998) suggests that learning and attitude shifts by adults are likely to be promoted by programs that:

- Have a well-defined and **well-integrated theory** of leadership for school improvement that frames and integrates the program. The theory should provide coherence and be consistent with other program elements.
- Use preparation **strategies that maximize learning, learning transfer, and leadership identity formation**. These include the use of cohorts, student-centered instructional pedagogies, faculty and mentor support, and opportunities to apply theory to practice.
- Provide **strong content and field experiences** during leadership preparation that provide an intellectual challenge; offer comprehensive, coherent, and relevant experiences; and include high-quality internships (Orr, 2006).

Table 1. Student Proficiency Data for Targeted Districts

District	Poverty%	Free/Reduced Lunch%	Ethnicity% (Non-White)	% English Language Arts Proficiency*	Mathematics Proficiency*	Science Proficiency*
New Mexico						
Chama Valley Schools	25.%	99.7%	87%	37%	11%	38%
Cirnanon Municipal Schools	20%	58%	50%	42%	18%	65%
Clayton Municipal Schools	28.9%	64.7%	53%	48%	36%	47%
Espanola Public Schools	24.5%	100%	94%	25%	10%	21%
Hatch Valley Public Schools	25.3%	99.5%	96%	45%	15%	32%
Magdalena Municipal Schools	45.5%	99.1%	77%	22%	11%	27%
Mora School District	22.9%	99.3%	80%	31%	14%	21%
Pojoaque Valley Schools	22.5%	94.5%	62%	32%	14%	30%
Poliales Public Schools	23.3%	66.9%	67%	39%	21%	38%
Torrey Municipal Schools	33.3%	100%	56%	39%	24%	45%

(*Note: 2018-19 New Mexico State Assessment (NMSBA) Report Card data as utilized for the proficiency scores as the data from 2019-20 and 2021 includes only a small number of students statewide due to the COVID-19 pandemic.)

Preliminary research suggests that when innovative preparation program features are in place, programs yield better graduate perceptions of their training and stronger school leadership outcomes. The following precepts of adult learning are reflected in many of the specific program features found in effective leadership development programs which have been included in the **EE-TQP** project (Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen, 2007): (a) Clear focus and values about leadership and learning around which the program is coherently organized; (b) Standards-based curriculum emphasizing instructional leadership, organizational development, and change management; (c) Field-based internships with skilled supervision; (d) Cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations; (e) Active instructional strategies that link theory and practice, such as problem-based learning; (f) Rigorous recruitment and selection of both candidates and faculty; and (g) Strong partnerships with schools and districts to support quality, field-based learning (Davis, Darling-Hammond, Meyerson, & LaPointe, 2005);

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

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

Goal 1 (Governance): Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement teacher residency and administrative internship programs that impact high-need school districts in New Mexico.

Objective 1.1: Identify and select representative members from the **EE-TQP** partnership to join the Three Rivers Education Advisory Council and meet quarterly. *Performance measure 1.1.1:*

By November 2022, the advisory council will appoint a representative from the **EE-TQP** partnership, as reflected in the council minutes and the annual meeting schedule. *Performance Measure 1.1.2:* By January 2023, a schedule of quarterly meetings is in place with a one-year action plan ready for deployment.

Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the **EE-TQP**. *Performance Measure 1.2.1:* By November 2022, the PDS group shall be organized consisting of representatives from the LEAs, ENMU, Three Rivers Education Foundation, and **EE-TQP** principal investigator, project director, and coordinator. Guidelines, expectations, and responsibilities for the group will be established and agreed upon as an outcome of the meeting, as reflected in the meeting minutes.

Performance Measure 1.2.2: By December 2022, the PDS group will begin a review of information about the residency, description of the master's course of study, professional development needs, recruitment plan, and other relevant information, as part of the **EE-TQP** initiative to reform the teacher preparation program. *Performance Measure 1.2.3:* By January 2023 (and annually thereafter), the Project Director and IHE representative from ENMU shall present the PDS group with a plan for next year's master's courses and administrative licensure program. *Performance Measure 1.2.4:* By January 2023, a schedule of monthly planning sessions, an action plan for project implementation, and meetings with the external evaluator will be established and approved for the PDS group. *Performance Measure 1.2.5:* By February 2023, the PDS group shall approve organizational policies and regulations for governing the program. A sub-committee shall be appointed to interview teacher residents and administrative interns.

Performance Measure 1.2.6: By March 2023, (annually thereafter), the following will be collected: an action plan, signed memoranda of understanding (MOU), sign-in sheets, and agendas.

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 (math and science), reading, social-emotional learning, how to effectively support students with diverse learning needs, including special education, and effective instructional strategies for working with students experiencing poverty. *Performance Measure 1.3.1:* By March 2023, (an annually thereafter), an action plan and training schedule with topics have been developed.

Goal 2 (Teacher Residency): Provide a residency program in high-need LEAs for 40 future teachers in special education, secondary science, and mathematics.

Objective 2.1: Recruit and select 40 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 2022, recruitment will begin through notices in collaboration with contacts in colleges of education at IHE(s), participating LEA(s), and among other stakeholders. A promotion video explaining the **EE-TQP** 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 2023, and annually thereafter, 8 participants for a total of 40 participants will be enrolled in the program as a result of meeting the required criteria as identified in the recruitment plan. Outcome measures will be the signed agreements for participation.

Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in special education, secondary science, and mathematics. *Performance Measure 2.2.1:* Within two years of starting residency, 95% of Special Education and Secondary Mathematics Education participants will graduate from a master's degree program, pass 100% of state teacher exams and obtain a teaching license. Teacher Education plans will monitor progress toward completion. (GPRA 1, 2). *Performance Measure 2.2.2:* 100% of program participants enrolled in the post-secondary program that did not graduate will persist into the next program period. Teacher Education plans will be used to monitor progress. (GPRA 3).

Objective 2.3: To provide 40 special education and secondary mathematics and science education teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and Special Education departments. *Performance Measure 2.3.1:* Conduct an initial and annual needs survey of residents and mentor teachers and administrators to inform the development of professional development plans tailored for participants in each district. The initial plans for each cohort will be developed no later than January 2023, and they will be updated annually. *Performance Measure 2.3.2:* By November 2022 and annually thereafter, 100% of participants by cohort will attend monthly training as measured by pre/post Concerns Based Adoption Model (CBAM) results, evaluation of PD events, and attendance records. *Performance Measure 2.3.3:* Professional development plans are deployed on schedule as measured by services logs and event evaluation results.

Objective 2.4: Provide research-based coaching and mentoring support for 40 teaching residents. *Performance Measure 2.4.1:* A cohort of residents will participate in weekly coaching

sessions as measured by completion of a collaborative assessment log focused on the teaching competencies rubric.

Goal 3 (Novice Teachers and Academic Achievement): Retain and support participating teachers during a two-year induction program.

Objective 3.1: In collaboration with LEA(s) and ENMU, provide two years of research-based mentorship and induction support for novice teachers. *Performance Measure 3.1.1:* 100% of novice teachers will participate in PD events and coaching, as measured by the completion of a collaborative assessment log focused on teaching competencies. *Performance Measure 3.1.2:* After completion of one year of teaching, 80% of participants will remain with the LEA of initial employment as verified by personnel records. (GPRA 4) *Performance Measure 3.1.3:* After completion of three years of teaching, 80% of participants will remain in high-need partner LEAs as verified by employment records. (GPRA 5)

Objective 3.2: Measure student learning outcomes by comparing state and local assessments, and short-cycle skills-based reading, mathematics, and science assessment results for novice teacher participants' students to non-participant teachers' students. *Performance Measure 3.2.1:* After completion of one year of teaching, 70% of participants' scores on local and state assessments will equal or exceed those of the comparison group. (Optional GPRA 6)

Goal 4 (School Leadership): Identify and recruit 20 potential school leaders to participate in an internship program to impact education in rural high-need LEA(s).

Objective 4.1: Recruit and select participants through a rigorous application review and personal committee interview for an administrative internship experience including a licensure program in educational administration. *Performance Measure 4.1.1:* By Nov 2021, the procedures for application shall be advertised. *Performance Measure 4.1.2:* By Dec 2021, interviews will be

scheduled. *Performance Measure 4.1.3:* By Jan 2022 Cohort #1 (annually thereafter), identify 4 participants (20 total) based on the following criteria: two years of successful teaching experience as a level two teacher, two letters of recommendation from district administrators, passing score on interview and contract to apply for administrative openings within a rural high-need partner LEA.

Objective 4.2: To provide expanded and stronger leadership experiences through an internship format and a graduate Licensure program in educational administration. *Performance Measure 4.2.1:* Within two years of starting the internship, 80% of participants will obtain NM Level 3B school leadership license.

Objective 4.3: To provide 20 school leadership interns with high-quality professional development conducted by university staff from the Education Department, LEA personnel, and **EE-TQP** staff to include: content knowledge, social-emotional competence, effective social-emotional support, academic achievement in minority and low-income students, how to effectively support students with diverse learning needs (including special education students), effective instructional strategies for working with students experiencing poverty, and how to effectively use data and research to improve student learning. *Performance Measure 4.3.1:* By June 2023 and annually thereafter, 100% of participants will attend ten training workshops as measured by sign-in sheets and workshop evaluations.

Objective 4.4: With ENMU, collaboratively provide research-based coaching support for 20 school leader interns. *Performance Measure 4.4.1:* By December 2022 (annually thereafter), 100% of interns will participate in 20 coaching sessions as measured by completion of a collaborative assessment log focused on NM principal competencies.

Goal 5 (Novice School Leader): Retain and support participant school leaders in rural, high-need LEAs during a two-year induction program.

Objective 5.1: In collaboration with LEA and ENMU, provide two years of research-based mentor and induction support for novice administrators. *Performance Measure 5.1.1:* By June 2023 (annually thereafter) 100% of novice administrators will participate in 10 coaching sessions as measured by completion of a collaborative assessment log focused on NM principal competencies. *Performance Measure 5.1.2:* After completion of one year as an intern school administrator, 80% of participants will remain in rural high-need partner LEA of initial employment. *Performance Measure 5.1.3:* After completion of three years as a school administrator, 70% of participants will remain in rural, high-need LEAs.

(iii) *The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.* The **EE-TQP** contains **seven unique components that reflect up-to-date knowledge from research and effective practice.** First, in the targeted service area, no other IHE is offering an intensive, year-long teaching residency culminating in a master's degree, 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 **EE-TQP** establishes and expands clear criteria for mentor teachers (known as “cooperating teachers” in traditional programs). Criteria include a recommendation from the site principal documenting that the mentor teacher candidate is well-versed in planning, preparation, providing engaging instruction on an analysis of data for student gains, is experienced in collaborating with colleagues to improve instruction,

and has training and experience aligned with ENMU coursework that promotes student achievement. The mentor teacher will receive a stipend from grant funding to support their mentorship of the teacher resident, as well as the opportunity to refine and advance leadership skills. Third, the concept of total immersion through a 12-month teaching residency with a mentor teacher before assuming responsibility for their own classroom, is a novel approach for New Mexico schools. These experiences include the following: (a) Professional development with peer teachers in learning strategies, pedagogy and implementing core curriculum, involvement with PLCs, preparing for and participating in IEPs; (b) Administering assessments and analyzing data to inform instruction; (c) Student supervision during recess or before/after school; and (d) 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 PDS will collaborate to analyze student and teacher results and make recommendations to improve teacher preparation programs at IHEs and strengthen ongoing support within schools. Sixth, while COVID has led to more access to technology resources including access to devices and the internet, teacher efficacy in the use of technology remains a challenge. The program will ensure that participants will enter the teaching field equipped to use new technology and applications to enhance instruction both in the classroom and while teaching remotely. Seventh, the use of Cognitive CoachingSM will strengthen and sustain productive interactions among colleagues, promote deep reflection of practice, and contribute to a more successful induction process.

(iv) *The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.* Systemic change can occur throughout the evolution of this project in teacher and leader training, hiring, and induction. Resident teachers and administrative interns will be recruited to serve in classrooms and schools, working in realistic settings with real students alongside mentor teachers and leaders who have proven records of achievement with students who have challenges achieving academic success. Candidates for the resident teacher and administrative intern 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 or leader enters the classroom or school 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 and school leader development for a period of three years. The teacher residency and administrative internship will reflect the day-to-day responsibilities participants face. The teacher residents and administrative interns will have the opportunity to be mentored by the master teachers and school leaders 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 its educational processes. With the IHE liaison making routine visits to the classrooms and schools of participants, they will be able to coordinate their 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 teacher residents and administrative interns to work directly with a successful master teacher or leader for one year and be supported for an additional two years as

they become teachers or leaders. The extended collaboration with university personnel will prepare teachers and leaders ready to produce new and significant results with high-needs students. The teacher residents and administrative interns 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 and school leaders that transform student lives.

As the teacher residents and administrative interns experience the daily responsibilities of working with students, they can tailor individual programs that will result in increased student achievement.

