

PERK Program:
Preparing Educators for Western Kansas

Needs Assessment

The PERK Program: Preparing Educators for Rural Kansas will consist of a consortium of six eligible, high need, rural school districts (LEA's) in southwest Kansas, three community colleges in the same geographic area, MidAmerica Nazarene University's College of Education and Counseling, and the College of Arts and Sciences at MidAmerica Nazarene University (MNU). The Department of Undergraduate Teacher Education at MNU is the primary applicant and fiscal agent in this partnership. The six identified LEA's are Copeland USD 476, Deerfield USD 216, Lakin USD 215, Rolla USD 217, Stanton USD 452, and Sublette USD 374 ("Southwest Kansas LEA Consortium"). The identified community college partners are Dodge City Community College located in Ford County, Kansas; Garden City Community College located in Finney County, Kansas; and Seward County Community College. Also supporting the PERK Program are the Kansas State Department of Education (KSDE) and the Southwest Kansas Service Center which is located in Haskell County, Kansas.

Not unlike school districts across the nation, schools in southwest Kansas have a tremendous need for qualified teachers. However, because of their rural setting the identified school districts face unique challenges in the areas of preparing teacher candidates, recruiting highly qualified teachers, providing ongoing training and professional development for in-service teachers, and retaining highly qualified teachers in the classrooms. As a direct result of these unique challenges, the quality of public education in southwest Kansas is in danger of dropping below minimum standards. Students residing in southwest rural Kansas should have

access to the same caliber of public education as their counterparts in suburban Johnson County, Kansas.

Through many discussions with our rural Kansas community leaders and school officials, a needs assessment profile was developed illustrating specific needs. Common to all six partnering LEA's, there is a need to recruit teacher candidates who are familiar with and understand the complexities of rural settings and who will be satisfied teaching in a rural setting. Another commonality is the need for all secondary teachers to view themselves as literacy instructors as well as content experts. Additionally, each partner school district voiced concern over current new teacher mentoring systems and ongoing professional development which tends to be unaffordable and therefore inaccessible. Currently, there are no established programs for new teacher recruitment within the Southwest Kansas LEA Consortium. As a result, each district and each school struggles to fill its classrooms with highly qualified teachers in core content areas. Appendix C, Component B gives a detailed breakdown of the teacher need for each district within the LEA Consortium. According to the Licensed Personnel Report published by the Kansas State Department of Education, the Kansas state average for core content classes not taught by highly qualified teachers is 6.63% (KSDE, 2009). Comparatively, the average within the LEA Consortium is 22%.

Name of LEA	% Core Classes Not Taught by Highly Qualified
Copeland USD 476	18
Deerfield USD 216	11
Lakin USD 215	18
Rolla USD 217	23
Stanton County USD 452	49

Name of LEA	% Core Classes Not Taught by Highly Qualified
Sublette USD 374	10

According to KSDE the state average for Hispanic students is 11.9% per district (<http://online.ksde.org/rcard/searchpage.aspx>). With one exception, each of the LEA's within the LEA Consortium has a significantly higher ratio of Hispanic students. The average percentage of Hispanic students within the LEA Consortium is 32.4%.

LEA	% Hispanic
Copeland USD 476	5.5
Deerfield USD 216	51.3
Lakin USD 215	30.4
Rolla USD 217	27.2
Stanton USD 452	42.4
Sublette USD 374	37.5

These high percentages of Hispanic students are a result of the many meat packing plants in the immediate area, which consists of 104 square miles. Because of the unusually high percentages of Spanish-speaking families in the area, ESOL and literacy instruction are of particular need.

Additionally, each district within the LEA Consortium has specific needs in the area of core content disciplines. The following chart represents the percentage of core content classes taught by highly qualified teachers compared with the Kansas state average of highly qualified teachers in each discipline area. Because of shrinking district budgets and the community's inability to recruit and retain new teachers, as a classroom teacher in a rural setting, it is extremely important to have the ability to teach a variety of core content subjects.

