

Transforming Teaching and Learning in High-Need Rural Schools

Bard College

Rural Teacher Residency Program

A new chapter in Delano, California’s history is now being written for its children. The Paramount Bard Academy welcomes its first students in August of 2009. Community members of Delano, Bard College, the Resnick Foundation and the Paramount Agricultural Companies are collaborating to meet community interests through the creation of this independent charter school as an alternative educational program. This singular model of education, developed by Bard College’s Master of Arts in Teaching (MAT) Program, integrates the unique structure of Bard’s MAT Program with the daily operations of a public charter school, building on the successful aspects of the Professional Development School model and the MAT Program’s parallel work in New York City schools in the South Bronx.

The MAT program and the Paramount Bard Academy create a future model that addresses the issues of educating, recruiting, and retaining the very best kinds of teachers for some of the nation’s neediest schools. And, with similar ambitions to the two Bard High School Early College schools in New York City, one on the Lower East Side of Manhattan and one in Long Island City, Queens, it creates a model of education that promotes a college-going culture and trains teachers who recognize the value and potential of challenging students to transition from high school to college courses during their years in secondary school. As President Barack Obama stated in a recent speech to the NAACP, “We are creating a Race to the Top Fund that will reward states and public school districts that adopt 21st century standards and assessments.... We should also explore innovative approaches being pursued here in New York City; innovations like Bard High School Early College and Medgar Evers College Preparatory

Bard College Rural Teacher Residency Program

1 School that are challenging students to complete high school and earn a free associate's degree or
2 college credit in just four years.”

3 This school is a unique opportunity for students in Delano and surrounding southern San
4 Joaquin Valley communities because it is a college/public school partnership that will increase
5 the numbers of students who complete a college education. This integrated college/public school
6 partnership will provide an outstanding model of educational practice, advance student
7 achievement and educate a new generation of teachers who will serve this region in distress. The
8 Bard Rural Teaching Residency Program will be housed at Paramount Bard Academy, which
9 will serve as the laboratory school for Residents. In addition, faculty on staff at the Academy
10 will provide professional development for teachers in partner schools.

Needs Assessment

12 This is a region in great need. As this proposal is written, the grape harvest has begun in
13 the southern San Joaquin Valley of California. Shoppers across the nation will see boxes from
14 towns like Bakersfield, McFarland, and Delano in the produce section as they select their
15 favorites from the many varieties of table grapes grown here. Drivers along state route Highway
16 99, which bisects the 300-mile long Central California Valley from north to south, see mile after
17 mile of workers arduously picking grapes and then, under tents at the end of the rows, packing
18 them for shipment. As they drive through Delano, some of them might even think for a moment
19 of the grape boycott and the struggle for farm labor protections that Cesar Chavez and his wife
20 began here decades ago.

21 Delano is to the Farm Labor Union Movement and California as Selma, Alabama is to the
22 Civil Rights Movement and the South, a symbol of a turbulent past and promises yet unfulfilled.
23 Delano represents cultural and economic victories for farm workers yet, with continuing

Bard College Rural Teacher Residency Program

1 challenges to assure that the children and grandchildren of the men and women who won those
2 victories will be able to harvest the benefits as full participants in the social, cultural, political,
3 and economic fabric of this valley. The students who now attend Delano's Cesar Chavez High
4 School or Robert F. Kennedy High School are the heirs of those who walked 300 miles to
5 Sacramento with Chavez and Kennedy in the grape boycott that started the United Farm Workers
6 Union. Just as the promise of the Civil Rights Movement has yet to be completely fulfilled, so
7 does the promise that the youth of this valley will be able to realize their dreams and aspirations.

8 Like communities, towns, and cities throughout the Valley, the city of Delano depends
9 almost entirely on agriculture for its livelihood. It is located 38 miles north of Bakersfield and
10 65 miles south of Fresno. 26,584 (68.5%) of Delano's people are of Hispanic origin, primarily
11 from Mexico. 38.2% are foreign born. The median household income of \$28,143 is about two-
12 thirds the national average. About half of the population over the age of 25 has a high school
13 diploma compared to 80% nationally. Only 5.5% have a bachelor's degree or higher compared
14 to 24.4% nationally. 25,678 (72.5%) speak a language other than English at home.

15 Students in this region face extreme challenges and must overcome multiple risk factors.
16 In every academic and socio-demographic risk factor cited in research, communities in this
17 region rank at or near the bottom compared to the rest of California and the nation. But students
18 and parents here have the same dreams and aspirations as their peers in middle class America: a
19 chance to attend good schools, go to college, and get a good job. The proposed project is not a
20 deficit model remediating what is wrong. It is an asset-building model intended to build upon
21 these aspirations and dreams and develop competencies to empower students to succeed.

22 Partners in this proposal recognize the vital role of education in fulfilling those dreams.
23 In the past eight years, though much has been accomplished, much more needs to be done. Only

Bard College Rural Teacher Residency Program

1 26.1% of Hispanic students graduate with UC/CSU required courses completed in Delano and
2 the dropout rate for this population is 24.3%. Of those who do achieve college preparatory levels
3 of academic advancement, few choose to become teachers and return to the Valley after college.

4 The small gains that have been made in this project's partner schools have come about
5 because they embraced multiple initiatives for change and cultivated partnerships with the higher
6 education and private sectors. The partners understand that the most important factor in helping
7 students overcome multiple risk factors of poverty, poor language skills, rural isolation, lack of
8 professional adult role models, and others, is their classroom teacher. Well-trained and highly
9 competent teachers can equip students with the academic tools needed for success in learning,
10 instill in students enthusiasm for school, and build the confidence students need to aspire to post-
11 graduate educational pursuits. In order to provide such teachers, local districts have taken steps
12 to improve recruitment, training, and retention to try to improve the quality of the teaching. For
13 the southern San Joaquin Valley's children, Paramount Bard Academy and the Bard College
14 Rural Teacher Residency Program is the next step to transform education in partner schools.

15 *Transforming Teaching and Learning in High-Need Rural Schools* will recruit, train
16 and support a total of 130 Residents to prepare them for service in the rural schools of the
17 project's partner LEA's. These teachers will receive an annual living stipend and tuition
18 assistance provided by partners to earn a Master of Arts in Teaching from Bard College and the
19 teaching credential needed for service in California secondary schools. After completing their
20 one-year Residency, teachers will be placed in high-need partner schools and have substantive
21 and meaningful support in all aspects of their training and classroom experience for the first three
22 years of their career. Recruitment approaches will be tailored to the unique needs of rural
23 schools and the teachers most likely to thrive in such schools. Induction services will assure that

Bard College Rural Teacher Residency Program

1 graduates of the program are successful in and remain in the project's high-need schools and
2 subsequently serve as mentors and school leaders, greatly multiplying the impact each of the
3 project's teaching residents has.

4 Partners in creating, implementing, and providing documentation of this model rural
5 teaching Residency program are

- 6 • 25 high-need LEA's with 86 high-need schools;
- 7 • Bard College;
- 8 • The MAT Program at Bard College;
- 9 • The Institute of Writing and Thinking at Bard College
- 10 • The California Teacher Recruitment Project at Tulare County Office of
11 Education;
- 12 • The Paramount Agricultural Companies; and
- 13 • The Resnick Foundation.

14 The project will serve 25 LEA's and 86 schools in Tulare, Kern, and Fresno Counties in
15 the southern portion of the San Joaquin Valley. The 43,152 students in grade 7-12 who attend
16 these schools are primarily of Hispanic heritage (73%) with over 42% learning academic English
17 as a second language. 19% of students are White Non-Hispanic, 2% African American, 2%
18 Asian and the remaining of other national origin and ethnicity. Porterville Unified and Visalia
19 Unified have small but significant numbers of American Indian students.

20 In the rural areas, unincorporated towns and small cities served by these schools,
21 persistent double-digit unemployment and lack of economic diversification have resulted in high
22 rates of poverty, low parent education levels, and extreme challenges for both the public and
23 private sector. Stone Corral School, for example, recently had a national ranking of the highest

Bard College Rural Teacher Residency Program

1 poverty school attendance area in the nation. All of its students enter kindergarten unable to
2 read, write and converse in academic English or Spanish and all qualify for the national free and
3 reduced lunch program. All of the schools in this TQP partnership have similar challenges.

4 Student academic performance measurements reflect the challenges at Stone Corral
5 where only 17% of seventh and eighth grade students are proficient in mathematics and
6 reading/language arts and the school is going into year six of federal program improvement
7 status. Project-wide, over half of participating schools (52%) are in federal program
8 improvement status, with 24% in year five and under sanctions imposed by the LEA's under
9 NCLB requirements. 60% of project LEA's are in program improvement status with 48% in
10 year three and under NCLB required state sanctions. Reports of external providers required by
11 the state to assist in intervention document multiple needs in these LEA's and schools with two
12 as top priority: improving instructional delivery for English learners and training teachers for
13 delivery of standards-driven curriculum.