B. Quality of the Project Evaluation

(i) *The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.* The evaluation meets the WWC Design Standards with Reservations to ensure the study design provides a moderate level of evidence of effectiveness. The project includes valid and reliable outcome measures for the program that meet the outcome measurement standards defined by the WWC Procedures and Standards Handbook, Version 3.0. Data collected on teacher and leader participants will include progress in master's program course of study, Master's Program completion, residency, and internship completion, licensure attainment, teacher of record documentation, induction participation, and participants' students' assessment results with comparison to non-participant data. Student assessment data used by the New Mexico Public Education Department are valid and reliable measurements (e.g., NM MSSA and NM ASR, short-cycle assessments). The measures and tools, and associated analysis methodologies, are directly tied to the outcomes and the GPRA measures to ensure validity. The evaluation consists of process measures, as well as proximal and distal impact measures. For the process measures, descriptive data will be used to evaluate

program fidelity. For the impact measures, the evaluation plan is a quasi-experimental design with matched comparison classrooms. Evaluators will conduct all comparisons using statistical adjustments to ensure baseline differences among study populations, following 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 and school-level student achievement) longitudinally across the life of the grant with the participating teachers and leaders, 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 2022-2023 state and local, short-cycle assessment student achievement data to establish a baseline prior to the implementation and will examine the overall impact of the program implementation in teachers' participants' classrooms as compared to those changes in non-participating teachers' classrooms.

(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, while recruiting highly qualified individuals, including minorities and individuals from other occupations, to enter the teaching profession. The **EE-TQP** will achieve these outcomes through a partnership with ENMU, 10 LEAs, and the Foundation to (1) implement an extended teacher residency and improved induction support program and (2) inform improvements in IHE teacher education preparation programs at the higher education and state level.

The program evaluation addresses the requirements in section 204(a)—accountability and evaluation—of the Higher Education Act (HEA). This information will be obtained through coaching contacts, surveys of recruits, and employment records. All criteria noted under section 204 (a) of the HEA will be tracked through a participant database over the lifetime of the project. This information will be obtained through coaching contacts and surveys of recruits. (See Appendix H for detailed Evaluation Measures as per section 204(a) of the Higher Education Act.)

Teacher effectiveness will be evaluated by several methods. The first method will be the observation by program coaches and master teachers/principals of the application of skills garnered through monthly professional development. These will be correlated with the New Mexico Level I teaching or principal competencies and **documented** on a collaborative assessment log (See Appendix H for Level I NM teaching and administrative competencies). Annual surveys, peer group meetings, and focus groups will also be conducted to collect **formative, qualitative data** regarding teacher effectiveness. **Formative and summative student performance data** will be compiled annually by the IHE field coach to analyze the success of participants' students. This will include a t-test analysis for independent groups regarding the NM MSSA and NM ASR data to reject or not the null hypothesis that "student scores of participants will be the same or better (\geq) than those of non-participants." The project evaluation will focus on five overarching questions: (1) To what extent are qualified participants recruited, selected, and retained in the **EE-TQP** 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 teacher residency and administrative internship process,

professional development, and IHE preparation programs prepare teacher residents to (pass the Praxis) and become successful teachers and administrative interns to become successful leaders of record in a high-need, rural public-schools, and classrooms? (3) What percentage of new teachers and leaders are retained in rural high-need schools for a minimum of three consecutive years after completing the teacher residency and administrative internship programs? (4) Did the induction support process improve the retention rate and quality of participating new teachers and leaders? (5) How do achievement rates for participating teachers' students and leaders' schools compare to the rates for non-participating teachers' students' and leaders' schools? 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 and leaders with comparable data on non-participating teachers and leaders, as well as longitudinal analysis 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 EE-TQP project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master's degree requirements?				
Account of recruitment activities conducted each academic year	Annually	<ul style="list-style-type: none"># of activities conducted# of follow up communications with prospective candidates	Recruiter, Program Staff, Evaluator	GPRA 1&2: Certification

		<ul style="list-style-type: none"> Correlation between recruitment activity and # of enrolled candidates 		
Recruitment database of prospective candidates	Semi-Annual	<ul style="list-style-type: none"> Total # of people recruited and selected Total # of candidates enrolled % candidates retained during coursework 	Program Staff, Evaluator	GPRA 1&2: Certification
Project enrollment data	Semi-Annual	<ul style="list-style-type: none"> Pre/post analysis of <i>EE-TQP</i> Partnership enrollment data 	Program Staff, Evaluator	GPRA 1&2: Certification GPRA 3: Persistence
Participant IHE performance data - grades	Per IHE semester	<ul style="list-style-type: none"> Mean cumulative GPA of candidates Cumulative average on key assessments 	Program Staff, Evaluator	GPRA 1&2: Certification
Licensure test scores for each participant	Based on assessment schedule	<ul style="list-style-type: none"> Total # of participants passed Subtest data disaggregated 	Program Staff, Evaluator	GPRA 1&2: Certification
University transcripts	Per IHE semester	<ul style="list-style-type: none"> Percent of participants who receive master's degree 	Program Staff, Evaluator	GPRA 1&2: Certification
Teacher and Administrator Licensure Applications	Annually, Years 1 – 5	<ul style="list-style-type: none"> Number & percentage of participants who receive initial license 	Program Staff, Evaluator	GPRA 1&2: Certification

2. What was the quality of the coursework and professional development, and did the teacher residency and administrative internship process, professional development, and IHE preparation programs prepare teacher residents to (pass the Praxis) and become successful teachers and administrative interns to become successful leaders of record in a high-need, rural public-schools, and classrooms?

Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Survey data focus group data, Praxis records, teacher and leader evaluation results	Beginning Year3 Annually	<ul style="list-style-type: none"> Distribution analysis of survey data Thematic coding and aggregation of qualitative data Praxis pass/fail rate analysis 	Program staff, Evaluator	GPRA 3: I-Year Persistence
Classroom observations, principal evaluations, IHE clinical experience observations	Ongoing	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data Two-tailed t-test of change over time in quantitative observation data 	Program staff, Evaluator	GPRA 3: I-year Persistence GPRA6: Student Learning
Semi- structured interviews with mentors and coaches about preparedness	Annually	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data 	Evaluator	GPRA 1&2: Certification

Smveys, focus group data, contact logs	Semi-annually, Years 1 - 5	<ul style="list-style-type: none"> Ratings (means, percentages) Thematic analysis of qualitative data Correlation of findings to level of support 	Evaluator	GPRA 1&2: Certification
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3. What percentage of new teachers and leaders are retained in rural high-need schools for a minimum of three consecutive years after completing the teacher residency and administrative internship programs?

Data Sources

Collection

School Personnel Records	Annually	<ul style="list-style-type: none"> # and % participants employed at end of the first year 	Program Staff	GPRA 4: 1-Year Employment Retention
School Personnel Records	Annually, years 3-5	<ul style="list-style-type: none"> # and % participants employed beginning of second year 	Program Staff	GPRA 4: 1-Year Employment Retention
School Personnel Records	Annually, years 3-5	<ul style="list-style-type: none"> # and % participants employed at beginning of each participant's third year 	Program Staff	N/A
School Personnel Records	Annually, years 4-5	<ul style="list-style-type: none"> # and % participants employed at beginning of each participant's fourth year 	Program Staff	GPRA 5: 3-Year Employment Retention

4. Did the induction support process improve the retention rate and quality of participating new teachers and leaders?

Data Sources	Collection			
Principal Smvey	Years 2-5	<ul style="list-style-type: none"> Distribution 	Evaluator	GPRA6: Student Learning
Interviews w/ all program participants	Years 2-5	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data 	Evaluator	GPRA6: Student Learning
Professional development evaluation forms	Years 1-5	<ul style="list-style-type: none"> Percentage of novice teachers participating Number of workshops participants attended 	Staff	GPRA6: Student Learning
Personnel records for participant and non-participant new hires	Years 2-5	<ul style="list-style-type: none"> T-chait of retention rates ainong participant and non-participant groups of new hires 	Staff	GPRA4& 5: Retention
Teacher evaluation findings per teaching domain	Years 2-5	<ul style="list-style-type: none"> Comparison of participants' and compai·able non-participants' evaluation ratings 	Staff	GPRA6: Student Learning

5. How do achievement rates for participating teachers' students and leaders' schools compare to the rates for non-participating teachers' students' and leaders' schools?

State and local achievement data	Years 2 - 5	<ul style="list-style-type: none"> T-test and regression analyses of comparable students' assessment data in classrooms of participants and non-participants* 	Evaluator	GPRA 6: Student Learning
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* **Note:** Evaluators will use Propensity Score Matching (PSM) to match residency teachers with non-residency teachers in the same grades and subjects for comparison purposes in a quasi-experimental design.

Efficiency Measure. The cost per completer will be available by the end of the funding period. Findings will be formally disseminated through the annual performance reports, an Interim Program Report at the conclusion of the third funding year, and a final evaluation report at the conclusion of the fifth funding year. Data will be informally disseminated and regularly to the PI, Coordinator, and the Advisory Council to inform changes as needed to support the achievement of program objectives. Project staff will prepare a white paper of findings after the project concludes for dissemination to leadership within colleges of education, the NM Commission on Higher Education, NM Coalition of Educational Leaders, and LEA leadership as part of a broader initiative to improve preparation and induction services for new teachers.

C. Adequacy of Resources

- (i) *The adequacy of support, including facilities, 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 *EE-TQP* and the development of this needed teacher residency model for the identified high-needs school districts in New Mexico.

As such, TREF will devote resources, including staff time, evaluation support, office space, supplies, subscriptions, and a field office to the project to ensure its success. The highly experienced Project Director and Program Coordinator will work closely with the **EE-TQP** project team. As the Budget Narrative describes, TREF has provided several 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 40 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 bringing the **EE-TQP** project to fruition and creating a replicable, scalable model for New Mexico and beyond. Resources include some of the following **EE-TQP Annual Commitments**:

Three Rivers Executive Director	Director = [REDACTED] x 20% of time = [REDACTED] and Fringe Benefits [REDACTED] x 44% fringe = [REDACTED]	[REDACTED]	Fringe [REDACTED]
Three Rivers Financial Officer	CFO: [REDACTED] x .15% of time for TQP = [REDACTED] and Fringe Benefits [REDACTED] x .44 = [REDACTED]	[REDACTED]	[REDACTED]
TREF Director of Grant Program	GPD: [REDACTED] .30% of time = [REDACTED] and Fringe Benefits [REDACTED] x .44 = [REDACTED]	[REDACTED]	[REDACTED]
Central Office Technical & Clerical Support	Tech/Clerical: [REDACTED] x 30% = [REDACTED]. And Fringe Benefits [REDACTED] x 44% = [REDACTED]	[REDACTED]	[REDACTED]
Partner Mtgs	TREF, ENMU, School District Reps (12 reps), Flin...e -----	[REDACTED]	[REDACTED]
University Internal Review	[REDACTED] 12 days/year Fringe Benefits [REDACTED] x 44% = [REDACTED]	[REDACTED]	[REDACTED]
School District and School Level Support and Supervision	Principal Supervision [REDACTED] (12 principals) Fringe- [REDACTED] x 44% = [REDACTED] Superintendent Supervision [REDACTED] (12 per year) Flin...e \$42,000 x 44% = \$1480	[REDACTED]	[REDACTED]

Travel Costs Paid by Partners	Travel to/from advisory meetings, planning meetings, supervision at sites		
Other Support	Meeting space, workshop/PD providers, school-related resources		

(ii) *The extent to which the budget is adequate to support the proposed project.* The five year funding request of \$9.1M along with the cost-share of \$9.1M equals a total cost of \$18.2M for the proposed service and research which equates to approximately **██████████** per student per year in the impacted school districts. The detailed goals, objectives, and outcomes anticipate 40 new special education, secondary mathematics, or science education teachers and 20 new school leaders who will be school-based team members as partners in schoolwide transformation. The costs for the **EE-TQP** are reasonable, given that this project will help to (1) improve teacher preparation programs; (2) improve district induction programs; (3) increase teacher and leader effectiveness; (4) improve student achievement in math and science education; (5) improve instruction for students with limited English proficiency (EL) and special needs; and (6) improve teacher retention rates (3-year).

(iii) *The extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.* The **EE-TQP** project will improve the special education and math and science content knowledge and pedagogy of 40 teachers and prepare 20 new school leaders. Through licensure coursework and induction support, we expect to increase the retention of math, science, and special education teachers and school leaders. To build capacity and yet provide sufficient and high-quality support for sustained instructional improvement, the proposed project builds in strong support for an important existing proof of implementing high-quality PD cost-effectively and sustainably. Distance technologies are used

to reduce face-to-face hours required for interactions, which reduces travel time. We will have the capability to capture videos of teachers and use virtual meetings to engage in reflective conversations. Finally, in determining the reasonableness of costs, we have to consider what the costs are to students, school districts, our state, and our nation if we do not do this work. The research is clear. The quality of the teachers in our schools is the most important school-based factor in student achievement (Cochran-Smith et al., 2015; Darling-Hammond, 2008).

The impact of the proposal is far greater than the number of teachers and leaders who will be prepared, licensed, and supported. As noted in letters of support the **EE-TQP** proposal is considered essential in helping to meet our nation's most critical teaching shortages, not only in our partner LEAs but also as a model for expanding teacher residency and school leader preparation programs throughout the nation. The strong financial commitment of our LEAs and Eastern New Mexico University to a shared investment model ensures that the work funded through **EE-TQP** will continue after federal funds end.

(iv) *The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.* Three Rivers Education Foundation, Inc., (TREF) a 501(c)3 non-profit regional organization, serves as the lead applicant and fiscal agent. TREF is fully staffed with a business office and CFO with a master's degree in accounting who manages payments and budgeting requirements for this project. Three Rivers carries liability insurance, and it meets state and federal annual audit requirements and all fiscal management requirements

for federal and state grant and program management. The foundation has the operational staff, facilities, and resources to implement the project. The Foundation was established in 2008 and has successfully managed many multi-year, multi-million dollar projects. The Foundation leadership and governing council are fully committed to supporting the **EE-TQP** application.

D. Quality of the 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 **EE-TQP** activities, responsibilities, timelines, milestones, and outcomes are found in the work plan below. The logic model is also available in the appendices. **Goal 1 (Governance): Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement teacher residency and administrative internship programs that impact high-need school districts in New Mexico.**

Work Plan, Objective 1.1: Identify and select representative members from the EE-TQP partnership to join the Three Rivers Education Advisory Council and meet quarterly.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity. 1.1.1: Request recommendations for council representatives	PDS meeting minutes	November 1, 2022	Director, Executive Coordinator
Activity. 1.1.2: Council appoints representatives	Advisory council meeting minutes	Dec 2022, 1 st meeting	Director, Executive Coordinator
Work Plan, Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the EE-TQP .			

<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 1.2.1: Solicit district and IHE representatives to participate in the PDS.	Member list with contact information generated	October 15, 2022	Director, Executive Coordinator
Activity 1.2.2: Establish a schedule, conduct meetings.	Minutes indicate participation by partners	Nov 2022, ongoing	EE-TQP Staff
Activity 1.2.3: Establish implementation guidelines	Guidelines in place and distributed	January 2022	PDS
Activity 1.2.4: Bi-monthly implementation meetings.	Work plans reflect implementation.	Jan. 2022 ongoing	PDS
Activity 1.2.5: Implement action plan	Documentation on annual report	Jan. 2023 - project end	PDS, Program Staff
Outcome: PDS collaborates to identify needs, provide support and resources, to design and implement an effective teacher residency administrative intern and induction program.			
Work Plan, 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 (math and science), reading, social-emotional, how to effectively support students with diverse learning needs, including special education, and effective instructional strategies for working with students experiencing poverty.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 1.3.1: Conduct a needs survey with partners.	Survey and results on file	Feb 2023	Coordinator

Activity 1.3.2: Implement a professional development plan aligned with objectives.	PD plan published & distributed	By March 2023, and annually	PDS group
Outcome: Measured by the attendance of partners, other LEA(s), and other interested parties and by the successful implementation of subsequent professional development plan annually			

Goal 2 (Teacher Residency): Provide a residency program in high-need LEAs for 40 future teachers in special education, secondary science, and mathematics.

Work Plan, Objective 2.1: Recruit and select 40 participants for the teaching residency component and master's degree program component.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.1.1: Review recruitment plan/ scope of work.	Meeting minutes indicate the review	Nov. 2022	PDS
Activity 2.1.2: Develop recruitment materials and media	Fully functional web Site/social media; and printed materials.	Nov. 2022	Executive Coordinator and Staff
Activity 2.1.3: Establish online application system.	Application available online & advertised	Nov. 2022	Executive Coordinator & Staff
Activity 2.1.4: Review applications conduct interviews, select residents	Established contracts with participants	Jan. 2023, per semester	Staff

Outcome: Interview committee records, recruitment database reflective of eight individuals annually through 2025. Measured by a list of contracted participants.			
Work Plan, Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in Special Education and Secondary Mathematics or Science Education.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.2.1: Establish application process for mentors	Mentor teachers identified with proper agreements	Jan.2023	Staff&LEA representatives Partnership
Activity 2.2.2: Pair residents w/ mentors	Matching completed	Jan. 2023	Supervisor & LEA reps.
Activity 2.2.3: Provide residents living wage and mentor stipends.	Distribute & track, funds and activities	Jan.2023	Executive Coordinator and Staff Coaches
Activity 2.2.4: Evaluate and collect data on residency.	Summary from coaches & IHE liaison	Ongoing after May 2023	Evaluator, staff, Executive coordinator
Activity 2.2.5: Monitor degree and licensure plans.	Residents' plans and licensure certification on file	January 2023, ongoing per cohort	Executive coordinator, coaches, University Advisors
Outcome: Measured by successful completion with 100% of recruits demonstrating improved teacher instruction and organizational skills as reported through collaborative assessment logs, 95% obtaining a master's degree, and appropriate licensure. (GPRA).			

Work Plan, Objective 2.3: To provide 40 Special Education and Secondary Mathematics and 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 and Special Education departments.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.3.1: Identify professional development experts	List of experts complete	Jan. 2023 and ongoing	Executive Coordinator & staff, PDS partners
Activity 2.3.2: Analyze the results of the needs survey.	Survey and results on file with a Plan of Action in place	By Dec. 2022	EE-TQP staff
Activity 2.3.3: Distribute PD Plan	PDS meeting agenda	Feb. 1, 2023, and annually thereafter	Director, Staff, PDS Partners
Activity 2.3.4: Evaluate professional development data	Publish and distribute PD plan based on needs	Ongoing after May 2023	Evaluator, Staff, Executive Coordinator
Outcome: Measured by resident teachers' attendance at trainings annually, CBAM measurement for changes in attitude and understanding of the project and instructional approaches, application of skills as reflected in collaborative assessment logs			
Work Plan, Objective 2.4: Provide research-based coaching and mentoring support for 40 teaching residents.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>

Activity 2.4.1: Staff coaches assist residents and mentors	Coaches assigned relevant caseload	Jan - May 2023 and ongoing	Staff, coaches
Activity 2.4.2: Provide PD for coaches and mentors	Attendance at training sessions	Ongoing after Jan. 2022	Executive coordinator, CC trainers
Activity 2.4.3: Evaluate coaching, use of technology.	Monthly coaching monitoring logs	Ongoing after Jan. 2022	Director, Executive Coordinator, Evaluator
Outcome: Minimum of 20 successful coaching sessions per resident annually measured by participant surveys and collaborative assessment logs.			

Goal 3 (Novice Teachers and Academic Achievement): Retain and support participating teachers during a two-year induction program.

Work Plan, Objective 3.1: In collaboration with LEAs and ENMU, provide two years of research-based mentor and induction support for novice teachers			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.1.1: Establish framework for induction support	Documented framework on file, training logs	Jan 2023	PDS
Activity 3.1: Coordinate induction support	Meeting schedule for mentor and new teachers	Jan 2023 and annually thereafter	Coaches, IHE Liaison

Activity 3.1.3: Coach new teachers	Contact logs for coaches	Ongoing after Janmuy2023	Coaches
Activity 3.1.4: Evaluate induction support and mentoring.	Contact logs and survey results	Ongoing after January 2023	Coaches, Executive Coordinator, Evaluator
Outcome: 100% participation in induction activities and documentation of mentoring contacts, and questionnaires/surveys, 80% of participants will remain in partner LEA after 1 year (GPRA), 80% of participants will remain in partner LEA after 3 years (GPRA)			
Work Plan, Objective 3.2: Measure student learning outcomes by comparing state and local, short-cycle skills-based Reading, mathematics, and science results for novice teacher participants' students to non-participant teachers' students.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.2.1: Identify baseline from state and local assessments	Report on file	Ongoing per assessment schedule	Coaches, Evaluator
Activity 3.2.2: Collect student data	Database developed	May 2022 and annually thereafter	Coaches, Evaluator
Activity 3.2.3: Evaluate effectiveness based on student achievement	Report to be submitted to PDS, Director	Ongoing according to the assessment schedule	Executive coordinator, Evaluator
Outcome: By the end of the two-year induction period, average scores for students in participants' classrooms will exceed average scores for comparable groups (based on various measures) of students in non-participants' classrooms.			

Goal 4 (School Leadership): Identify and recruit 20 potential school leaders to participate in an internship program to impact education in rural high-need LEA(s).

Objective 4.1: Recruit and select participants through a rigorous application review and personal committee interview for an administrative internship experience including a master's degree program in educational administration.

<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 4.1.1: Develop a recruitment plan.	Completed plan w/ scope of work, etc.	November 2022	Coordinator & Partners
Activity 4.1.2: Develop recruitment materials.	Website, social media, print material	December 2022	Coordinator
Activity 4.1.3: Establish an application system	Completed application available online	December 2022	Coordinator
Activity 4.1.4: Recruit participants	Master list of recruits;	February 2023, annually	Coordinator

Outcome: Interview committee records, recruitment database reflective of 4 individuals annually through 2026. Measured by program completion, meeting licensure requirements, placement in high-need schools, and application of skills shown through collaborative assessment logs.

Work Plan, Objective 4.2: To provide expanded and stronger leadership experiences through an internship format and a graduate licensure program.

<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
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Activity 4.2.1: Establish an application process for master principals.	Agreements signed by master principals	May 2022	Coordinator & LEA Reps
Activity 4.2.2: Arrange and assign participants to master principal.	Matching completed	June/July 2022	Coordinator & LEA reps.
Activity 4.2.3: Provide living wage for interns and stipend mentor principals.	Distribute & track, funds & activities	August 2022	Director and Coordinator
Activity 4.2.4: Evaluate and collect data on administrative internship.	Summary of data	Ongoing after August 2022	Eval, Coord, Director, PDS
Outcome: Measured by successful completion with 100% recruits demonstrating improved leadership and management skills as reported through collaborative assessment logs, 80% obtaining administrative licensure in NM.			
Work Plan, Objective 4.3: To provide 20 school leadership interns with high-quality professional development conducted by university staff from the Education Department, LEA personnel, and EE-TQP staff to include: -school leadership, effective social-emotional support, academic achievement in minority and, low-income students, how to effectively support students with diverse learning needs (including special education students), instructional strategies for working with students experiencing poverty, and effective use of data and research to improve student learning.			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 4.3.1: Establish School Leadership Module training sessions	Annual agenda	August 2022	Coordinator, PDS
Activity 4.3.2: Publish and distribute the School Leadership Module training plan	PDS meeting agenda	Sept. 2022 and annually	Coordinator, PDS

Activity 4.3.3: Evaluate and collect data on professional development.	Summary from Coordinator	Ongoing after Sept. 2022	Eval, Coord, Director, PDS
Outcome: Measured by recruit attendance at trainings annually, CBAM measurement for growth in knowledge, application of skills as reflected in collaborative assessment logs			
Work Plan, Objective 4.4: With ENMU, collaboratively provide research-based coaching support for 20 school leadership interns.			
Activity 4.4.1: Arrange for IHE field coaches and staff coaches to assist intern and master principal.	Coaches assigned relevant caseload	Fall 2022	Coordinator, coach, IHE field coach
Activity 4.4.2. Monitor and evaluate the implementation of coaching, including technology components.	Coaches, Director and Coordinator monitor coaching monthly	Ongoing after September 2022	Director, Coord, PDS, and Evaluator
Outcome: Minimum of 20 successful meetings annually measured by participant satisfaction surveys and collaborative assessment logs.			

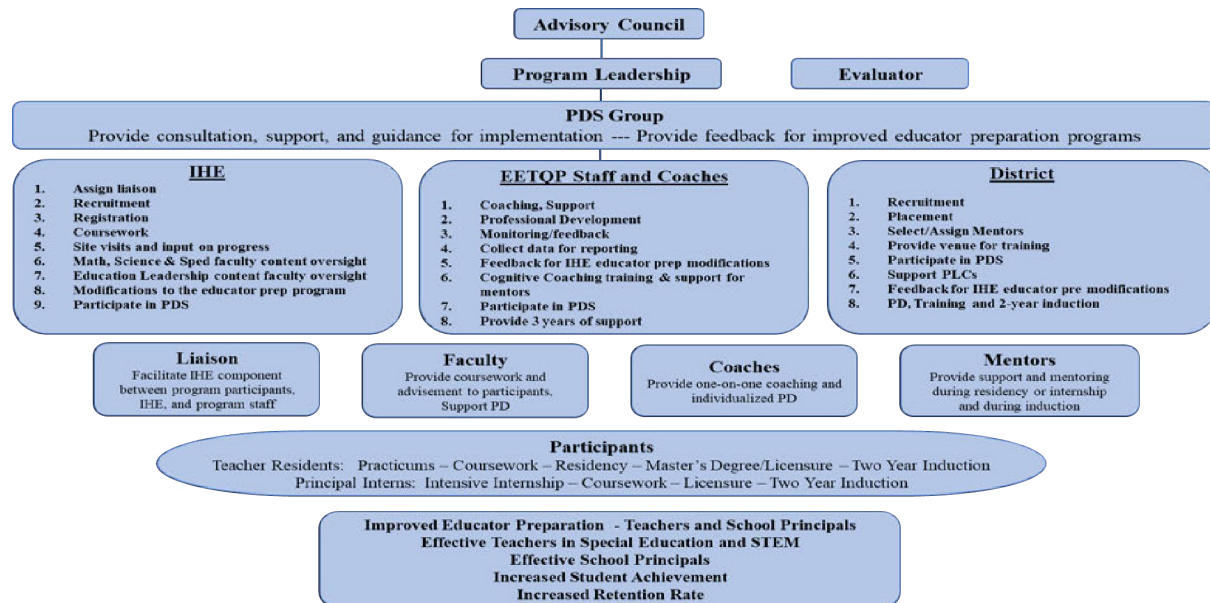
Goal 5 (Novice School Leader): Retain and support participant school leaders in rural, high-need LEAs during a two-year induction program.