14 Superintendents report their greatest need is in the area of finding teachers who can meet
15 the challenge of teaching students who come to the schoolhouse door with multiple risk factors.
16 More importantly, perhaps is finding teachers who can not only meet these needs but who can
17 also raise expectations, moving students beyond the most basic expectations of success towards
18 the competencies and identities that will position them to enter and succeed in postsecondary
19 education. There is a great need for teachers who are well-versed and experienced in teaching
20 English Language Development at all grade levels and integrating ELD into their content
21 courses. There is an equal need for teachers who are deeply trained in their disciplines and who
22 understand how to engage students in forms of learning that go beyond the expectations of
23 standardized tests. Although salaries in some LEA's are competitive, there are others whose

Bard College Rural Teacher Residency Program

1 salaries cannot keep pace with the large urban and suburban districts in their counties. Many
2 small rural schools invest in two or three years of support and training for new teachers only to
3 have them move on to the larger districts.

4 In partner LEA's, the average annual teacher turnover rate is over 20% and in smaller
5 schools it is not unusual for the entire teaching staff to turn over every five to seven years, which
6 research shows is a risk factor for student achievement. Not only does high teacher turnover
7 present challenges in maintaining continuous program improvement, but it also creates the need
8 for constant basic professional development and continuing education and represents a huge loss
9 of institutional memory of student and school achievements. For many schools, teacher turnover
10 becomes a process of two steps forward and one step back.

11 Partner LEA's project the need to hire 1,190 teachers in the next five years for grades
12 seven through twelve. The greatest number will be hired for English (18%), mathematics (21%),
13 Special Education (22%) and Science (15%). Population growth, retirements, district release of
14 teachers in the probationary period, and teachers leaving the profession will create these
15 positions. Districts report that, at the middle school level, the impact of California's placement
16 of algebra standards at the eighth grade level and the federal prohibition of out-of-grade-level
17 testing for NCLB has created a critical shortage of qualified teachers of algebra for eighth grade
18 as schools strive to provide the opportunity for students to become proficient in all state
19 standards. Teacher shortages are reported as critically high in rural low performing schools and
20 in alternative safety net programs and schools serving highly at-risk students.

21 Attracting candidates from under-represented groups in partner schools is a very high
22 concern expressed by superintendents. Pipeline programs working with school paraprofessionals
23 and addressing the need to increase the number of bilingual teachers have been active and

Bard College Rural Teacher Residency Program

1 increasingly successful in the region. However, the “brain drain” of teachers from under-
2 represented groups continues to grow as these potential candidates opt for other professions and
3 leave the Valley for large urban centers on the coast.

4 Finally, a great concern is retaining teachers. Salaries are reported to be a part of the
5 problem, but interviews with new teachers validate that institutional and community support for
6 new teachers is really the deeper issue. They urge planners to develop and implement new and
7 innovative ways to support and retain teachers beyond the critical third and fifth years.

8

9 **Summary of Needs**

- 10 1. Students in partner LEA’s and school are confronted by multiple challenges of poverty, rural
11 isolation, and lack of community resources available to their urban and suburban peers.
- 12 2. Partner LEAs have large numbers of English learners who must become proficient in
13 academic English in order to become proficient in academic content.
- 14 3. Partner LEAs have a large number of teachers who are not highly qualified in academic
15 content and in pedagogy and who are teaching under emergency credentials.
- 16 4. Partner LEAs have extreme difficulty recruiting and retaining highly qualified math, science,
17 and Special Education teachers.
- 18 5. Partner LEAs have high numbers of students who not proficient in academic subjects,
19 resulting in federal sanctions of program improvement status.

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Project Design

In the rural areas, unincorporated towns and small cities served by these schools, persistent double-digit unemployment and lack of economic diversification have resulted in high rates of poverty, low parent education levels, and extreme challenges for both the public and private sector. Stone Corral School, for example, recently had a national ranking of the highest poverty school attendance area in the nation. All of its students enter kindergarten unable to read, write and converse in academic English or Spanish and all qualify for the national free and reduced lunch program. All of the schools in this TQP partnership have similar challenges.

Accomplishment of the goals, objectives and outcomes delineated in the evaluation section of this proposal will result in significant change in teaching and learning at project schools where graduates of the program become teachers of record after completing their Residency. Teacher content knowledge and pedagogy will significantly increase, not only for the Residents, but also, as evidenced by outcomes in other projects, by the mentor teachers who work one-on-one with them during the Residency and the support providers who work with them during the induction period. This builds on existing models developed and operated by Bard’s MAT Program in the Hudson Valley of New York State and in a cluster of New York City public schools in the South Bronx. The continued success and expansion of the MAT effort in NYC informs the design of this current project, which establishes the campus of the MAT program in an innovative Charter School serving high-needs students in California’s Central Valley.

The Recruitment of Exceptional Candidates:

Bard College and the California Teacher Recruitment Project will conduct regional, statewide, and national searches for exceptional candidates for the *Transforming Teaching and Learning in High-Need Rural Schools* program. Successful candidates will meet all

Bard College Rural Teacher Residency Program

1 qualifications for graduate study at Bard College and will be screened for likely success in
2 project high need schools. Recruitment will be assisted by a national marketing campaign.

3 Recruitment strategies to be deployed include:

- 4 • Advertise targeting diversity through school districts for paraprofessionals and substitutes
5 who are career changers;
- 6 • Utilize the California Teacher Recruitment Program Customer Management System;
- 7 • Utilize the California Teacher Recruitment Program system to develop a database and
8 communication tool for potential candidates;
- 9 • Connect with local high schools to reach former AVID and former students with strong
10 content knowledge who have gone to four -ear universities outside of the Central Valley
11 to recruit them into the MAT;
- 12 • Conduct community-based and faith-based outreach to new grades career changers and
13 recent military retirees in Lemoore Air Force Base, and Edwards Military Base;
- 14 • Coordinate local and regional recruitment with Bard College's recruitment efforts, using
15 newspapers, multi-media sources and community groups;
- 16 • Attend strategic recruitment events in areas where there is a high concentration of
17 candidates with diverse backgrounds;
- 18 • Cultivate powerful relationships with in-state and out-of-state IHEs to identify strong
19 candidates in high-need subject areas;
- 20 • Utilize Ventures for Excellence interview and online screener to identify potential
21 candidates who will be successful teachers;

Bard College Rural Teacher Residency Program

- 1 • Implement 10-12 “open advisement days” (three each in four locations) for college
2 students and career changers interested in teaching. Provide opportunities to advise and
3 counsel;
- 4 • Interface with professional networks of other professions, chambers of commerce,
5 business groups, community groups, social organizations and student organizations;
- 6 • Use social networking techniques, such as Splash Ads on EDOIN, Facebook, Twitter
7 Craig’s List and other web-based networking to attract potential Residents.
- 8 • Develop and disseminate a variety of marketing tools. Among them are brochures, press
9 kits, a section of the Paramount Bard Academy website, and “virtual” business cards.
10 Both traditional and technology-based dissemination methods will be used. The project
11 will take advantage of partnerships with existing efforts such as CalTeach, Teacher to
12 Teacher, and other traditional and virtual portals.
- 13 • Actively network with existing teacher preparation, support, and preservice programs
14 such as “Teaching as a Priority” and “Gear Up” through the California Teacher
15 Recruitment Project’s collaborative partners in higher education and at county offices.
16 The project will coordinate efforts with and assist in the expansion of pipeline programs
17 and will work with professional organizations to expand the teaching force.
- 18 ◆ Use technology in the following ways:
 - 19 ✓ Project website linked with national and international teacher recruitment and support
20 websites and services.
 - 21 ✓ Sections housed on the project website for MAT students, Resident teachers, mentor
22 teachers, and accessible to local and national teachers to reflect and to connect on sound
23 teaching practices and their own experiences.

Bard College Rural Teacher Residency Program

- 1 ✓ Online applicant tracking system including application, resume, testing, and field of
- 2 interest data.
- 3 ✓ Videoconferencing for interviews and networking.
- 4 ✓ Taped interviews and prescreened demonstration lessons.
- 5 ✓ Online “Teacher Yellow Pages” with information on resources in the targeted schools.
- 6 ✓ Portals to state and national teacher support systems such as the Teacher-Teacher.com
- 7 project and the Recruiting New Teachers.net.

8 Successful candidates will:

- 9 • Meet all academic requirements for graduate level work at Bard College;
- 10 • Commit to enroll in and complete the Bard MAT program;
- 11 • Commit to remain teaching in a high need project partner school for at least three years;
- 12 • Commit to all project training modules and mentorships;
- 13 • Demonstrate attributes and desire to become a successful teacher in high-need schools;
- 14 • Demonstrate attributes and understanding of cultural competency and youth development as
- 15 well as commit to project training in culturally-responsive teaching and learning.

16

17 The Master of Arts in Teaching (MAT) Program

18 The Master of Arts in Teaching (MAT) Program at Bard College responds to an urgent
19 need for change in public education. This transformation requires teachers who can help
20 secondary school students develop the thoughtful self-determination that builds from a genuine
21 enthusiasm for learning. The core of Bard’s MAT Program is an integrated curriculum leading to
22 a master of arts in teaching degree and Initial Teaching Certification (grades 7–12) in one of four
23 areas: biology, English, mathematics, or social studies. Unique in its approach, the program

Bard College Rural Teacher Residency Program

1 requires an equal amount of advanced study in the elected academic discipline and in education
2 courses that challenge pre-service teachers to apply the results of research and pedagogical
3 analysis to the actual work of teaching. The program's instructionally innovative courses provide
4 the basis for critical reflection about educational practice.