Work Plan, Objective 5.1: In collaboration with LEA and ENMU, provide two years of research-based mentor and induction support for novice administrators			
<i>Activities</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 5.1.1: Staff coach, IHE field coach, and district-assigned mentor coordinate efforts	Collaborative assessment log documents joint meeting	May 2023 and annually thereafter	All coaches

Activity 5.1.2: Coaches meet with the principal	Record of 20 contacts annually	Ongoing after Sept 2023	All coaches, Coordinator
Activity 5.1.3: Monitor and evaluate the implementation of mentoring, including technology usage.	Collaborative assessment logs to be completed and turned in each semester	Ongoing after November 2023	Director, Coord, PDS, and Evaluator
Outcome: 100% participation in 10 coaching sessions, 80% of participants will remain in partner LEA after 1 year as an administrator of record, 70% of participants will remain in partner LEA after 3 years			

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

Figure X: EE-TQP Organizational Chart



(ii) *The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.* The EE-TQP project design embedded an ongoing, continuous improvement assessment process, ensuring that any project modifications needed in the coming years will be quickly identified through real-time data and implemented to

promote continuous improvement of outcomes. The **EE-TQP** project contains multiple opportunities to obtain and review performance feedback. Performance feedback includes participant performance based on observations and coaching data, the teacher resident completion rate for the masters' program, and, ultimately, the impact of this work on student achievement. The monthly PDS group meeting provides a forum for performance feedback and assessment of progress towards intended outcomes. The Director, in collaboration with the Coordinator, IHE field coach, and staff Coaches, will provide "present levels of performance" data at each meeting. This information, along with formative and summative qualitative and quantitative data, will be provided to the External Evaluator to analyze for adjustments and modifications as needed. Recommendations and feedback from the Evaluator will be implemented accordingly. This **Plan-Do-Study-Act cycle** will be repeated throughout the life of the grant to ensure all intended outcomes are met.

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Appendices

Appendix A

Required TQP Program Checklists

Required TQP Absolute Priority 2 Checklist (to be used for AP 2 or AP 4)

REQUIRED TQP ABSOLUTE PRIORITY 2 CHECKLIST*

APPLICANT NAME: Three Rivers Education Foundation - EE-TQP

PR AWARD NUMBER: 84.336S

Effective Teaching Residency Programs (Teacher Residency Program)	
INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application's project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant's project and are listed "as applicable."	
Page Number	(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:
(a) 5-8	(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;
(b) 8, 13, 15, 22	(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;
(1) 6-8	(c) Ensuring that teaching residents who participate in the teaching residency program receive—
(2) 7, 14-15, 18-19, 27	(1) Effective pre-service preparation as described in paragraph II;
	(2) Teacher mentoring;
(3) 7, 14-15, 16-19, 21	(3) Support required through the induction program as the teaching residents enter the classroom as new teachers; and
(4) 5-7, 12-15, 18-19, 30-32	(4) The preparation described in paragraphs (c)(i), (ii), and (iii) Clinical Experience and Interaction in the Absolute Priority.
	48-50
	(II) REQUIRED COMPONENTS OF TEACHING RESIDENCY PROGRAMS.
	(a) <u>Establishment and design.</u> A teaching residency program under this priority must be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and must be designed to include the following characteristics of successful programs:
(1) 6-7, 18-19	(1) The integration of pedagogy, classroom practice, and teacher mentoring;
(2) 6-7, 18-19	(2) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship;
	(3) Experience and learning opportunities alongside a trained and experienced mentor teacher--

(i) 7, 17-18	(i) Whose teaching must complement the residency program so that classroom clinical practice is tightly aligned with coursework;
(ii) 7, 13-15, 17-18	(ii) Who must have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers; and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and
(iii) 7	(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;
	(4) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness must be based on, but not limited to, observations of the following--
(i) 18-19	(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;
(ii) 18-19, 30-31	(ii) Appropriate instruction that engages students with different learning styles;
(iii) 31-33	(iii) Collaboration with colleagues to improve instruction;
(iv) 31-33	(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; and
(v) 27, 30, 32, 43-44 (as applicable)	(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate;
(5) 8, 13, 22, 24, 27	(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;
(i) 14, 32	(6) The development of admissions goals and priorities--
(ii) 5 (as applicable)	(i) That are aligned with the hiring objectives of the LEA partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and
	(ii) Which may include consideration of applicants that reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession, as applicable
(7) 14-16, 17-19, 28, 32-33, 50-51	(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

<p>(i) 14</p> <p>(ii) 26, 47</p>	<p><u>(b) Selection of individuals as teaching residents.</u></p> <p>(1) <u>Eligible Individual.</u> In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual must—</p> <p>(i) Be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(ii) Submit an application to the teaching residency program.</p> <p>(2) <u>Selection Criteria for Participants.</u> An eligible partnership carrying out a teaching residency program under this priority must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--</p> <p>(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;</p> <p>(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and</p> <p>(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
<p>(1) 14</p> <p>(2) 26, 28</p> <p>(i) 14</p> <p>(ii) 14</p> <p>(iii) 14</p> <p>(iv) 13-15, 36-37, 48</p>	<p><u>(c) Stipends or salaries; applications; agreements; repayments.</u></p> <p>(1) Stipends or salaries. A teaching residency program under this priority must provide a one-year living stipend or salary to teaching residents during the teaching residency program;</p> <p>(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;</p> <p>(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority must contain or be accompanied by an agreement that the applicant will—</p> <p>(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;</p> <p>(ii) Fulfill the requirement under paragraph (c)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high-need by the partnership;</p> <p>(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the LEA in which the resident is employed, of the employment required under paragraph (c)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;</p> <p>(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under this provision; and</p>

(v) 8	(v) Comply with the requirements set by the eligible partnership under paragraph II-(d) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.
	(d) <u>Repayments.</u>
(1) 8	(1) In general. A grantee carrying out a teaching residency program under this priority must require a recipient of a stipend or salary under paragraph (c)(1) of this priority who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by paragraph (c)(3) of this priority to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary;
(2) 8 (as applicable)	(2) Other terms and conditions. Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro rata repayment of the stipend or salary described in paragraph (c)(1) of this priority or for deferral of a teaching resident's service obligation required by paragraph (c)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances;
(3) 8	(3) Use of repayments. An eligible partnership must use any repayment received under paragraph (d) to carry out additional activities that are consistent with the purposes of this priority.

*Applicants that address AP 2 or AP 4 must use this Required Absolute Priority Checklist.

TQP Application and General Program Requirements Checklist

REQUIRED TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST

APPLICANT NAME: Three Rivers Education Foundation EE-TQP

PR AWARD NUMBER: 84.336S

INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application's project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant's project and are listed "as applicable."	
Page Number	Each eligible partnership desiring a grant under the TQP program must submit an application that contains—
Appendix B (a) <u>4-5, 19-21</u>	(a) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators
10, 24, 30-32 (b) _____	(b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority in this notice, will prepare prospective and new teachers with strong teaching skills
15, 17-18, 30-31 (c) _____	(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction
6, 7, 15, 13-14 (1) _____ (2) <u>15, 13-14</u>	(d) A description of— (1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and (2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement
(1) <u>41-45</u> (2) <u>43</u> (3) <u>44</u>	(e) An assessment that describes the resources available to the eligible partnership, including— (1) The integration of funds from other related sources; (2) The intended use of the grant funds; and (3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.
(1) <u>35, 34, 107-109</u>	(f) A description of— (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;

(2) <u>35, Appendix H</u>	(2) How the partnership will carry out the activities required under Absolute Priority , as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement;
(3) <u>Appendix H, 107-108</u>	(3) If the partnership chooses to use funds under this section for a project or activities under section 202(f) of the HEA, how the partnership will carry out such project or required activities based on the needs identified in paragraph (a), with the goal of improving student academic achievement;
(4) <u>Appendix H 107-108</u>	(4) The partnership's evaluation plan under section 204(a) of the HEA;
(5) <u>(i) _____</u> (as applicable)	(5) How the partnership will align the teacher preparation program with the-- (i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development as applicable; and
(ii) <u>32-33</u>	(ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located
(6) <u>16-17</u>	(6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;
(7) <u>16-17</u>	(7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(8) <u>(i) 16-17,</u>	(8) How faculty at the partner institution will work during the term of the grant, with teachers who meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers the qualifications describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to— (i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
(ii) <u>14-15</u>	(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(9) <u>6-8, 12-16</u>	(9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
(10) <u>14-18,</u>	(10) How the partnership will support in-service professional development strategies and activities; and
(11) <u>36-40</u>	(11) How the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and ECE programs located in the

	geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.
15, 16-19 (1) _____	(g) With respect to the induction program required as part of the activities carried out under the Absolute Priority— (1) A demonstration that the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;
15, 16-17 (2) _____	(2) A demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;
18-19 (3) _____	(3) A description of how the teacher preparation program will design and implement an induction program to support, though not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
21-22, 28 (4) _____ (as applicable)	(4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation, as applicable.

TQP Required Checklist: Eligible Partnership Entities

REQUIRED TQP ELIGIBILITY CHECKLISTS**APPLICANT NAME:** Three Rivers Education Foundation - EE-TQP**PR AWARD NUMBER:** 84.336S

Eligible Partnership Entities	
High-Need LEA(s):	1) Chama Schools, 2) Cimarron Schools, 3) Clayton Schools, 4) Espanola Schools, 5) Hatch Schools, 6) Magdalena Schools, 7) Mora Schools, 8) Pojoaque Schools, 9) Portales Schools, 10) TorC Schools
High-Need School(s) within the High-Need LEA(s): (must identify at least ONE school within each High-Need LEA at time of application)	1) Escalante MS/HS, Chama Mid, Tierra Amarilla Elem, 2) Cimarron Elem, 3) Clayton Jr. High, 4) Eutimio Salazar Elem, Espanola Valley HS, 5) Hatch MS, Hath HS, Garfield Elem, 6) Magdalena MS, 7) Mora Elem, Lazaro Larry Garcia MS, 8) Pojoaque Intermediate, Pojoaque HS, 9) Portales JH, 10) T or C MS
Partner Institution of Higher Education (IHE):	Eastern New Mexico University
College or School of Education within the partner IHE:	College of Education and Technology
College or School of Arts and Sciences within the partner IHE:	College of Liberal Arts and Sciences

Partner IHE Eligibility	
<i>Partner institution</i> from HEA Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
Page 9, 13-14, 15, 27, 29, 37	(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which must include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or
(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--	
Page 6, 7	(1) Using criteria consistent with the requirements for the State Report Card under section 205(b) of the HEA before the first publication of the report card; and
Page 6, 7	(2) Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and
(ii) That requires--	
Page 4-5, 6-7, 12, 13-14, 18, 26-27, 30	(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;
Page 13, 15, 33, 35 36-37, 48	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
Page (as applicable)	(C) Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.

High-Need LEA and High-Need School Eligibility	
<p>INSTRUCTIONS: Applicants must use this checklist to indicate the option used to support applicant eligibility and the page of where this information can be found in their application. Eligible applicants must include information that confirms whether each LEA (or consortium of LEAs) to be served under the TQP grant meet the statutory definition of high-need LEA. For each high-need LEA, data must be submitted for all three required components: poverty/rural area, teacher need, and high-need school within the partner high need LEA. Within each component, the applicant should identify with option they have selected and indicate the page number where that information can be found in the project narrative.</p> <p>Applicants must use one checklist per High-Need LEA or upload a chart that includes this required information for all applicant high-need LEAs. Chart included to document information in narrative and in Appendix H</p>	
Poverty/Rural Area (Component A)	
<input checked="" type="checkbox"/> (pg.) 20, 23	<p>A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families.</p> <p>Detailed Chart in Appendix A OR</p>
<input checked="" type="checkbox"/> (pg.) 20, H	<p>A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families.</p> <p>Detailed Chart in Appendix A OR</p>
<input checked="" type="checkbox"/> (pg.) 20, H	<p>A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA.</p> <p>Detailed Chart in Appendix A OR</p>
<input checked="" type="checkbox"/> (pg.) 20, H	<p>A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA.</p>
Teacher Need (Component B)	
<input checked="" type="checkbox"/> (pg.) 4-5, 19-21 Appendix B - 84% increase in vacancies Appendix H	<p>B1: The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a "high percentage of teachers" by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" in relation to State or National averages.</p> <p>OR</p>
<input checked="" type="checkbox"/> (pg.) 4-5, 19-21 Appendix B Appendix H	<p>B2: The Department may accept data that demonstrates that the participating LEA(s) has a "high percentage," of teachers with "emergency, provisional or temporary certification or licensure." An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers with emergency, provisional, or temporary certification or licensure" in relation to State or National averages.</p> <p>OR</p>
<input checked="" type="checkbox"/>	<p>B3: The Department may accept data that demonstrates that the participating LEA(s) has a "high annual teacher turnover rate." An applicant may demonstrate they meet this statutory</p>

(pg.) 20-21 Appendix B	requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high annual teacher turnover rate" in relation to State or National averages.
Appendix H	High-Need School within the High-Need LEA (Component C)
	<p>INSTRUCTIONS: For determining the eligibility of a "high-need school," this form is required if using Free- or Reduced-Price Lunch (FRPL) data. If using FRPL data, applicants must submit FRPL data for at least one partner high-need school to confirm the eligibility from each eligible High-Need LEA at the time of application.</p> <p>Applicants must use one checklist per high-need school or upload a chart that includes this required information for all applicant high-need schools.</p>
(pg.) 23 Appendix H	<input checked="" type="checkbox"/> <p>C1: List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPL;</p> <p style="text-align: center;">OR</p>
(pg.) 23 Appendix H	<input checked="" type="checkbox"/> <p>C2: Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA;</p> <p style="text-align: center;">OR</p>
(pg.) 23 Appendix H	<input checked="" type="checkbox"/> <p>C3: Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.</p>

Appendix B

Needs Assessment

Requirement:

- (a) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators*

Effective Educators (EE-TQP)

Needs Assessment

The needs assessment with partnering districts was conducted during the academic year 2019-2020 through on-site interviews with superintendents, principals, directors of instruction, human resource staff members, and teachers. Needs were categorized by staffing needs and teacher competency needs. The needs were aggregated across districts to find common trends, and the most pressing needs were incorporated into the project plan. The staffing needs are reflected in residency requirements, master's degree program selections, and the future placement of new teachers.

Professional learning needs are reflected in the job-embedded support and coaching, new teacher mentoring, and the instructional methodology coursework/workshops conducted by IHE staff, staff coaches, and the IHE field supervisor.

Need Category	Common Needs
Staffing Needs	Fill teaching vacancies in Math, Science, and Special Education, which are currently filled by staff with an emergency, provisional, or temporary license or by long-term substitutes.
Professional Development Needs	Reading Literacy, Math Literacy, Science Literacy, Active Learning, Teaching Remotely via Video Conferencing, Classroom Management, Differentiated Instruction, Writing Across the Curriculum, Data Collection, and Analysis, Culturally Appropriate Instruction, Response to Intervention, Specialized Instruction, Understanding, Writing and Implementing the IEP, Universal Design for Learning.

Other Data Sources Included in this Needs Assessment

New Mexico: 2021 New Mexico Educator Vacancy Report Prepared by the Southwest

Outreach Academic Research Evaluation and Policy Center at New Mexico University.

According to a report by New Mexico State University's Southwest Outreach Academic Research Evaluation & Policy Center, the number of teacher vacancies in New Mexico has nearly doubled in the last year, from 571 in 2020, to just more than 1,000 in 2021. The report notes that an increase of 477 open positions is the largest change in one year since the vacancy report was first published and that the numbers suggest that addressing teacher vacancies continues to be a challenge across the state. The areas with the highest number of teacher vacancies were special education and elementary education. Of the 291 special education teacher vacancies, the largest need within the special education teacher total was elementary teachers (80 vacancies; 27 percent), with the second-highest need for middle school teachers (57 vacancies; 20 percent). The subjects with the largest needs include math, science, and English language arts, which were also in high demand in the prior year. The report also notes that the statewide teacher shortage has been worsened by the pandemic and its socioeconomic fallout, which has disproportionately impacted students and communities of color and seems to have simultaneously triggered an exodus of teachers choosing to leave the classroom while also creating new barriers of uncertainty for those potentially considering careers in education.

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continued to have the highest amount of vacancies, with 506 during 2020-21 (compared to 258 in the previous year). (**Note: The central region includes Albuquerque and Santa Fe Public Schools which are considered large school districts*). There were vacancy increases across all regions, particularly the Central region, Southwest region (61 last year; 102 this year), and Northeast region (21 last year; 35 this year), nearly doubling their vacancy totals. The other regions also increased in their totals, with the Northwest increasing from 113 vacancies last year to 196 this year and the Southeast increasing from 118 vacancies to 209 this year. Table 1 below

lists the districts and the total number of teacher vacancies in each region. Targeted school districts that have been included in this proposal are highlighted.

Table 1: District List and Total Teacher Vacancies for Each Region

Region	Districts
Central: 506 Teacher Vacancies	Albuquerque Public Schools, Belen, Bernalillo, Estancia, Los Lunas Schools, Moriarty - Edgewood School District, Mountainair, Pecos, Rio Rancho Public Schools, Santa Fe, Varmmn
Northeast: 35 Teacher Vacancies	Cimanon Municipal Schools, Clayton, Des Moines Municipal Schools, Grady Municipal Schools, House, Las Vegas, Logan, Maxwell Municipal Schools, Mora, Mosquero, Penasco ISD, Questa Independent School District, Raton, Roy Municipal, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas
Northwest: 196 Teacher Vacancies	Aztec Municipal Schools, BIE, Bloomfield Schools, Central, Cha Valley School§, Cuba, Dulce, Espano.1!., Fannington, Gallup-McKinley, Grants- Cibola, Jemez Mountain, Jemez Valley, Los Alamos Public Schools, Mesa Vista, Poioaque, Zuni
Southeast: 209 Teacher Vacancies	Alamogordo, Alllesia, Capitán Schools, Carlsbad Municipal Schools, Canizozo Municipal Schools, Cloudcroft Municipal Schools, Clovis Municipal School District, Corona, Dexter, Dora, Elida Municipal Schools, Eunice, Floyd Municipal School District, FoIl Summer, HageIman Municipal Schools, Hobbs, Hondo Valley, Jal, Lake Allhur Municipal Schools, Loving Municipal Schools, Lovington, Meh-ose, P01 lales Municipal Schools Roswell, Ruidoso, Tatum Texico Tularosa Municioal Schools
Southwest: 102 Teacher Vacancies	Animas, Cobre Consolidated Schools, Deming Public Schools, Gadsden, Hatch Valley, Las Crnces, Lordsburg Municipal Schools, Magdalena: Municipal School District, Quemado, Reserve, Silver, Socono, firnth or Consequences1

Findings and Conclusions

1) There was an **84 percent increase in total teachers needed** this year compared to last year's report, up by 477 positions. To address this need, it will be important to explore the different possible causes and to consider effective methods for both **recruiting new teachers and retaining current teachers** in New Mexico.

2) Like the prior two Vacancy Reports, the **areas with the most vacancies were elementary and special education teachers**. The top subject areas of need this year were **math, science, and English language arts**, which was the case last year as well.

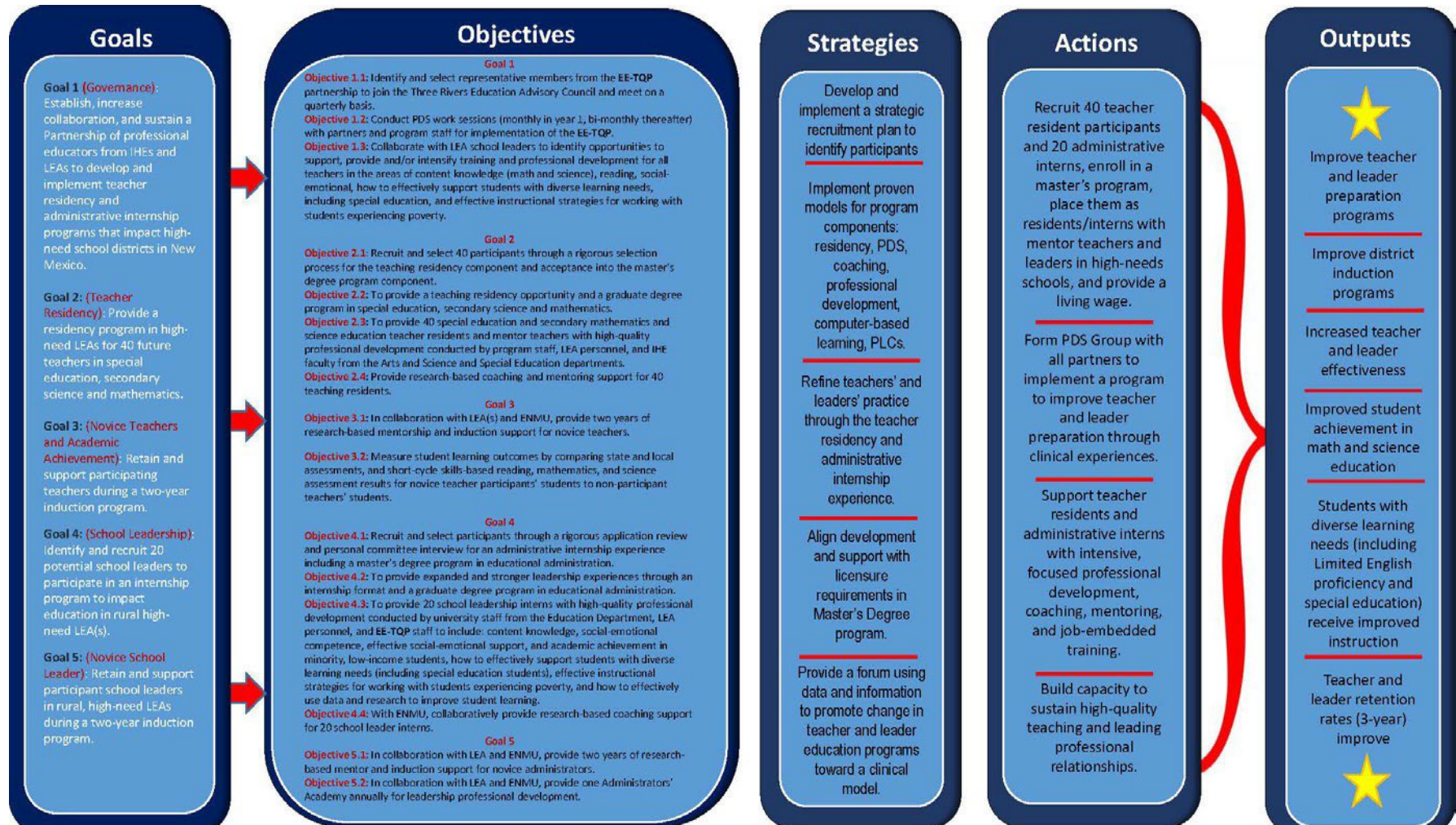
3) In terms of teacher education program admits and completers, there was an **increase of 169 students admitted** to these programs and a **decrease of 51 completers** compared to last year at institutions of higher education. Additionally, the portion of students at IHE's who are in each type of program (alternative and traditional) is more equal this year compared to last year, where about 60 percent of admits and completers came from the alternative pathway. Across all programs in the Report, **Elementary Education and Special Education had the highest number of admits and completers**, which are also the two top areas in terms of K-12 vacancies.

4) Outside of teacher positions, there were several vacancies found for other roles as well, including **59 counselors, 52 speech-language pathologists, and 41 instructional coaches**. These are important to keep in mind when thinking about how to support students in school, as they help meet the different student needs related to their success and persistence.

*(*Source: 2021 New Mexico Educator Vacancy Report Prepared by the Southwest Outreach Academic Research Evaluation and Policy Center at New Mexico University. Retrieved at: <https://alliance.nmsu.edu/publications/2021-New-Mexico-Educator-Vacancy-Report.pdf>)*

Appendix C

Demonstrates a Rationale: (Logic Model)

EE-TQP Logic Model

Appendix D

Resumes of Key Personnel

- **Principal Investigator (In-Kind):** [REDACTED]
- **Project Director:** [REDACTED]
- **Program Coaches:** [REDACTED]



Professional Preparation

San Juan College (with high honors)	A.A., 1977
New Mexico State University (with high honors)	B.S., 1983
Major: Elementary Education	
Minor: Social Studies	
New Mexico State University (with honors)	M.A., 1987
Major: Educational Administration	
New Mexico State University	Ph.D., 2004
Major: Learning Technologies/Curriculum & Instruction	
Minor: Educational Management & Development	

Major Appointments

2019-Present	Project Director Teacher Quality Enhancement, \$4.75M - 6 district Residency project
2014-2019	Project Director Three Rivers Education Foundation Innovative Approaches to Literacy, \$10.5M 4-state literacy project: 2014 Innovative Approaches to Literacy, \$11.4M 5-state literacy project: 2016
2008--2019	Founding Director and Board Member Three-Rivers Education Foundation, Inc. Farmington, NM Federal grant development, management and implementation of programs for LEA(s) and participants in the southwest region of US
2008--2014	President & CEO International Mentoring Association Inc. Mentoring and coaching education and promotion via annual conferences in the US for staff from IHE(s), LEA(s) NGO(s) and SEA(s)
2002-2015	Executive Director Educator Support Center Farmington, NM Federal grant management and implementation of Transition to Teaching (2), Teacher Quality Enhancement (2), Teaching American History and Elementary Counseling programs (3).
2008--2012	Director Northwest Regional Education Cooperative, Farmington, NM Organize and implement professional development and ancillary services to seven rural school districts in north central NM
2006-2007	San Juan Campus Director New Mexico Highlands University, Farmington, NM

	Responsible for remote college campus operations including education, social work and business programs.
1999–2002	Superintendent of Schools Grants/Cibola County Schools, New Mexico
1994–1999	Superintendent of Schools Hatch Valley Public Schools, New Mexico
1992–1994	Superintendent of Schools Corona Public Schools, New Mexico
1990–1992	Director of Development Projects San Juan Community College
1988–1990	Coordinator of State Bilingual Program and Assistant Director for Federal Programs Assisted the Director in managing and implementing 12 federal projects Bloomfield Municipal Schools
1983–1990	Teacher Aberdeen, Scotland and Bloomfield, NM Elementary Education and GED

Publications & Presentations

Coy, Linda J., Arellano, I.W. (2010). *Teacher Quality Enhancement for Rural New Mexico: A Study of Change*. Publication disseminated statewide, USDOE and to congressional delegation. Available online at: <http://t2t.fms.k12.nm.us>. Farmington, NM

Coy, Linda J. February 2008. *Teacher Preparation Guidebook: Challenges and Opportunities for New Mexico Teachers*. Unpublished users guide disseminated statewide and available online at: <http://t2t.fms.k12.nm.us>. Farmington, NM

Coy, Linda J., Pierce, H. (2007) *Los Maestros, Na'nitin and Olena Yermalova: Challenges, opportunities and lessons learned when implementing a Transition to Teaching Program in rural communities*. Unpublished manuscript presented in Washington, D.C. Director's meeting.