5 Research indicates that teachers tend to teach in the same way they were taught. In
6 response, the MAT Program focuses on teaching as a clinical profession, and on the teacher as a
7 professional. MAT graduates are strongly grounded in their subject areas and skilled in applying
8 their knowledge of learning to the different needs of individual learners; in short, MAT graduates
9 are prepared to teach and to lead.

10 MAT students take four graduate-level courses in their elected discipline. This
11 curriculum culminates in a final research project that must demonstrate a high level of
12 understanding within the field. MAT students also take four graduate-level courses in education,
13 covering a wide range of issues, ideas, and practices. These courses, which concentrate on
14 adolescent education, are thematically designed to answer essential questions about teaching and
15 learning. MAT coursework addresses in-depth the needs of English Language Learners and the
16 needs of youth requiring Special Education classes or those with other special needs in the
17 context of graduate course work. Courses are framed by practice-based research. Students are
18 required to make relevant connections between their educational studies and the work of the
19 public schools. Academic advising takes place in various contexts: MAT students meet regularly
20 with MAT faculty members and with mentor teachers from partner schools, and work closely
21 with their MAT faculty advisers.

22 As teaching Residents, MAT students design and teach lessons and units, assess student
23 understanding, and modify practices to adapt to their student needs in the context of educational

Bard College Rural Teacher Residency Program

1 priorities. Throughout each phase of their Resident experience, MAT students engage in the kind
2 of reflective practice that is essential to teaching effectively and growing professionally.
3 Classroom research projects conducted by MAT Residents are planned during the summer and
4 fall quarters and carried out in the winter and spring quarters.

5 In pursuing the goal of making positive changes in partner schools, the faculty of the
6 MAT Program will supply leadership in developing and applying a variety of approaches that
7 differ from conventional classroom practices. The MAT Program's Residency will provide an
8 opportunity to question the tacit assumptions so often made by teachers and students alike, and to
9 construct, instead, a new educational perspective based upon classroom experience and advanced
10 study in the academic disciplines.

11 The Institute for Writing and Thinking, located on Bard's Annandale-on-Hudson campus,
12 contributes to the improvement of education by holding faculty writing seminars at public and
13 private schools. Students in Bard's MAT Program have access to this nationally recognized
14 educational initiative and work closely with faculty who are involved in these and other
15 important pedagogical developments.

16 MAT Program courses are structured to emphasize best practices in teaching and learning
17 and to immerse students in classrooms that challenge them to reexamine the secondary school
18 learning environment. Each course meets for 30 hours; an additional 30 hours of laboratory time
19 is devoted to experiences that build critical competencies in research and teaching. All courses
20 are paired in this way, connecting classroom time with laboratory time in order to model the best
21 teaching practices.

22 **Required Courses**

Bard College Rural Teacher Residency Program

1 All MAT Program students take four required graduate-level courses in education that
2 prepare them for the challenges of the classroom. To that end, MAT students are expected to
3 develop practical knowledge across a range of educational inquiry. MAT students also take four
4 required graduate-level courses in their chosen academic field that build on their undergraduate
5 learning. The fundamental ideas of the discipline and its evolution as a field are emphasized, in
6 order to deepen understanding of the subject, with a particular concern for improving instruction
7 at the secondary level.

8 **Teaching/Lab Strand**

9 MAT students meet for an additional weekly three-hour class called the “teaching strand”
10 or “laboratory.” The class is taught by two faculty members, one each from the field of education
11 and the academic discipline. Every week students turn their own academic inquiries into
12 questions about teaching and learning. The students’ investigations incorporate the models of
13 learning and developmental concerns they are studying in core education courses and apply these
14 models and concerns to answer specific teaching questions. The laboratory class turns the more
15 theoretical work of the graduate courses into investigations of practice in teaching and learning.

16 In forming partnerships with clusters of public schools in New York’s Hudson Valley,
17 New York City, and California’s Central Valley, the MAT Program at Bard College has been
18 inspired by professional development schools based on the concept of a professional learning
19 community created with a college program, partner public schools, and apprentice teachers.

20 The Residency that MAT students serve in the program’s partner schools exceed what
21 more conventional programs demand. MAT students begin their training as participant observers
22 in public schools. They become further engaged as they help with lesson planning and student
23 assessment. Throughout their experience, MAT students investigate research questions and

Bard College Rural Teacher Residency Program

1 engage in the kinds of reflective practice that are essential to effective teachers. They also
2 conduct original classroom research projects. Mentor teachers and graduate school advisers
3 conduct regular observations and evaluations of each MAT student's teaching practices.

4 The faculty of the MAT Program, Bard College, and the Institute for Writing and
5 Thinking are committed to supporting the initiatives of participating public school teachers and
6 their schools. The MAT Program encourages public school teachers to engage in the reflection
7 that is necessary for them to become better educators and, therefore, leaders in the improvement
8 of education and schools. Course work and fieldwork are organized in a sequence of ten-week
9 quarters. The program begins with a required weeklong orientation session that includes an
10 intensive writing seminar that introduces students to an alternative teaching model, in which
11 writing becomes the basis for collaborative learning. Over the course of four quarters, students
12 complete required courses and engage in teaching and learning activities in public school
13 classrooms. A research cycle is also built into the academic calendar, allowing students time to
14 immerse themselves in inquiry into their elective discipline and complete their academic research
15 project. Students present their final academic and classroom research projects during the
16 concluding week of the MAT Program.

17 **Mentoring**

18 All MAT graduate students conduct classroom research projects in collaboration with
19 their mentor teachers in the public schools. These projects are the result of close collaboration
20 between MAT faculty members, mentor teachers, and the MAT graduate student. They aim to
21 answer some key questions about teaching and student learning, using student work as the
22 primary data for analysis. Mentoring teachers have access to professional development
23 opportunities in the form of workshops and graduate level courses providing the possibility of in-

Bard College Rural Teacher Residency Program

1 service and/or graduate college credits. Mentoring teachers will be experienced teachers with a
2 minimum of three years of exemplary teaching experience and permanent status. They will be
3 selected based upon the following criteria:

- 4 ✓ demonstrated understanding of the needs/characteristics of beginning teachers;
- 5 ✓ commitment to building a collaborative relationship with a beginning teacher;
- 6 ✓ commitment to the California Standards for the Teaching Profession;
- 7 ✓ ability to mentor and coach beginning teachers;
- 8 ✓ awareness of beginning teacher development processes and phases;
- 9 ✓ demonstrated commitment to their own professional growth and learning;
- 10 ✓ an excellent role model;
- 11 ✓ willingness to share instructional ideas and materials;
- 12 ✓ willingness to discuss and use formative assessment information.

13 The project incorporates

- 14 • Strong, experienced program management who will inform, inspire and encourage
15 participants in support of program goals, processes, structures and content. Program leaders
16 will actively pursue collaborative relationships with participating school districts, institutions
17 of higher education, and service providers.
- 18 • Rigorous recruitment and screening practices to assure that only the most qualified
19 candidates are admitted into the program.
- 20 • Integration of the California Content Standards.
- 21 • Collaboration with institutions of higher education, districts, county offices of education, and
22 the California Department of Education and Credentialing Commission to provide a

Bard College Rural Teacher Residency Program

1 comprehensive and integrated experience for program participants which also fully prepares
2 them to teach ELL.

- 3 • The use of cohorts as a pedagogical tool to teach and practice teamwork, develop a sense of
4 community as learners, facilitate deep and durable peer support networks, and model
5 distributed leadership.
- 6 • An intense focus on developing instructional leadership.
- 7 • Resident stipends of [REDACTED] to allow full concentration of effort.

8 Induction

9 In the induction component, participating teachers apply the practices they have
10 developed through the Master of Arts Teaching program and the Institute of Writing and
11 Thinking at Bard College as they participate in guided reflection on their teaching and activities
12 in the classroom. The Bard MAT Program induction programs builds on the California mandated
13 BTSA induction process by taking additional steps to ensure that individual teachers have the
14 necessary support and education to develop the forms of collaboration and self-reflection that
15 lead to continued success as classroom teachers and educational leaders within their schools. For
16 the first two years as in-service teachers, TQP graduates of the MAT will meet regularly as a
17 professional learning guided by MAT faculty to pursue continued education that emphasizes
18 forms of reflective practice. As pre-service teachers in the MAT Program, all these teachers
19 completed classroom research projects that engaged in the careful examination of student work
20 and instructional materials and methods that modeled this process. This work continues during
21 the induction cycle with a focus on raising academic expectations and helping students develop
22 the capacities for success in college and career that have been identified by various researchers.
23 In year three of the induction cycle, these professional learning communities provide the support

Bard College Rural Teacher Residency Program

1 for completing National Board Certification with the continued facilitation and resources of the
2 MAT faculty and program. Emphasis is on the demonstration of effective teaching practice
3 combining reflective assessment, action research, and inquiry, under the support and guidance of
4 mentor teachers. These teachers will apply teaching standards (California Standards for the
5 Teaching Profession) through the ongoing process of planning and facilitating lessons, reflecting
6 on the results, and making informed changes to future practice, based on evidence. This will also
7 prepare them to be capable of teaching ELL and provide instruction for meeting the needs of all
8 students.

9 Mentoring, modeling, collaboration, guidance and support are provided by high quality
10 teacher mentors, faculty, and researchers. The goals of the Induction Program are to:

- 11 • Increase student achievement by effectively implementing the elements of the California
12 Standards for the Teaching Profession in daily practice;
- 13 • Increase teacher retention through professional development and support;
- 14 • Enhance knowledge of content specific pedagogy and strategies to increase student
15 achievement in the core content areas;
- 16 • Enhance the repertoire of effective, research based, positive behavioral interventions to
17 meet classroom and student needs;
- 18 • Strengthen knowledge and implementation of effective assessment tools and student
19 achievement data in the application of classroom instruction;
- 20 • Strengthen understanding of the various cultures and language groups represented in the
21 district and the implementation of successful strategies to support students who are
22 culturally, linguistically, and academically diverse;
- 23 • Increase knowledge and implementation of English language proficiency assessments;

Bard College Rural Teacher Residency Program

- 1 • Develop proficiency in using state-adopted academic content standards and district
 2 curriculum in the core content areas to design learning experiences to meet the needs of
 3 all students;

4 The following activities matrix describes the Induction Program:

Activities	Benchmarks	Timeline	Responsible Party
1. Participating teachers meet 1:1 with their Support Providers initially to discuss the knowledge and expertise gained from their teacher preparation program and prior experiences, including the Teaching Performance Assessment (TPA) results, when possible, and conduct a self-analysis.	100% of participants will transition from their teacher preparation program and build upon previous knowledge and expertise as they self-asses and continue their growth in the field of education. (Standards #1, #2, & #6)	First Month of School	Participating Teacher Support Provider
Professional Development and training for Support Providers will be provided focused on the inquiry process, the CSTPs (California Standards for the Teaching Profession), reflective conversations, and the PTRA (Plan, Teach, Reflect, and Apply) Cycle.	100% of Support Providers will demonstrate proficiency in their mentoring skills and knowledge of standards.	3-4 four times througho ut the year	Support Provider Induction Program Staff
Support Providers are trained on how to use these tools along with the California Academic Content Standards.			
Veteran Support Providers are provided updated training.	100% of Support Providers will demonstrate proficiency in their mentoring skills and knowledge of standards. (Standard #2)	A minimum of once a year with the option of attending multiple updates througho ut the	Support Provider Induction Program Staff

Bard College Rural Teacher Residency Program

Activities	Benchmarks	Timeline	Responsible Party
		year.	
Professional Development for Participating Teachers will be provided centered on the CSTPs (California Standards for the Teaching Profession) and the California Academic Content Standards. Universal Access, ELL, and Special Needs issues will be addressed.	100% of Participating Teachers will develop proficiency in using state-adopted academic content standards to design learning experiences to meet the needs of all students, increasing student achievement by effectively applying the CSTPs. (Standards # 5& 6)	Monthly	Induction Program Staff Site Staff Participating Teacher
2. Participating Teachers meet weekly with their Support Provider to work on an inquiry-based formative assessment system based on the California Standards for the Teaching Profession and characterized by a plan, teach, reflect, and apply (PTRA) cycle. Universal Access, ELL, and Special Needs issues will be addressed.	100% of participants will apply the PTRA Cycle as they develop inquires. (Standards #1, #4, #5, & #6)	Ongoing throughout the year	Participating Teacher Support Provider
Participating Teachers are observed by their Support Providers to ensure the application of appropriate pedagogy skills based on empirically-based research conducted in their inquires. Participating Teachers are provided formative feedback in regards to maintaining an effective environment for learning and universal access for all students.	100% if Participating Teachers will develop proficiency in using state-adopted academic content standards and district curriculum in the core content areas to design learning experiences to meet the needs of all students. (Standards #5 & #6)	Minimum of two time each year	Support Provider Participating Teacher Site Administrator
Support Providers meet with the Site Administrator where their Participating Teacher is assigned to determine	100% of Participating Teachers will receive common support from the Site Administrator	At the beginning of the year and	Support Provider Site Administrator

Bard College Rural Teacher Residency Program

Activities	Benchmarks	Timeline	Responsible Party
common goals for the Participating Teacher.	and the Support Provider. (Standard #2)	a minimum of four times throughout the year.	
3. Participating Teachers and Support Providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher’s assignment, identified developmental needs of their students, and prior preparation and experiences, including the Teaching Performance Assessment (TPA) results,	100% of participants will develop an Individual Induction Plan. (Standard #4)	Twice a year	Participating Teacher Support Provider
5. Monthly Grade level and Departmental Staff meetings on analysis of student data and using student data to drive instruction.	100% of Interns will use results from multiple measures to inform instruction and increase student achievement. (Standard # 5)	Ongoing throughout the year.	Participating Teacher Site Staff
4. Participating Teachers Reflect on their growth throughout the year as measured by the California Standards for the Teaching Profession. Support Providers aid in this process.	100% of Participating teachers measure their growth as a professional using the CSTP as their guide to increase student learning and teacher proficiency. (Standard #4)	Minimum of twice a year	Participating Teacher Support Provider
Site Administrators and Human Resource will be provided with training regarding Induction	100% of site administrators will have a clear understanding of the Induction process, their role in the process and how to effectively transition the new teacher from Induction to the role of professional educator. (Standard #2)	Once a year minimum with multiple opportunities	Induction Program Staff District Personnel

Bard College Rural Teacher Residency Program

Project Evaluation

1
2 As noted in the program design section of this application, the Bard MAT Residency
3 Project is comprised of three major components: 1) *MAT Recruitment*, which is ongoing; 2) *MAT*
4 *Residency*, lasting approximately one full year; and 3) *MAT Induction* lasting three years. These
5 components align with recent scientifically-based research that documents when highly-qualified
6 beginning teachers are provided with appropriate supports and resources during their first years
7 in the teaching profession is essential to retaining high quality instructors who specialize in
8 teaching in high-need areas and/or who teach high-need academic subject areas. Each year the
9 Bard MAT Residency Project will recruit and educate a “cohort” consisting of 25, 30, 35, and 40
10 prospective teachers in Years 1, 2, 3, and 4 respectively. **Tables 1 and 2**, below, provide each
11 Cohort’s schedule and document which service each Cohort will be receiving each year.

TABLE 1: BARD MAT SERVICES COHORT SCHEDULE

Cohort	Recruitment	Residency	Induction Year 1	Induction Year 2	Induction Year 3
1	Fall 09 / Summer 10	Summer 10 / Spring 11	Summer 11 / Spring 12	Summer 12 / Spring 13	Summer 13 / Spring 14
2	Summer 10 / Spring 11	Summer 11 / Spring 12	Summer 12 / Spring 13	Summer 13 / Spring 14	Summer 14 / Spring 15*
3	Summer 11 / Spring 12	Summer 12 / Spring 13	Summer 13 / Spring 14	Summer 14 / Spring 15*	Summer 15 / Spring 16*
4	Summer 12 / Spring 13	Summer 13 / Spring 14	Summer 14 / Spring 15*	Summer 15 / Spring 16*	Summer 16 / Spring 17*

13 * Denotes the fact that Bard University will sustain the Induction component and services for all
14 Cohorts.

TABLE 2: BARD MAT SERVICES FOR COHORT BY GRANT YEARS 1-5

Cohort	GRANT Y1	GRANT Y2	GRANT Y3	GRANT Y4	GRANT Y5
1	Recruitment	Residency	Induction Y1	Induction Y2	Induction Y3
2		Recruitment	Residency	Induction Y1	Induction Y2*
3			Recruitment	Residency	Induction Y1*
4				Recruitment	Residency*

16 * Denotes the fact that Bard University will sustain the Induction services component to ensure
17 that all Cohorts receive at least three full years of induction services.

Bard College Rural Teacher Residency Program

1 The Bard MAT Evaluation Plan includes assessing performance against each Project Goal,
2 Objective, Output, and Outcome (**Table 3**). In addition to the 130 Bard University MAT
3 Residency students the Evaluation Plan will follow, for up to five years, 60 randomly selected
4 beginning teachers (i.e., 15 beginning non-Bard MAT Resident teachers that will become the
5 comparison group) from partnering high-need LEAs that are not participants in the Bard MAT
6 Resident Project. The comparison group teachers, to the maximum extent possible, will be
7 matched by the Program Evaluator to the Bard MAT Residency participants in terms of ❶
8 educational experience, ❷ ethnicity, ❸ gender, ❹ high-need academic subjects taught (e.g.,
9 reading, mathematics, science, etc.), ❺ high-need area(s) taught (e.g., special education,
10 language instruction educational programs for limited English proficient students, etc.), and ❻
11 teaching in high-need campuses. As an incentive for participation in the comparison group, Bard
12 MAT will provide access to workshops and other selected professional development
13 opportunities to the comparison group's teachers during the Project's final year. Three other
14 significant evaluation factors are also noteworthy: 1) the Project's goals and objectives address
15 the evaluation requirements in Title II, Part A, section 202, and section 204(a) of the Higher
16 Education Opportunity Act of 2008 (HEA); 2) because of the unique partnerships developed
17 through the Bard MAT Resident Project, Bard University, TCOE, and the other participating
18 high-need LEAs have committed themselves to collecting teachers' data year to year (i.e.,
19 longitudinal data) to determine their individual achievements; and 3) Dr. Kyle Barrington, the
20 Project Evaluator, has extensive experience collecting and utilizing longitudinal data in projects
21 to develop recommendations for continuous improvements in quality and performance.