Coy, Linda J., Talaga, G. (2006) *The good, the bad, and the ugly: a heroic story of efforts to institute change in teacher preparation programs in New Mexico*. Unpublished Manuscript presented at New Mexico Schools Boards Meeting in Albuquerque, NM.

Coy, Linda J., April 2004. *Mentoring Diverse Populations in the Rural Southwest*, Unpublished Manuscript presented at the International Mentoring Association Conference, Oakland, CA.

Coy, Linda J., 2004. *A Case Study of a Professional Development Initiative Focused on Novice Teacher Mentoring*. New Mexico State University, Las Cruces, NM.

Coy, Linda J., Bussman, Susie, Oct. 2003. *A Description of a Web-Based Doctoral Program*. Journal of Technology.

Synergistic Activities

Written or assisted in writing, obtaining, implementing and evaluating various federal and state grant programs (over 50 million - 1988 to 2018) in support of education preK-12 and higher education.

Responsible for recruiting, supporting and providing financial incentives to approximately 682 potential teachers for New Mexico's schools including assisting hundreds of teachers to obtain (alternative or standard) educational licensure and/or their master's degrees. Responsible for providing mentor training and professional development to hundreds of teachers in northern and central New Mexico - 2002 - 2010.

Responsible for initiating a major teacher education reform effort in state colleges and universities including organizing and implementing three summits in collaboration with New Mexico Highlands University, New Mexico State University and the University of New Mexico - 2005 -2010

President - (2010 - 2015) International Mentoring Association

President-Elect (2008-2010) International Mentoring Association

Established the Three-Rivers Education Foundation (2008) as a non-profit organization in support of education for teachers, administrators and students in New Mexico and eastern Arizona

Served as a school superintendent in New Mexico for ten years

Recognized by the NM State House of Representatives for contributions in support of education as a Superintendent in the Hatch Public Schools (1998)

Recognized by the NM State House of Representatives for contributions in support of bilingual education (1997)

President (1996-97) NM School Superintendents' Association

Recognized by the NM State Senate for contributions in support of education as a Superintendent in the Corona Public Schools (1994)

Summary

- Curriculum and Professional Development Coordinator for an Innovative Approaches to Literacy grant providing support to fifteen regional coordinators across four states.
- 30 years of experience in education: serving as a teacher, instructional coach, principal, assistant special education director, and director of a federal Teacher Quality Partnership grant.
- Agency Trainer in Cognitive Coaching - Strong belief in the power of instructional coaching and feedback leading to real change in instructional practices.
- Strong background in curriculum development and instructional planning, use of technology in the classroom, and differentiation.
- Wide range of experience in providing professional development for educators, parents, community members, and other stakeholders including such topics as mathematics instruction, literacy instruction, early literacy, and Cognitive Coaching to name a few.

Skills

- | | |
|----------------------------|-------------------------------|
| • Professional Development | • Collaboration |
| • Research and Development | • Coaching and Mentoring |
| • Group Facilitation | • Planning and Implementation |
| • Data Analysis | • Organizational Management |

Experience

Executive Coordinator / Program Coach

October 2018 - Present

Three Rivers Education Foundation - Farmington, NM

Recruit, train, and support teacher residents during a one-year residency program and subsequent employment. Responsible for overseeing recruitment, placement, and monitoring residents completing a M.Ed. in Secondary Education leading to licensure as a Secondary Math and/or Science Teacher and a M.Ed. in Education with Special Education Pedagogy.

Curriculum Coordinator/ Professional Development Facilitator

July 2015 to Current

Three Rivers Education Foundation - Farmington, NM

Provide oversight and guidance for the sixteen regional coordinators in regard to activities related to teacher professional development, parent and community training, literacy awareness, and early literacy. Identify and or develop resources to support implementation of community literacy activities including read alouds, literacy events, and training.

Project Director - Land of Enchantment Teacher Quality Partnership Grant

July 2010 to September 2015

Three Rivers Education Foundation - Farmington, NM

Project Director June 2013 - Sept 2015

Directed the special education teacher residency program and the administrative internship program of the project. Provided professional development and coaching for administrative interns. The project exceeded the goal set for recruiting, training, and placing special education teachers and administrators in schools serving high-need students.

Field Coach July 2010 - May 2013

Provided ongoing on-site coaching and support for administrative interns participating in the project. Provided professional development.

Reading Specialist / RTI Staff Development Coordinator

August 2009 to May 2010

Bloomfield Schools - Bloomfield, NM

Directly involved in improving reading achievement for low performing students. Provided direct services to students, organized school-wide intervention groups and instructional plans to address students scoring below proficiency.

Principal

August 2007 to June 2009

Bloomfield Schools - Bloomfield, NM

Served as the principal of an elementary school with 600 students and 70 staff members. Active in the ongoing focus toward continuous improvement. Selected as a model school and asked to present for the All Kids Can Conference May 2008.

Instructional Coach / Instructional Resource Specialist

August 2005 to May 2007

Bloomfield Schools - Bloomfield, NM

Supported staff in PLCs and individually in their efforts to make instructional changes to increase student achievement through coaching, modeling, and observational feedback.

Special Education Assistant Director/Gifted Program Coordinator

August 2004 to June 2005

Bloomfield Schools - Bloomfield, NM

Co-facilitated district initiatives in special education, coordinated gifted program.

Assistant Principal

August 1999 to June 2004

Bloomfield Schools - Bloomfield, NM

Served as the assistant principal for a school of 600 students and 80 staff members. Duties included overseeing special education services, the student assistance team, teacher and staff evaluation, and student discipline.

Teacher

August 1991 to May 1999

Bloomfield Schools - Bloomfield, NM

Rio Vista Middle School - Teacher of Gifted Students (6th and 7th Grade) / Science Fair Coordinator / Spelling Bee Coordinator / Odyssey of the Mind Coach August 1991 - May 1998

Naaba Ani Elementary 4th Grade Teacher /

August 1998 - May 1999

Teacher - 4th Grade

August 1987 to May 1991

Kayenta Schools - Kayenta, AZ

Taught 4th grade students on the Navajo Reservation in Arizona.

Licenses

New Mexico Administrative License Level 3B

New Mexico Teaching License Level 3A

Education and Training Relevant to SWTQP

Administrative Licensure

New Mexico State University - Las Cruces, NM, US

Master of Arts : Elementary Education

Adams State University - Alamosa, CO, US

Bachelor of Arts : Elementary Education

Adams State University - Alamosa, CO, US

Agency Trainer : Cognitive Coaching (CC), 20102010

Cognitive Coaching - Lone Tree, CO, US

Completed the 8 Day Foundation Training and the 5 Day Advanced CC Training, Completed a Rigorous Agency Trainer Certification

Authorized to provide the 8 Day Cognitive Coaching Foundation Training for all agency related participants.

Agency Trainer in Training : Adaptive Schools, 20182018

Thinking Collaborative - Lone Tree, CO, US

Attended the Adaptive Schools Training, Currently working toward agency trainer status via a rigorous certification training process.

Training : Systems Approach to Continuous Improvement, 2009

Shipley and Associates

As a school principal received on-going training aligned with district emphasis on continuous improvement related to student achievement. Jim Shipley and Associates training, onsite supervision, coaching, and mentoring. Selected as a model school to present at their statewide conference in New Mexico for 2008.



Professional Profile

- 30 years experience in Special Education, including 10 years as Special Education Director
- Highly organized with the ability to administer several projects simultaneously.
- Proficient in print and electronic media.

Professional Experience

Program Coordinator/Professional Development Provider	2010-present
Adjunct Instructor, Student-Teacher Supervisor	2015-2017
Columnist - Pagosa Sun	2011-2012
Director - Special Education Department.	2006-2010
Columnist - Fannington Daily Times	2004-2005
Independent Contractor - Focused Monitoring	2001-2006
Director - Special Education.	1994-2001
IEP Compliance Officer & Teacher Trainer	1992-1994
Special Education Teacher	1989-1992
Graduate Fellowship (UNM: Bilingual Special Education)	1988-1989

Education

Post Graduate Studies in Educational Administration <u>University of New Mexico</u> , Albuquerque, New Mexico	1995
Master of Arts in Special Education <u>University of New Mexico</u> , Albuquerque, New Mexico	1995
Bachelor of Arts in Spanish Literature <u>Folt Lewis College</u> , Durango, Colorado	1988

Employment History

Teacher Residency Coord.	Three Rivers Education Foundation	2010 - Present
Adjunct Instructor/Supervisor	New Mexico Highlands University	2015-2017
SPED Director	Espanola Public Schools, Espanola,	2006 - 2010
Team Leader	NM Contractor - M PED SE Bureau	2001 - 2006
Teacher & SPED Director	Bloomfield Schools, Bloomfield, NM	1989 - 2005

Activities

International Mentoring Association, Council for Exceptional Children, San Juan United Way

Appendix E

Letters of Support and Memorandum of Understanding from TQP Project Partners

CHAMA VALL Y INDEPENDENT SCHOOLS #19

April 19, 2022

On behalf of the Chama Valley Independent School District, I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As superintendent of Chama Valley Independent School District, we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.

Sincerely,



CIMARRON MUNICIPAL SCHOOLS

Board of Education

April, 12, 2022

On behalf of the (District), I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result in an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living **wage** salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

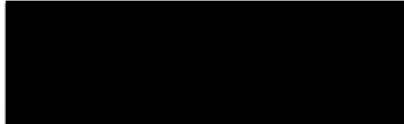
As superintendent of Cimarron Municipal Schools, we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.

Sincerely,



April 11, 2022



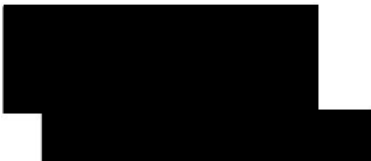
On behalf of the (District), I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As superintendent of (Clayton Municipal School District), we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.





College of Education and Technology | Office of the Dean
Station 25
1500 S Ave K
Portales, NM 88130

April 18, 2022



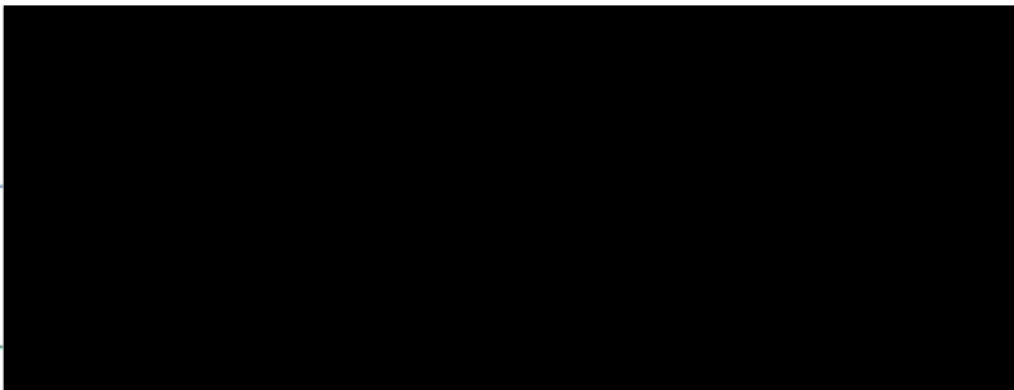
On behalf of Eastern New Mexico University, we whole-heartedly endorse our partnership with Three Rivers Education Foundation and the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result in an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As Eastern New Mexico University College of Education and Technology, we are committed to providing a high-quality master's degree experience with alternative licensure for special education, math, and science teachers. Our licensure plan for aspiring school administrators will prepare current teachers to take on the demanding responsibilities of a school leader.

We encourage the reviewers to look favorably upon this project.



MORA INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent

P.O. BOX 179, HWY. 518 - 10 RANGER ROAD - MORA, NM 87732

(575) 387-3100 - FAX (575) 387-3111

<http://mora.k12.nm.us>

BOARD OF EDUCATION

DR. MONICA ARAGON, *Chair*
DORIS VELARDE, *Vice Chair*
AUDRA VIGIL, *Secretary*
ERNEST LOVATO, *Member*
VICTORIA VALDEZ, *Member*



ADMINISTRATION

MARVIN MACAULEY, *Superintendent*
LEFONSO CASTILLO, *MS & High School Principal*
TRACY ALCON, *Elementary Principal*

April 14, 2022

Mr. Jim Coy, Executive Director
Three Rivers Education Foundation
2200B Bloomfield Hwy
Farmington, NM 87413

On behalf of the Mora Independent Schools, I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As superintendent of Mora Independent Schools, we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.