TABLE 3: BARD MAT EVALUATION PLAN GOALS, OBJECTIVES, OUTPUTS, AND OUTCOMES

Project Goals	Project Objectives	Outputs	Outcomes
<p>❶ To increase the number of highly qualified teachers hired by high-need LEAs.</p>	<p>❶ Increase the number of beginning teachers graduating from the Bard MAT Residency Program who are members of underrepresented groups.</p>	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the number of beginning teachers, compared to Cohort 1, graduating from the Bard MAT Residency Program who are members of under-represented groups by 10%, 12%, and 15%, in Years 3, 4, and 5, respectively, as measured by the demographic data of the graduates.
	<p>❷ Increase the number of students who persist in the Bard MAT Residency Program.</p>	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the number of students, compared to 2008-2009 baseline data, who persist in the Bard MAT Residency Program by 3%, 5%, 7%, and 10% in Years 1, 2, 3, and 4, respectively, as measured by the number of Bard MAT Residency students who did not graduate in the previous year but did continue in the program in the following year. <i>[NOTE: This is GPRA Short-Term Performance Measure 1: Persistence.]</i>
	<p>❸ Increase the academic achievement of Bard MAT Residency Program students.</p>	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the academic achievement of Bard MAT Residency Program students, compared to 2008-2009 baseline data, by 10%, 12%, 15%, and 18% in Years 1, 2, 3, and 4, respectively, as measured by the Teacher Performance Assessment.

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Outputs	Outcomes
	<p>④ Increase the percentage of Bard MAT Residency Program graduates who earn a master's degree within one year.</p>	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the percentage of Bard MAT Residency Program graduates who earn a master's degree within one year, compared to 2008-2009 baseline data, by at least 5% in Years 3, 4, and 5 as measured by official transcripts from Bard MAT. [NOTE: This is GPRA Performance Measure 1(i).]
	<p>⑤ Increase the percentage of Bard MAT Residency Program graduates who document improved their scale scores for initial state certification or licensure of teachers.</p>	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the percentage of Bard MAT Residency Program graduates, compared to 2008-2009 baseline data, who document improved scale scores for initial state certification or licensure of teachers by 5%, 7%, 9%, and 11% in Years 1, 2, 3, and 4, respectively, as measured by the <i>California Subject Examinations for Teachers (CSET)</i>. [NOTE: This is GPRA Performance Measure 3: Improved Scores.]
	<p>⑥ Increase the number of Bard MAT Residency Program graduates who become highly accomplished educators.</p>	<ul style="list-style-type: none"> • Provide three full years of <i>MAT Induction</i> services to 25 Bard MAT graduates (i.e., Cohort 1). 	<ul style="list-style-type: none"> • Increase the number of Bard MAT Residency Program graduates who become highly accomplished educators by at least 5% more than the comparison group as measured by the number of Bard MAT Residency graduates that successfully complete the National Board for Professional Teaching Standards certification process.
<p>② To increase the number of highly qualified</p>	<p>① Increase the number of Bard MAT Residency Program graduate teachers who are</p>	<ul style="list-style-type: none"> • Provide at least one year of <i>MAT Induction</i> services to 90 Bard 	<ul style="list-style-type: none"> • Increase the number of Bard MAT Residency Program graduates in Cohorts 1, 2, and 3 who are retained in teaching at

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Outputs	Outcomes
teachers who remain in the teaching field at high-need LEAs.	retained in teaching at partnership high-need LEAs one year after initial employment.	MAT graduates (i.e., 25, 30, and 35 students in Cohorts 1, 2, and 3, respectively).	partnership high-need LEAs one year after initial employment by at least 10%, 12%, and 15% more than their comparison groups in Years 3, 4, and 5, respectively, as measured by the employment retention records of the LEAs. <i>[NOTE: This is GPRA Short-Term Performance Measure 2: Employment Retention.]</i>
	<ul style="list-style-type: none"> ② Increase the number of Bard MAT Residency Program graduates who remain teaching at a high-need LEA for at least three years. 	<ul style="list-style-type: none"> • Provide three full years of <i>MAT Induction</i> services to 25 Bard MAT graduates (i.e., Cohort 1). 	<ul style="list-style-type: none"> • Increase the number of Bard MAT Residency Program graduates who remain teaching at partnership high-need LEAs for at least three years by at least 5% more than the comparison groups by the end of Grant Year 5 as measured by employment retention records of the LEAs. <i>[NOTE: This is GPRA Performance Measure 2: Employment Retention.]</i>
<ul style="list-style-type: none"> ③ To increase student academic achievement in the high-need LEAs by developing highly qualified teachers. 	<ul style="list-style-type: none"> ① Increase the academic achievement of secondary school students whose teachers are Bard MAT Residency Program graduates. 	<ul style="list-style-type: none"> • Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively). 	<ul style="list-style-type: none"> • Increase the academic achievement of secondary school students whose teachers are Bard MAT Residency Program graduates, compared to comparison group data, by 10%, 12%, 15%, and 18%, in Years 1, 2, 3, and 4, respectively, as measured by the CST (California Standards Test, which includes the California Achievement Test), the secondary school students' GPA, and End-of-Course Tests for high school students.

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Outputs	Outcomes
<p>④ To decrease the cost of retaining a highly-qualified teacher at high-need LEAs.</p>	<p>① Decrease the costs of a successful outcome (i.e., teacher retained by partnership high-need LEAs three years after initial employment) for a Bard MAT Residency Program graduate teacher.</p>	<ul style="list-style-type: none"> • Provide three full years of <i>MAT Induction</i> services to 25 Bard MAT graduates (i.e., Cohort 1). 	<ul style="list-style-type: none"> • Decrease the costs of a successful outcome by 10%, as calculated by dividing the cumulative total program expenditures by the number of Bard MAT Residency Program Cohort 1 graduates who are still teaching in partnership high-need LEAs three years after initial employment. <i>[NOTE: This is the GPRA Efficiency Measure: Employee Retention.]</i>

Table 4 details the assessment measures, the schedule of assessments, and the person(s) responsible for collecting the data for each Bard MAT Project Goal and Objective. Each assessment measure was chosen because it provides objective performance measures that are clearly related to the desired Project Outputs and Outcomes. The assessment measures chosen will provide quantitative and qualitative data for analysis. [Note: To save space, the Project Goals and Objectives were not repeated; however, they are numbered identically to Table 3.]

TABLE 4: BARD MAT EVALUATION PLAN ASSESSMENT MEASURES BY GOALS AND OBJECTIVES

Project Goals	Project Objectives	Assessment Measures	When Collected	Responsible Party
<p>①</p>	<p>①</p>	<ul style="list-style-type: none"> • Student recruitment records provided by TCOE; • List of students attending the first day of the Bard MAT Residency Program each academic semester; and • From list of students attending the first day, identify those that are members of 	<ul style="list-style-type: none"> • Recruitment records collected at beginning of each academic semester; • List of students attending BART MAT collected each academic semester; and • Demographic information of 	<ul style="list-style-type: none"> • TCOE to provide recruitment list; • Bard MAT to provide lists of attending students; and • Bard MAT will provide demographic information for each student in the

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Assessment Measures	When Collected	Responsible Party
		under-represented groups.	each student in the Bard MAT Residency Program will be collected each academic semester.	Residency program.
	2	<ul style="list-style-type: none"> • Student recruitment records provided by TCOE; • List of students attending the first day of the Bard MAT Residency Program each academic semester; • List of students attending the last day of the MAT Residency each academic semester; and • List of students who did <i>not</i> graduate in the previous year but who <i>persisted</i> and did continue in the Residency program in the current year. 	<ul style="list-style-type: none"> • Recruitment records collected semi- annually; • List of students attending Bard MAT collected semi-annually; and • Graduation records collected every academic semester. 	<ul style="list-style-type: none"> • TCOE to provide recruitment list; • Bard MAT to provide lists of attending students; • Bard MAT to provide lists of all students who graduate; and • Bard MAT will provide a list of all students who did not graduate in the previous year but who remain in the Residency program in the current year.
	3	<ul style="list-style-type: none"> • GPA of students in the Bard MAT Residency Program; and • Results of the Teacher Performance Assessment for each Bard MAT Residency Program student. 	<ul style="list-style-type: none"> • GPA of each Bard MAT Residency Program student collected at the end of each academic semester; and • Disaggregated results by subscale (i.e., Pedagogy; Designing Instruction; Assessing Learning; and Culminating Teaching Experience) for each of the Teacher Performance Assessments collected end of each academic semester. 	<ul style="list-style-type: none"> • Students will provide GPA information from their transcripts each academic semester; and • Bard MAT faculty will provide disaggregated results of the Teacher Performance Assessment for each academic semester.

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Assessment Measures	When Collected	Responsible Party
	4	<ul style="list-style-type: none"> • Student recruitment records; • List of students attending the first day of the Bard MAT Residency Program each academic semester; • Number of students earning a master’s degree one year after enrolling in the Bard MAT Residency Program; and • Number of students earning a master’s degree two years after enrollment 	<ul style="list-style-type: none"> • Recruitment records collected at the beginning of the each academic semester; • List of students attending Bard MAT collected at end of each academic semester; and • Graduation records collected every academic semester. 	<ul style="list-style-type: none"> • TCOE to provide recruitment list; • Bard Mat to provide lists of attending students; and • Bard MAT to provide lists of all students who graduate.
	5	<ul style="list-style-type: none"> • Scores of beginning teachers who graduated from Bard MAT on their <i>California Subject Examinations for Teachers</i> (CSET). 	<ul style="list-style-type: none"> • CSET scores and information will be collected after each CSET examination. 	<ul style="list-style-type: none"> • The teachers will provide testing results to the Bard MAT Project Director as they receive results from their CSET.
	6	<ul style="list-style-type: none"> • Number of teachers who apply for certification by the National Board for Professional Teaching Standards; and • Number of teachers who successfully complete the National Board for Professional Teaching Standards certification process. 	<ul style="list-style-type: none"> • Bard MAT graduates will be surveyed annually to determine if they have applied for National Board for Professional Teaching Standards certification; and • Bard MAT graduates will be surveyed annually to determine if they have successfully completed the certification process. 	<ul style="list-style-type: none"> • Bard MAT Residency graduates will complete the Alumni Annual Employment Survey; • Bard MAT graduates will provide National Board for Professional Teaching Standards certification data; and • Bard MAT graduates will provide evidence of successful completion of the National Board for Professional Teaching Standards certification process.
2	1	<ul style="list-style-type: none"> • List of students completing the Bard 	<ul style="list-style-type: none"> • Bard MAT completion and 	<ul style="list-style-type: none"> • Bard MAT will provide

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Assessment Measures	When Collected	Responsible Party
		<p>MAT Residency Program as graduated teachers;</p> <ul style="list-style-type: none"> • List of Bard MAT graduates and their initial job placement records (i.e., teacher of record information) including job description and job location information; and • Annual updates on each Bard MAT graduate’s job description and placement information. 	<p>graduation information collected at the end of each academic semester; and</p> <ul style="list-style-type: none"> • Graduate employment information collected at the end of each academic semester. 	<p>program completion and graduation information;</p> <ul style="list-style-type: none"> • Partner high-need LEAs will provide employment information on Bard MAT graduates hired by the LEAs; and • Bard MAT Residency Program graduates will complete the Alumni Annual Employment Survey.
	②	<ul style="list-style-type: none"> • List of students completing the Bard MAT Residency Program as graduated teachers; • List of Bard MAT graduates and their initial job placement records (i.e., teacher of record information) including job description and job location information; and • Annual updates on each Bard MAT graduate’s job description and placement information. 	<ul style="list-style-type: none"> • Bard MAT completion and graduation information collected at the end of each academic semester; and • Graduate employment information collected at the end of each academic semester. 	<ul style="list-style-type: none"> • Bard Mat will provide program completion and graduation information; • Employment information will be received from the partnership high-need LEAs who employ any Bard MAT graduates; and • Bard MAT Residency graduates will complete the Alumni Annual Employment Survey.
③	①	<ul style="list-style-type: none"> • GPA data of secondary school students whose teacher of record is a Bard MAT Residency Program graduate; • CST (California Standards Test) results of secondary school students whose teacher of record is a Bard MAT Residency Program graduate in the areas of English, 	<ul style="list-style-type: none"> • GPA data will be collected and reported at the end of each academic semester; • CST test results will be reported annually; and • End-of-Course Tests results will be reported annually. 	<ul style="list-style-type: none"> • GPA data will be collected and reported by the participating, partnership high-need LEAs employing the teacher of record; • CST test results will be

Bard College Rural Teacher Residency Program

Project Goals	Project Objectives	Assessment Measures	When Collected	Responsible Party
		<p>Mathematics, Science, or History; and</p> <ul style="list-style-type: none"> • End-of-Course Tests of high school students whose teacher of record is a Bard MAT Residency program graduate 		<p>reported by the participating, partnership high-need LEAs employing the teacher of record; and</p> <ul style="list-style-type: none"> • End-of-Course Tests results will be reported by the participating, partnership high-need LEAs employing the teacher of record
<p align="center">4</p>	<p align="center">1</p>	<ul style="list-style-type: none"> • Bard MAT Project and Program expenditure data; • Number of teachers who graduated from the Bard MAT Residency Program that are retained at partnership high-need LEAs each academic semester will be collected; and • Determination of the calculated cost of a successful outcome relative to a Bard MAT Residency Program graduated teacher will be calculated. 	<ul style="list-style-type: none"> • Expenditure data will be collected continuously and reported after each academic semester; • Number of graduate teachers retained at high- need LEAs will be collected after each academic semester; and • Costs calculations will be performed annually after the third year of Bard MAT. 	<ul style="list-style-type: none"> • Expenditure data collected and reported by the Bard Mat Project Director; • Retention information received from partnership high-need LEAs who employ Bard MAT graduate teachers; and • Program Evaluator will perform the costs calculations.

Bard College Rural Teacher Residency Program

1 Based on the fact that the Bard MAT Project will collect data on a continuous basis for
2 each Bard MAT Residency Program student, specific data elements can be disaggregated for
3 more detailed analyses. For example, the Bard MAT Project will be able to quickly and
4 efficiently determine the needed data, including: ❶ Percentage of highly-qualified teachers hired
5 by high-need LEAs in the partnership; ❷ Percentage of highly-qualified teachers hired by a
6 high-need LEA in the partnership who are members of underrepresented groups; ❸ Percentage
7 of highly-qualified teachers hired by high-need LEAs in the partnership who teach in high-need
8 academic subject areas (e.g., reading, mathematics, science, foreign language, etc.); ❹
9 Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who teach in
10 high-need areas (e.g., special education, language instruction educational programs for limited
11 English proficient students, etc.); ❺ Percentage of highly-qualified teachers hired by high-need
12 LEAs in the partnership who teach in high-need schools, disaggregated by elementary and
13 secondary school levels; ❻ Percentage of highly-qualified teachers hired by high-need LEAs in
14 the partnership who have been trained to integrate technology effectively into the curricula and
15 instruction, including using the technology consistent with the principles of universal design for
16 learning; and ❼ Percentage of highly-qualified teachers hired by high-need LEAs in the
17 partnership who have been trained to use technology to collect, manage, and analyze data to
18 improve teaching and learning for the purpose of improving student academic achievement.

1 *Periodic assessment of progress toward achieving the intended outcomes:* The Bard
2 MAT Project's Evaluation Plan, as detailed above, addresses the use of objective performance
3 measures that are clearly related to the intended outcomes. The Program Evaluator will use the
4 data and information collected from all assessments and evaluation measures to produce both
5 *quantitative* and *qualitative* data. Qualitative data collection techniques will be utilized to help
6 assess the actual Bard MAT implementation and performance processes. By determining and
7 assessing the factors that affect these processes, the Bard MAT Project expects to be able to
8 assist other rural school districts that are attempting to implement similar programs. At the
9 beginning of each month, the Program Evaluator will prepare a report summarizing all data
10 collected to date, including during the previous month. The Program Evaluator will compile and
11 analyze the information and present informally, on a monthly basis, the key findings to the Bard
12 MAT Residency Management Team (MT). These monthly summaries, along with all other
13 available data collected, will be compiled and formally presented as quarterly evaluation reports,
14 during the quarterly meetings of the MT. These quarterly evaluation reports are important
15 because Bard MAT, the MT, and the Bard MAT partners understand that waiting for six months
16 to find out about the program's progress is not acceptable.

17 Formal data analysis and summaries will be published **semi-annually** and used by the
18 MT to make any needed modifications. All of the Program Evaluator's analyses will include the
19 results of both quantitative and qualitative data. To the maximum extent possible, the analyses
20 will include disaggregation of subgroups to permit a full assessment of the effects of the Bard
21 MAT Project and Program. The semi-annual evaluation reports will be completed by the end of
22 the seventh month of each operating year (i.e., if Bard MAT starts on October 01, 2009, the first
23 semi-annual report must be completed by April 30, 2010).

1 These reports (i.e., monthly, quarterly and semi-annual) will be used to provide the data
2 necessary to determine if Bart MAT is being implemented effectively and efficiently. The
3 Program Evaluator will review the data and make recommendations at the following MT
4 monthly meeting so the MT can develop the objective plans for any needed changes.

5 Further, at the end of each operating year, all Bart MAT staff and personnel will
6 participate in a Project Review, led by the Program Evaluator, that will result in a summative
7 assessment (i.e., Annual Project Evaluation Report) for that year. The Annual Project Evaluation
8 Report will be essential in reviewing progress and planning for subsequent years of operation.
9 Members of the Management Team will review the data summary and make any necessary
10 adjustments to goals and objectives for future years.

11 The Annual Project Evaluation Report will be completed within 45 days of the end of each
12 year and will bring both process and outcome/product data together in its analyses of progress
13 toward all of it the Bart MAT Residency Project's Goals and Objectives. Process data will
14 provide the context (i.e., how progress occurred) and the outcome/product measures will
15 describe the magnitude of the progress and compare it to the initial benchmarks and targets set
16 for each goal and objective. This report, which forms the basis of all planning for the next
17 operating year, also will use trend data from year-to-year to examine the performance over the
18 course of the five-year Bart MAT Project and beyond. The Program Evaluator, with assistance
19 from all program stakeholders, will prepare the formal Annual Evaluation Report each year for
20 the required submission to the U.S. Department of Education (ED).