Sincerely,

Marvin MacAuley
Superintendent

BOARD OF EDUCATION
LYNN MAJOR, President
SHARON HARRIS, Vice President
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KELBY STEPHENS, Member
BRETT BRUTON, Member

Magdalena Municipal Schools

P.O. BOX 24
MAGDALENA, NEW MEXICO 87825
PHONE 854-2241, FAX 854-2531

"OUR STUDENTS ARE OUR NUMBER ONE PRIORITY"

DR. GLENN HAVEN,
Superintendent/Principal HS
JORY MIRABAL, Principal Elem./MS
KERI JAMES, Curriculum and
Instruction/Human Resources/Fed-State
Programs
R. DOROTHY ZAMORA, Business Manager

April 25, 2022

Mr. Jim Coy, Executive Director
Three Rivers Education Foundation
2200B Bloomfield Hwy
Farmington, NM 87413

On behalf of the Magdalena Municipal School District, I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result an increased number of highly effective teachers and leaders for our schools.

We understand that the program will:

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As superintendent of Magdalena Municipal School District, we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.

Sincerely,



Dr. Glenn Haven, Superintendent

Magdalena Municipal School District does not discriminate in employment or provision of services
On the basis of race, color, national origin, gender, age, or handicapping condition

La falta de conocimiento de inglés o identificación como estudiante con necesidades especiales no serán barreras para la admisión
en programas de enseñanza de educación técnica.

Lack of English language skills or identification as a special needs student will not be barriers to admission and participation in
career technical education programs.

Bilagáana bizaad íhoóq'g'íi dooyegó bíb'éé'hózingo éí doodaíí óltai' bich'í'í' ándahaaazt'í'gi éídoó yiniiltáakaahda. Naanish
ál'íigi doó ba 'íhoó'aahgi bich'í'í'aa'a't'e.



April 15, 2022



On behalf of the Pojoaque Valley School District, I whole-heartedly endorse our partnership in the Effective Educators Teacher Quality Partnership (EETQP) application. Our combined efforts will result in an increased number of highly effective teachers and leaders for our schools.

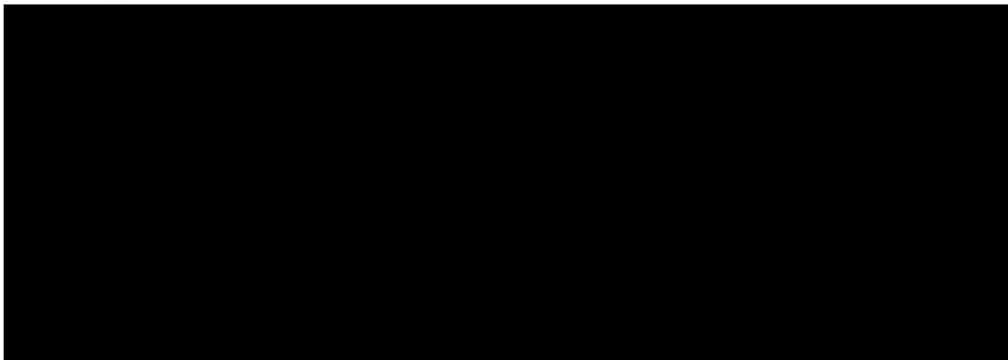
We understand that the program **will:**

- 1) provide an opportunity to complete a master's degree and participate in an intensive one-year residency for pre-service teachers;
- 2) provide an opportunity to complete licensure requirements and participate in an intensive one-year internship for aspiring administrators;
- 3) provide a living wage salary during the residency or internship;
- 4) provide professional development training specific to responsibilities; and
- 5) provide coaching and on-the-job support.

As superintendent of Pojoaque Valley School District, we are committed to providing a one-year placement with a mentor and to allow release time to attend required professional development training.

We encourage the reviewers to look favorably upon this project.

Sincerely,



Appendix F

Current Indirect Cost Rate Agreement



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF ACADEMIC IMPROVEMENT PROGRAMS



September 29, 2016

Dear [REDACTED]

I approve a de Minimis indirect cost rate of 10% for your FY 16 Innovative Approaches to Literacy program grant, (award# S215G160051). I also approve an indirect cost rate of 10% for your FY 14 Innovative Approaches to Literacy grant (award# 2150140114).

Sincerely,



Appendix G

TQP Waiver Request of 100% Cost Share or Match Requirement, if applicable

Requirement: TQP Waiver Request of 100% Cost Share or Match Requirement, if applicable

Response: The Three Rivers Foundation, Inc. is not requesting a waiver of the 100% match requirement.

Appendix H

Other documents, as applicable

List of Targeted Public-School Districts

EETQP 2022 Participating Districts	Congressional District	County	Population	Poverty, FRPL				Rural Designation		Percentage of Not Highly Qualified		Ethnicity Percent	Student Achievement		
Districts / Schools				Students Aged 5-17	Percent 5 to 17 Poverty	Total Students	Percent Free/ Reduced Lunch	SRSA	RLIS	% Teacher Turnover Rate 21-22	Not HQ > State Average (2.6%)		Reading proficiency	Mathematics proficiency	Science proficiency
Chama Valley Schools	NM-03	Rio Arriba	2,768	354	25.7	393	99.7	SRSA	RLIS	3	10	88%	23%	7%	24%
Escalante MS/HS							93				7	93%	29%	>10%	31%
Chama Mid School							90				33	90%	29%	>10%	29%
Tierra Amarilla Elem School							87				4	87%	17%	6%	>10
Cimarron Municipal Schools	NM-03	Colfax	3063	349	20	426	58	SRSA	RLIS	3	3	50%	42%	18%	63%
Cimarron Elementary School							90				3	70%	49%	39%	77%
Clayton Municipal Schools	NM-03	Union	3,562	491	28.9	490	64	SRSA	RLIS	9	3	57%	47%	36%	51%
Clayton Junior High							62				4	59%	35%	39%	39%
Espanola Public Schools	NM-03	Rio Arriba	35,749	6,010	24.5	3,393	100	SRSA	RLIS	10	2.6	94%	25%	10%	21%
Eutimio Salazar Elementary							100				3	96%	28%	17%	21%
Espanola Valley High School							100				2.6	94%	26%	3%	25%
Hatch Valley Public Schools	NM-02	Doña Ana	6,101	1,404	25.3	1,243	100		RLIS	4	5	96%	39%	15%	27%
Hatch Middle School							98				5	98%	46%	14%	23%
Hatch Valley High School							99				8	96%	29%	5%	34%
Garfield Elementary							95				16	95%	67%	0%	0%
Magdalena Municipal Schools	NM-02	Socorro	2,758	567	45.5	322	99	SRSA	RLIS	2	3	79%	34%	21%	40%
Magdalena Middle School							95				3	78%	10%	10%	31%
Mora School District	NM-03	Mora	3,719	458	22.9	413	99	SRSA	RLIS	5	4	95%	32%	13%	33%
Mora Elementary							100				5	98%	34%	21%	41%
Lazaro Larry Garcia Mid School							95				10	88%	11%	10%	35%
Pojoaque Valley Schools	NM-03	Santa Fe	9,659	1,556	22.58	1,947	61		RLIS	5	2.7	94%	29%	11%	34%
Pojoaque Intermediate School							70				3	97%	23%	8%	46%
Pojoaque High School							65				3	94%	30%	4%	21%
Portales Public Schools	NM-02	Roosevelt	16,680	2,520	23.3	2,709	64	SRSA	RLIS	3	2.7	69%	40%	22%	47%
Portales Junior High											3.9	70%	39%	26%	68%
T or C Municipal Schools	NM-02	Sierra	10,867	1,221	33.3	1,282	99	SRSA	RLIS	7	3	55%	35%	24%	43%
T or C Middle School							99				9	58%	31%	26%	50%
Total Students				14,930		12,618									

(*Note: 2018-2019 District Report Cards were utilized for the proficiency scores as the data for 2019-2020 and 2020-2021 includes only a very small number of students statewide due to the COVID-19 pandemic.)

Course of Study for Administrative Interns



Education Administration (Licensure Only)

College of Education and Technology Fact Sheet



Students have the option of pursuing a Master of Education with an emphasis in education administration or post-master's coursework in education administration for administration licensure.

Program Highlights

- 100% online
- Connects theory and practice
- Develop leadership skills through academic studies, research, and on-the-job internships
- Courses are taught by professionals who have experience in multiple areas of administration
- Internships
- Licensure option for individuals who have completed a master's degree and who have a New Mexico Level 2 or Level 3 teaching license
- Affordable tuition

Required Coursework (24 Hours)

- EDF 501 Curriculum: Theory into Practice (3)
- EDAD 525 Personnel (3)
- EDAD 526 Visionary and Ethical Leadership (3)
- EDAD 535 Principal Dispositional Leadership (3)
- EDAD 560 School Law (3)
- EDAD 582 School Finance (3)
- EDAD 597* Internship I (3) **AND**
- EDAD 598* Internship II (3)

*Internships are completed in the candidate's school.

Candidate must pass the Praxis Educational Leadership: Administration and Supervision (Test #5412).

Career Pathways

- Public or private school administrator: assistant principal, principal, athletic director, federal programs director, special education director, assistant superintendent, superintendent
- Instructional leadership role within the school organization

Scholarships and Financial Assistance

Eastern New Mexico University is committed to helping students finance their education. More information about the scholarships that are offered through ENMU can be found at www.enmu.edu/scholarships. Additionally, qualified students are eligible to apply for funding assistance through programs designed to encourage underrepresented groups to pursue careers in science and faculty-mentored research projects. Students interested in completing licensure programs and degrees should also contact the ENMU Office of Financial Aid for information on the TEACH grant.



For more information, please contact Dr. Jayson Evaniuck at Jayson.Evaniuck@enmu.edu.
ENMU Graduate School, 575.562.2147 or enmu.edu/GraduateSchool

New Mexico

Level I NM teaching and administrative competencies

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 62 SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR
ADMINISTRATORS
PART 2 LICENSURE FOR EDUCATIONAL ADMINISTRATION, GRADES
PRE K-12

6.62.2.1 ISSUING AGENCY: Public Education Department (PED)
 [6-15-98; 7-30-99; 6.62.2.1 NMAC - Rn, 6 NMAC 4.2.3.18.1, 8-15-03; A, 6-15-06; A, 10-31-07]

6.62.2.2 SCOPE: This rule governs licensure in educational administration, grades pre K-12, for those persons seeking such licensure.
 [6-15-98; 6.62.2.2 NMAC - Rn, 6 NMAC 4.2.3.18.2, 8-15-03; A, 6-15-06]

6.62.2.3 STATUTORY AUTHORITY: Sections 22-2-1, NMSA 1978, 22-2-2, 22-10A-11, and 22-10A-11.3 NMSA 1978.
 [6-15-98; 6.62.2.3 NMAC - Rn, 6 NMAC 4.2.3.18.3, 8-15-03; A, 6-15-06; A, 01-29-10]

6.62.2.4 DURATION: Permanent
 [6-15-98; 6.62.2.4 NMAC - Rn, 6 NMAC 4.2.3.18.4, 8-15-03]

6.62.2.5 EFFECTIVE DATE: June 15, 1998, unless a later date is cited in the history note at the end of a section.
 [6-15-98; 6.62.2.5 NMAC - Rn, 6 NMAC 4.2.3.18.5 & A, 8-15-03]

6.62.2.6 OBJECTIVE: This rule governs the requirements for New Mexico licensure for persons seeking licensure in educational administration, grades pre K-12, for those persons seeking such licensure on or after July 1, 1989.
 [6-15-98; 6.62.2.6 NMAC - Rn, 6 NMAC 4.2.3.18.6, 8-15-03; A, 6-15-06]

6.62.2.7 DEFINITIONS: "Full school year" means a minimum of 160 instructional days in a school year or 480 instructional days or the equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record or serves as an instructional coach or resource teacher in at least one class each school year while holding a standard teaching license. An equivalent number of instructional hours may be accepted for those teachers who do not teach every day. Instructional days may include teaching in summer school or a similar educational setting.
 [6.62.2.7 NMAC - N, 10-31-07; A, 01-29-10]

6.62.2.8 REQUIREMENTS FOR STANDARD LICENSURE: Persons seeking standard licensure in educational administration pursuant to the provisions of this rule shall meet the following requirements:

A. hold a level 2 teaching license and have met all of the requirements for a level 3-A teaching license in Subsection B of 6.60.6.9 NMAC, or hold a level 2 teaching license and for at least four years have held a level 3 school counselor license while working as a teacher or school counselor; and

B. hold a bachelor's degree and a post-baccalaureate degree from a regionally accredited college or university or hold current certification by the national board for professional teaching standards; and

C. have completed a PED approved administration apprenticeship program:
 (1) at a college or university through an educational administration program consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; a passing grade on the apprenticeship will verify completion of this requirement; or

(2) under the supervision of a local school superintendent, private school official, charter school licensed administrator, or state agency educational administrator consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year; the superintendent, school official or administrator will verify that the apprenticeship has met the PED's adopted competencies for educational administration; such verification will be considered completion of this requirement; and

D. a minimum of eighteen (18) semester hours of graduate credit in an educational administration program approved by the PED which addresses PED's approved functional areas and related competencies in educational administration; colleges and universities may offer these hours through their educational administration, educational leadership, public administration, business administration, or other appropriate departments; and

E. a candidate who applies for licensure in educational administration on or after the September 2007 administration of the PED's specialty area licensure examinations shall take and pass the licensure test in administration as stated in 6.60.5 NMAC prior to the issuance of the license.