21 Thus, in total, the Project will have a periodic assessment completed each month with its
22 monthly data collection report, a quarterly evaluation report, a semi-annual evaluation report,
23 and an annual evaluation report. Each of these reports will be prepared and presented in a

1 manner that allows all key stakeholders to quickly determine the Project's strengths and needed
2 improvements. This rigorous, extensive evaluation and reporting process is essential if the Bard
3 MAT Residency Project is to achieve the ambitious goals and objectives it has set for itself.

4 *Evaluation Methods:* All data analyses and interpretations in this research study will
5 follow the principles prescribed in *Educational Research: An Introduction* by Gall, Gall & Borg
6 (2003). Because the quantitative part of this study is looking at the differences between multiple
7 groups, because the relationship between samples is independent, and because there are multiple
8 independent variables, a factorial ANOVA was selected for this study. All statistical analyses
9 will be performed using SPSS for Windows. The study sample will be described using measures
10 of central tendency (mean and median) and dispersion (standard deviation and range) for
11 continuous/ordinal scaled variables and frequency and percent for categorical scaled variables.
12 All of the analyses will be two-sided with a 5% alpha level. Hypotheses will be tested using 2-
13 way ANOVA. There will be one 2-way ANOVA for each hypothesis. The dependent variables
14 are listed in Table 1 and there will be three effects (i.e., independent variables): (a) the main
15 effect due to year; (b) the main effect due to the teacher of record's participation in the Bard
16 MAT Residency Project; and (c) the interaction effect between year and participation in the Bard
17 MAT Residency Project.

18 Qualitative data will be gathered in personal interviews with school administrators and
19 Residency students and will be analyzed using principles of interpretational analysis as described
20 by Gall et al. (2005). Responses will be organized around the key survey questions and reported
21 in narrative form. Constructs, patterns, and themes, will be used to describe and explain the
22 information studied. Further, interview data transcription will be used so that participants in the
23 qualitative study can verify the results and help to ensure the result's validity.

24

Significance

1
2 *Addressing a national crisis.* The Bard College Master of Arts in Teaching (MAT)
3 Residency responds to an urgent need in education, preparing high-quality educators as future
4 teacher leaders in our nation's public schools. Research has demonstrated that the classroom
5 teacher is the single most significant factor in determining student achievement. But data that
6 shapes national educational policy and verified by needs assessments of project schools has
7 shown that our neediest students are generally served by less qualified teachers and/or less
8 experienced teachers, a problem that is exacerbated by higher faculty attrition in high-need
9 schools.

10 The design of *Transforming Teaching and Learning in High-Need Rural Schools*
11 recognizes three critical components of teacher preparation. Clearly, effective teachers must be
12 deeply knowledgeable in their academic field and possess an accomplished understanding of
13 critical areas in education. The unique faculty structure of Bard's MAT Residency provides the
14 basis for an integrated program of graduate study that combines advanced studies in an academic
15 discipline with core courses in critical areas of education. Full-time PhDs in the academic
16 disciplines work closely with graduate education faculty to create a year-long curriculum that
17 addresses these first two dimensions of teacher education. But these two components alone are
18 insufficient to the development of highly effective teachers.

19 Issues of disciplinary understanding and modes of instruction that respond to individual
20 student needs must be understood in the context of classroom practice. It is this third component,
21 the apprenticeship cycle, that is critical to the successful realization of our best aims as teachers.
22 Educating teachers as clinical practitioners requires carefully mentored internships, integrating

1 graduate studies with practice in real time and providing ongoing support that provides the basis
2 for continued reflective practice. How is this achieved?

3 Increasing the length of the apprenticeship cycle is a first step but equally important is
4 ensuring that the apprentice is mentored in a setting that models best practices and is provided
5 with ongoing feedback and forms of support that build critical competencies over time. Building
6 the mentoring capacity of teachers in partner public schools becomes a responsibility of the
7 teacher education program.

8 For the past five years, the Bard MAT Program has recruited qualified mentor teachers in
9 local public schools who demonstrate a commitment to continued professional growth. MAT
10 faculty members provide workshops and graduate courses that respond to mentor teacher needs
11 and questions, creating a community of inquiry that advances professional concerns and supports
12 forms of teaching that reflect MAT values and support apprentice growth. Mentor teachers earn
13 status as adjunct faculty and attend annual workshops that address the mentoring process. An
14 ongoing process of guided reflection helps build capacity, developing “teachers of teachers” who
15 understand the need to work closely with MAT students in a model of collaborative teaching that
16 brings the apprentice into close relationship with the forms of thinking that shape the practices of
17 the experienced teacher.

18 Becoming an active partner with the work of public school teachers and extending the
19 length of the apprenticeship cycle has been effective but challenging. Public school teachers
20 work under myriad constraints and schools typically do not reflect a consistent set of standards
21 and practices on a district-wide basis. These are common circumstances that prompted teacher
22 education programs to create Professional Development Schools (PDS). The PDS model is a
23 powerful idea that has proved less successful in practice. Research about this model helps

1 illuminate the strength and weaknesses of the PDS initiative. A key element seems to be the
2 persistent separation of college and public school.

3 The long history of success of the Bank Street College of Education's early childhood
4 education program seems to underscore this finding. At Bank Street, graduate faculty and
5 students share a common campus with teachers and students in grades K-8. Daily interactions
6 throughout the school year build productive relationships that close the gap between theory and
7 practice by creating an ongoing dialogue that demonstrates the forms of reflective practice that
8 define effective teaching.

9 The Bard MAT Program, inspired by this model and supported by generous funding
10 commitments from Paramount Farming Company and the Resnick Foundation, has established
11 the Paramount Bard Academy in Delano, California. This public school, a California Charter,
12 will enroll 700 students in grades 6-12 by 2012 and opens its doors to 200 students in 6th and 9th
13 grade on August 3, 2009. Its goal is to provide a model of educational innovation, serving a
14 representative population of students in the region. The Paramount Bard Academy is committed
15 to achieving a minimum graduation rate of 95% with all graduates having earned the equivalent
16 of 30 college credits by the end of their senior year. Half of the students in the region are
17 designated English Language Learners and 78-83% of the students qualify for free or reduced
18 lunch. These are typical statistics for many school districts in California's Central Valley.
19 The Paramount Bard Academy is partner to and the central campus of the MAT Program,
20 offering graduate students a fully integrated teacher education program in which studies and
21 classroom practice are carefully aligned. A common faculty of graduate professors and
22 classroom teachers will work closely together, providing graduate apprentices with a closely

1 monitored internship, working with students who are typical of students these apprentices will be
2 teaching if hired to other high needs schools throughout the Central Valley.

3 Recognizing that the Paramount Bard Academy is a unique educational model, the MAT
4 Program will build on the model it has established in New York's Hudson Valley and New York
5 City. The MAT will reach out to regional high-need schools to create a network of partner
6 mentor teachers who can provide internships during the second half of the yearlong program,
7 building a broader base of experience for the apprentices that will ensure their professional
8 success in future placements.

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14 success in future placements.

15 **Assessment of resources available to the partnership:** All LEA's and project partners
16 have a history of collaborating with each other, with letters of support and collaboration on file
17 specific to this project. LEA's have committed, in writing, that they are eager to hire Residents
18 when they complete the program and have committed matching resources and institutional
19 changes to support them in their induction into the teaching profession as they pursue their
20 professional credential and National Board certification. The MAT program at Bard College has
21 proven its ability not only to graduate excellent teachers, but also to retain them in their chosen
22 field. For example, The MAT Program at Bard College has just entered its fifth year of
23 operation and has graduated and certified 112 New York State teachers. Of these 112 teachers,

1 43 have taken jobs in the New York City Public School System, or 37% of the total graduates.
2 Of these 43 NYC teachers, 12 are just beginning their teaching jobs in September 2008. Of the
3 remaining 31 NYC teachers, only two have left the NYC school system – one because his wife
4 took a job in England and the other because her working visa expired and she returned home to
5 Austria. To date, this means that 29 of the 31 graduates (96%) who have been teaching in NYC
6 schools remain in their positions.

7 Bard College has committed staff and faculty on site in Delano, resources of the college
8 and tuition reductions valued at over ██████████ to each Resident. The Institute for Writing and
9 Thinking at Bard College is committed to provide expertise and assistance to Residents and
10 Mentors. The California Teacher Recruitment Project (CTRP) at the Tulare County Office of
11 Education has a proven statewide track record in recruiting and training highly qualified teachers
12 for rural schools and has committed staff and resources to the project.

13 Moreover, the Resnick Foundation and the Paramount Agricultural Companies have been
14 engaged in the improvement of public education since 1998, providing support for programs to
15 advance student achievement in school districts serving the following California communities:
16 Avenal, Delano, Earlimart, Lost Hills, Richgrove, Pond, Shafter, Wasco, and Woodlake. The
17 Resnick Foundation is a 501(c)(3) non-profit corporation that has given generously not only to
18 these school districts but also to schools in Los Angeles and other areas of California. In recent
19 years, The Paramount Farming Company has invested close to ██████████ annually in
20 programs to help address student learning needs and to increase the numbers of students
21 enrolling in postsecondary institutions. Most recently, Paramount Farming Company and the
22 Resnick Foundation built a preschool facility in Avenal in response to community needs and to
23 support a program of early childhood education that will foster greater success in school.

1 **Documented commitment to change by partner LEA's:** NCLB program
2 improvement status brings sanctions, but its implementation mandates are also often unfunded.
3 Although some of the partner schools have received limited state funding to conduct substantive
4 teacher training, develop research-based programs for English learners, and fully implement an
5 innovative curriculum, most have not. However, despite the critical lack of funding for
6 institutional improvements, partner schools have forged ahead with existing or even lowered
7 resources to try to provide for the needs of their students.

8 **Coordination of the program with other state and federal initiatives by partner**
9 **LEA's:** Districts are committed to increasing student academic achievement and understand that
10 the quality of the teaching experience determines the quality of the learning experience for
11 students. They are eager to adopt and support proven strategies that improve the
12 teaching/learning experience and have a proven track record in rural schools. Superintendents,
13 project directors and other district and school decision-makers will coordinate federal Title I and
14 Title II funds and programs with this project to maximize impact and avoid duplication of
15 precious resources. Through TCOE, the project will also be coordinated with two other major
16 reform efforts: compliance with NCLB teacher quality requirements and processes and reform
17 of low performing schools and LEA's through the federal Program Improvement requirements.
18 In both programs TCOE is the lead agency in state and local efforts for participating school
19 districts and will assure that this project will be coordinated with and enhanced by those efforts.

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Management Plan

Project governance and management will be vested in a nine-member Oversight Council composed of empowered representatives of all partners. The Oversight Council will meet monthly and, with the project manager and staff, will oversee the day-to-day operations of the project. They will regularly participate in community-building and team building training. The Oversight Council will have decision-making authority, within policies established by the U.S. Department of Education, Bard College, and the project partners, to oversee activities, budgets, schedules, and monitor project activities.

The Oversight Council will be trained in Continuous Process Improvement (CPI), a process found to be effective in other capacity building efforts in the partnership. The Oversight Council will follow all ideas from conception to completion and will be composed of empowered representatives from participating schools and partners. In this case, empowered means members who can approve a project through spending authority and other resource allocation (such as staffing) for their agency. The project will use a system approach or *ADDIE* (Analysis, Design, Development, Implement, Evaluate) model. The model has five phases:

- Analysis - Identify areas of opportunity and target specific problems. These areas and problems are based on team brainstorming sessions, process definition sessions, recommendations forwarded to the team by organizational members, and other various analysis techniques.
- Design - Generate solutions through brainstorming sessions. Identify the required resources to implement the chosen solution and identify baselines to measure.
- Development - Formulate a detailed procedure for implementing the approved solution.

1 Recruiter and other Personnel

2 Recruitment and placement of candidates will be greatly assisted through the work of Marvin
3 Lopez of the California Teacher Recruitment Project. Born and raised in Guatemala, Marvin and
4 his family immigrated to the United States when he was fourteen years old. His capacity to
5 bridge the gap for individuals seeking careers in education has evinced itself during his years
6 with the Central California Teacher Recruitment Center (CCTRC) and California Teacher
7 Recruitment Program (CTRP). This faculty stems from his time serving as a teacher at the
8 secondary level in New Jersey as well as the professional path he then pursued outside of the
9 classroom. As a regional recruiter for Cal Teach, Marvin canvassed the Southern United States to
10 recruit individuals to fill the teacher shortage in California. He designed recruitment strategies
11 and events that outsourced qualified candidates to prospective districts and certification
12 programs at a critical time in California's educational endeavors. Within the CCTRC and CTRP,
13 Marvin has collaborated with various public and private entities to seek, screen, refer, and
14 support potential teachers. Marvin has been an integral component in drawing candidates from
15 under-represented groups to serve in the classroom.

16 Other key personnel in the project include:

- 17 • Bard professors who will deliver the MAT program
- 18 • Bard College faculty from the Institute for Writing and Thinking
- 19 • Staff at Paramount Bard Academy who will assist in delivery of the program
- 20 • Mentor teachers for the Residents during the MAT Residency and during the three-year
21 induction period
- 22 • Staff at Bard and TCOE who will assist in recruiting and screening candidates for the
23 MAT program

- 1 • Placement staff at TCOE who will place Residents at project schools upon completion of
2 their degree and credential
- 3 • Bard faculty and the external evaluator who will conduct internal and external evaluations
- 4 • Bard and TCOE staff and consultants who will assist in project data gathering and assist
5 residents in using data to drive decisions about instruction.

6 The Bard College Institute for Writing and Thinking
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9 The Institute for Writing and Thinking at Bard College is dedicated to improving the teaching of
10 writing in secondary schools and colleges, and to making writing central to teaching in all
11 academic fields. A writing centered classroom not only improves students' writing, it engages
12 them as learners, readers, and thinkers; it also makes them better listeners. The Institute's goal
13 is, and has been for 25 years, to make available to teachers across the curriculum imaginative,
14 intellectually challenging, experiential writing workshops that are also practical, adaptable, and
15 effective. The Institute resists formulaic approaches to teaching writing, valuing instead teachers'
16 experience with essential writing practices (e.g., writing to explore an idea, encourage close
17 reading, solve problems, revise) that can be applied in, and adapted to, diverse teaching
18 situations. Teachers from all across the country are frequent participants in workshops and
19 conferences offered by the Institute, both at Bard and on-site. Since its founding in 1982, the
20 Institute has developed and its writing pedagogy, inspired by a diverse faculty from the fields of
21 composition, literature, philosophy, art, and science. Institute associates work with, and learn
22 from, one another through ongoing conversations about teaching and writing; these cooperative
23 efforts set the Bard Institute for Writing and Thinking apart from other university writing
24 programs, creative writing workshops, and professional development programs for secondary
25 teachers, and form the basis for new workshops each year.

1 **Project Timelines and Key Personnel Activities**

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Activity	Year 0: 10/2009 - 6/2010	Year 1: 7/2010 - 6/2011	Year 2: 7/2011 - 6/2012	Year 3: 7/2012-6/2013	Year 4: 7/2013-6/2014
1) Recruitment of Teacher Candidates	10/09-6/10	10/10-6/11	10/11-6/12	10/12-6/13	
	MAT Recruitment Officer	MAT Recruitment Officer	MAT Recruitment Officer	MAT Recruitment Officer	
	Regional Recruitment Rep	Regional Recruitment Rep	Regional Recruitment Rep	Regional Recruitment Rep	
	<i>Marketing and Advertising*</i>	<i>Marketing and Advertising</i>	<i>Marketing and Advertising</i>	<i>Marketing and Advertising</i>	
2) Residency and Teacher Education	Begins July 1, 2010	7/10-6/11	7/11-6/12	7/12-6/13	7/13-6/14
		MAT Graduate Faculty	MAT Graduate Faculty	MAT Graduate Faculty	MAT Graduate Faculty
		PBA Mentors - Cycle 1	PBA Mentors - Cycle 1	PBA Mentors - Cycle 1	PBA Mentors - Cycle 1
		Teacher Mentors - Cycle 2	Teacher Mentors - Cycle 2	Teacher Mentors - Cycle 2	Teacher Mentors - Cycle 2
		Liaison/Placement Officer*	Liaison/Placement Officer*	Liaison/Placement Officer*	Liaison/Placement Officer*
		Registration, fin aid, etc.	Registration, fin aid, etc.	Registration, fin aid, etc.	Registration, fin aid, etc.
3) Placement of Teachers in Schools	Activity Begins 2011	5/11-7/11	5/12-7/12	7/12-6/13	7/13-6/14
		Liaison/Placement Officer*	Liaison/Placement Officer*	Liaison/Placement Officer*	Liaison/Placement Officer*

		MAT Placement Support	MAT Placement Support	MAT Placement Support	MAT Placement Support
4) Retention of Teachers	Activity Begins 7/2011		7/11-6/12	7/12-6/13	7/13-6/14
Induction Cycles 1 and 2 and National Board Certification Cycle			MAT Graduate Faculty	MAT Graduate Faculty	MAT Graduate Faculty
			Teacher Stipends	Teacher Stipends	Teacher Stipends
			<i>Curriculum mtrls/Travel</i>	<i>Curriculum mtrls/Travel</i>	<i>Curriculum mtrls/Travel</i>
5) Evaluation and Continued Revision for Program Improvement	Begins January 1, 2010	7/10-6/11	7/11-6/12	7/12-6/13	7/13-6/14
	Evaluator	Evaluator	Evaluator	Evaluator	Evaluator
	Research Consultants	Research Consultants	Research Consultants	Research Consultants	Research Consultants
	Data Collection	Data Collection	Data Collection	Data Collection	Data Collection
	<i>Software/Technology**</i>	<i>Software/Technology**</i>	<i>Software/Technology**</i>	<i>Software/Technology**</i>	<i>Software/Technology**</i>
6) Sustaining Program Beyond Funding Cycle	Activity Begins 2012		9/12 Forward	7/12-6/13	7/13-6/14
			Grants Researcher/ Proposal Writer	Grants Researcher/ Proposal Writer	Grants Researcher/ Proposal Writer

7) Coordination/Other	10/09-6/10	10/10-6/11	10/11-6/12	10/12-6/13	7/13-6/14
	Co-Principal Investigator				
	Co-Principal Investigator				
	Project Director				
	Administrative Assistant				

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