[6-15-98; 6.62.2.8 NMAC - Rn, 6 NMAC 4.2.3.18.8 & A, 8-15-03; A, 6-15-06; A, 10-31-07; A, 01-29-10]

6.62.2.9 REQUIREMENTS FOR PROVISIONAL LICENSURE FOR SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS:

A. A school district, charter school, private school, or state agency school that has a shortage of qualified school principal or assistant principal candidates may request the PED to issue a provisional level 3-B license in educational administration to a candidate believed to be a potentially effective school leader; PED shall grant the request if the candidate:

(1) has met all of the licensure and degree requirements in Subsections A and B of 6.62.2.8 NMAC; and

(2) is enrolled in a PED approved induction and mentoring program provided by the requesting school district, charter school, private school, or state agency school, which presents high quality professional development that is sustained and intensive, and consists of structured guidance and regular ongoing support both before and throughout the time that the candidate serves as a principal or assistant principal under the provisional license; and

(3) has been accepted into a PED-approved school administrator preparation program.

B. The provisional license is a four (4) year, non-renewable license which is valid only in the requesting school district, charter school, private school, or state agency school that submitted the request on behalf of the candidate. In the event that a provisionally licensed principal or assistant principal transfers to another New Mexico school district, charter school, private school, or state agency school and the new employer requires the transferred individual to provide services of a principal or assistant principal, that employer must request in writing that a successor provisional license be issued. Provided, however, that the expiration date of the successor provisional license shall not be extended beyond the initial expiration date of the provisional license.

C. PED may deny the provisionally licensed principal or assistant principal continuing licensure if the candidate fails to receive satisfactory evaluations annually from the mentoring program or the administrator preparation program. If the candidate does not receive satisfactory mentoring evaluations, as determined by the school district, charter school, private school, or state agency school, or is not performing satisfactorily in the preparation program in school administration as determined by the administrator preparation institution, the district, school or institution shall report their findings and evidence of unsatisfactory performance to the PED. Failure to receive the described satisfactory evaluations shall constitute a failure to meet continuing education requirements under 6.68.2.9 NMAC and may subject the candidate to denial of the provisional license.

D. At the end of the four (4) year effective period of the provisional license or when the candidate completes the mentoring program and school administrator preparation program, whichever occurs first, the candidate may be granted a standard level 3-B administrator license.

[6.62.2.9 NMAC - N, 01-29-10]

6.62.2.10 REFERENCED MATERIAL: Administrator licensure competencies and indicators

A. Ethical leadership - The ethical school leader demonstrates the knowledge and ability to promote the success of the educational community by acting with integrity, fairness, and in an ethical manner. The administrator:

- (1) models respect for the rights of others with regard to confidentiality and dignity;
- (2) engages in honest interactions with all groups and individuals;
- (3) demonstrates the ability to combine objectivity, sensitivity, fairness, and ethical considerations in decisions as well as interactions with others;
- (4) makes and explains decisions based upon ethical and legal principles;
- (5) understands the New Mexico code of ethics of the education profession;
- (6) demonstrates an understanding of major historical, philosophical, social, and economic influences affecting education in a democratic society.

B. Visionary leadership - The visionary leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by the learning community. The administrator:

(1) develops and demonstrates the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse;

(2) bases development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context;

(3) uses data-based research strategies to create a vision that takes into account the diversity of learners in a district;

(4) demonstrates knowledge of ways to use a district's vision to mobilize additional resources to support the vision;

(5) demonstrates the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision;

(6) demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs;

(7) demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities;

(8) demonstrates the ability to plan programs to motivate staff, students, and families to achieve a school district's vision;

(9) designs research-based processes to effectively implement a district vision throughout an entire school district and community;

(10) demonstrates the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision;

(11) understands the theory and research related to organizational and educational leadership and engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals;

(12) demonstrates the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning the implementation and realization of the vision.

C. Instructional leadership - The instructional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a positive school culture, ensuring a successful instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff. The administrator:

(1) develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students including students with disabilities and students who are culturally and linguistically diverse;

(2) demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method;

(3) uses qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems;

(4) demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and assist administrators who have needs for improvement;

(5) demonstrates the ability to allocate and justify resources to sustain the instructional program;

(6) demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs;

(7) demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning;

(8) understands and applies human development theory, proven learning, and motivational theories, and concern for diversity to the learning process;

(9) understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups;

(10) demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace;

(11) demonstrates the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel;

(12) develops personal professional growth plans that reflect a commitment to life-long learning and best practices.

D. Multicultural leadership - The multicultural leader promotes the success of all students by addressing the needs of multicultural, multilingual diverse populations. The administrator:

(1) ensures that programs for linguistically and culturally diverse students are implemented and fully integrated into all district curricula and programs;

(2) disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender, and disability to ensure all students are learning;

(3) understands and facilitates that the cultural and community needs and concerns are adequately identified and integrated into the educational process;

(4) reviews the assessment process through collaborative efforts between school and community to ensure sensitivity to local cultural values and norms;

(5) facilitates the development of a curriculum that values and uses the experiences that students from diverse backgrounds bring to the classroom;

(6) understands the need for administrators, teachers, and all support staff to become familiar with the cultural and socio-linguistic background as well as the learning and behavior needs of their students;

(7) continually researches assessment and curricula that promote a culturally diverse model for recognizing differences as strengths that are valuable and enriching for schools and school districts;

(8) facilitates staff development for school personnel to recognize, appreciate and value diversity in language, culture, and social class;

(9) understands the importance of addressing in all aspects of the education system the unique cultural and linguistically diverse (CLD) needs of students;

(10) ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context;

(11) establishes or participates in a forum for parents, administrators, and teachers to discuss school policies that fail to value or address cultural, linguistic, and/or community needs;

(12) understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools.

E. Disability leadership - The disability leader promotes the success of all students by addressing the needs of students with disabilities. The administrator:

(1) ensures that programs for students with disabilities are implemented and fully integrated into all district curricula and programs;

(2) disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender, and disability to ensure all students are learning;

(3) understands and facilitates that the needs and concerns of students with disabilities are adequately identified and integrated into the educational process;

(4) reviews the assessment process through collaborative efforts between school and community to ensure the appropriate assessment of students with disabilities;

(5) facilitates the development of a curriculum that values and uses the experiences that students with disabilities bring to the classroom;

(6) understands the need for administrators, teachers, and all support staff to become familiar with the learning and behavior needs of their students with disabilities;

(7) continually researches assessment and curricula that promote a variety of models that recognize differences as strengths that are valuable and enriching for schools and school districts;

(8) facilitates staff development for school personnel to recognize, appreciate and value students with disabilities;

(9) understands the importance of addressing in all aspects of the education system the unique needs of students with disabilities;

(10) ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context.

F. Leadership in community relations - The leader in community relations has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

(1) demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning;

(2) demonstrates an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning;

(3) applies an understanding of community relations models, marketing strategies and processes, data-driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships;

- (4) demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;
- (5) demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community;
- (6) demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning;
- (7) demonstrates the ability to conduct community relations that reflects knowledge of effective media relations and that model effective media relations practices;
- (8) facilitates and engages in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders;
- (9) demonstrates the ability to promote maximum involvement with, and visibility within the community;
- (10) demonstrates the ability to interact effectively with individuals and groups that reflect conflicting perspectives;
- (11) demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement;
- (12) demonstrates the ability to advocate for students with special and exceptional needs;
- (13) demonstrates an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals;
- (14) demonstrates how to use district resources to the community to solve issues of joint concern;
- (15) demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems;
- (16) understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools;
- (17) facilitates for families to receive all information regarding school, district, and state educational initiatives and decisions;
- (18) ensures that parents are provided an accurate account of the history of educational reform so that they can become active participants in supporting or rejecting new policies.

G. Political leadership - The political leader has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse through their understanding of the political, economic, legal, and social climate that exists in school settings. The administrator:

- (1) demonstrates the ability to use appropriate research methods, theories, and concepts to improve district operations;
- (2) demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;

- (3) demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district;
- (4) explains the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district;
- (5) demonstrates the ability to work with political leaders at the local, state, and national levels;
- (6) applies an understanding of how specific laws at the local, state, and federal levels affect school districts and residents;
- (7) espouses positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities;
- (8) demonstrates the ability to engage students, parents, members of the school board, and other community members in advocating for the adoption of improved policies and laws;
- (9) applies understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students;
- (10) demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district;
- (11) demonstrates the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students including students with disabilities and students who are culturally and linguistically diverse regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

H. Legal and fiscal leadership - The legal and fiscal leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by managing the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment. The administrator:

- (1) understands the state laws governing the relationship between school boards and superintendents;
- (2) applies knowledge of the laws related to service providers;
- (3) analyzes and applies knowledge of the major U.S. legal landmark decisions and their effect on school contexts;
- (4) demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students including students with disabilities and students who are culturally and linguistically diverse;
- (5) demonstrates effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities;
- (6) demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement;
- (7) demonstrates the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability;
- (8) uses appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts to align resources with the district vision;

- (9) develops staff communication plans for integrating the district's schools and divisions;
- (10) develops a plan to promote and support community collaboration among district personnel;
- (11) uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning;
- (12) seeks new resources to facilitate learning;
- (13) applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district;
- (14) applies and assesses current technologies for management, business procedures, and scheduling.

I. Personal and professional leadership - The personal and professional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a process of continuous personal and professional development. The administrator:

- (1) keeps current with school district guidelines, policies, and professional literature that enhance the educational opportunities for all learners;
- (2) nurtures and mentors the development of other educators;
- (3) participates in local, state, and other professional learning opportunities;
- (4) promotes leadership through active involvement in professional organizations;
- (5) models life-long learning.

[6-15-98; 6.62.2.10 NMAC - Rn, 6 NMAC 4.2.3.18.10 & A, 8-15-03]

HISTORY OF 6.62.2 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No.78-13, Five Year Administrative Certificate, filed September 6, 1978.

SBE Regulation No. 78-14, Ten Year Administrative Certificate, filed September 6, 1978.

SBE Regulation 87-5 Amendment No. 1, Licensure in Educational Administration, Grades K-12, filed December 4, 1990.

History of Repealed Material: [RESERVED]

Evaluation Measures per section 204(a) of the Higher Education Act

Objective	Measure
Objective 1: Measure achievement for all prospective and new teachers, as measured by the eligible partnership	Measure 1.1: 85% of new teachers will be determined as effective as measured by: data on students' test scores, annual teacher evaluations, the percentage of teachers who teach high-need subject areas, high-need schools, teachers integrating technology, persistence, specialized instruction, and other relevant data.
Objective 2: Teacher retention in the first three years of a teacher's career.	Measure 2.1: 85% of participants hired as teachers of record will remain in teaching for at least three years from the date of hire. Data will be collected from each LEA and participant to verify retention.
Objective 3: Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.	Measure 3.1: At least 85% of teacher candidates will meet or exceed the state licensure exam standards and 100% of program completers will pass state licensure exams. A copy of the assessment report will be collected from each participant.
Objective 4: The percentage of teachers who meet the applicable State certification and licensure requirements for those hired by the high-need LEA participating in the eligible partnership.	Measure 4.1: 90% of program completers will meet all applicable state certifications and licensure requirements. Information will be collected from the state licensure database to ensure accuracy.
Objective 5: The percentage of teachers who meet the applicable State certification and licensure requirements who are members of underrepresented groups.	Measure 5.1: Approximately 50% of program completers that meet all licensure requirements will be members of underrepresented groups including ethnic minorities representative of the population of the state of NM as measured by participant documentation.
Objective 6: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages).	Measure 6.1: 100% of program completers will become teachers of record for high-need academic subjects as measured by LEA employment records and teacher reports.
Objective 7: The percentage of teachers who meet the applicable State certification and licensure requirements hired by the high-need LEA who teach in high-need areas (including	Measure 7.1: 50% of all program completers will become teachers of record in the specific high-need areas in objective 7.

special education, language instruction, educational programs for limited English proficient students, and early childhood education).	
Objective 8: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach in high need schools, disaggregated by the elementary and secondary school levels.	Measure 8.1: Of all program completers that become teachers of record 50% will be at the elementary level and 50% at the secondary level as measured by employment records and teachers report.
Objective 9: The percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood special education teachers who are highly competent.	Measure 9.1: Of all special education program completers that become the teacher of record 5% will serve early childhood programs.
Objective 10: The percentage of teachers trained – (i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning and teaching remotely; (ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for improving student achievement.	Measure 10.1: 100% of program completers that are teachers of record will receive training on technology integration and data collection, management, and analysis via technologies as measured by documentation of training attended, classroom observations logs from coaches and teacher evaluation information from principals.

Appendix I

Proprietary Information

Requirement: *Eligible Applicants should identify any specific proprietary information and page numbers in the application where it can be found.*

Response: There is no specific proprietary information contained in this grant application. Any content developed with funds from this grant will be royalty-free, nonexclusive, and have a license per 34 CFR 80.34 to reproduce, publish, or otherwise use, and to authorize others to use, for Federal government purposes: the copyright in any work developed under a grant (or contract under this grant) in this program; and any rights of copyright to which a grantee or contractor purchases ownership with grant support.