	State	Copeland	Deerfield	Lakin	Rolla	Stanton	Sublette
Mathematics	91.79	100.00	100.00	100.00	38.46	66.66	100.00
Science	89.15	100.00	100.00	100.00	80.00	0.00	100.00
English Language Arts	93.29	100.00	66.66	75.00	85.71	0.00	65.00

The greatest expressed need among the three partnering community colleges is an articulation agreement between the community college and MidAmerica Nazarene University specific to teacher education and licensing. Because community college is viewed as a cost-effective means to complete the requirements for an Associate’s Degree in Education, many students interested in teaching pursue this option. A seamless articulation agreement to a four-year university such as MidAmerica Nazarene University eases the transition for the student. Additionally, counselors at the community colleges need to be able to better advise their students on required coursework in order to successfully complete their degree and ultimately, full licensure in PK-12 education. Dodge City Community College, Garden City Community College, and Seward County Community College each recognize their role in supporting “homegrown” educators who will return to classrooms in rural southwest Kansas and provide pre-service clinical opportunities for community college students in addition to delivering excellent education to the children and youth of the community.

MidAmerica Nazarene University has a strong history of preparing PK-12 teachers for classroom settings. However, as a partner in the PERK Program, the faculty and staff of MNU identified areas of need with regard to preparing pre-service educators for southwest rural

Kansas. Specifically, professors within the College of Arts and Sciences are unaccustomed to supervising and mentoring teacher candidates to prepare and teach discipline specific content such as math, science, or literacy. A middle level mathematics license endorsement program is currently under development at MNU. The Department of Teacher Education at MNU recognizes that content specific endorsements greatly assist rural school districts to recruit highly qualified teachers and is prepared to develop additional endorsements over the next five years.

Another issue for MNU faculty is the use of technology as an instructional tool. If teacher candidates who will be in classrooms very soon, need to understand and use technology as a learning tool, then it must be first modeled for them. This is one area for university faculty that needs to be strengthened.

The Master of Education three programs are now fully online. This is important if mentors or new teachers wish to further their education. This would be one way MNU could help those professional teachers who would like to deepen their knowledge in ESOL, or Education Technology or General Studies in Education with an emphasis on National Board Certification. These programs will be a good option in SW KS because PERK Program participants can receive additional mentoring/instruction and even Master's degree without having to relocate to urban area with large university.

Grant funds from the Teacher Quality Partnership Program will play an important role in the development of new processes and the strengthening of existing processes meant to meet the needs for highly qualified teachers in southwest rural Kansas school districts.

Description of the Project

The emphasis of this Teacher Quality Preparation grant is to research, create and implement a transformative process to recruit, train, and retain teachers in rural Kansas. Because the focus is a development of processes, the full impact of this grant will not be fully observed until late in the grant cycle. But because it is a transformative change to teacher preparation and in-service retention for rural school districts, once the new processes are in place, the sustainability of the grant activities after the completion of the grant cycle will be much easier to retain.

Each educational setting has its own unique strengths and challenges. Rural America is no different. The strength of community, the passion for education, and the changing cultural complexities of the rural school districts are current strengths in many rural school districts. But there are many challenges also. Shrinking budgets, shrinking communities and the continued emphasis to do more with less, cause fewer teachers to want to teach in rural settings, which affects student learning in the PK-12 setting. As seen in the Needs Assessment section, rural education across the nation has many challenges at this point. The current research suggests some “Best Practices” when it comes to recruiting, training and retaining rural educators. These suggestions will help guide the grant activities for this proposal. A future Einstein, Gates or Sotomayor may live in rural settings today and to reach their fullest potential an effective model for recruitment, preparation and retention of teacher candidates and in-service teachers must be developed. It is clear that effective teachers greatly impact student learning. This is why this grant proposal is so very important.

Absolute Priority 1: Partnership Grants for Pre-Baccalaureate Preparation of Teachers.

PERK: Preparing Educators for Rural Kansas proposes reforms in teacher preparation, recruiting and retaining highly qualified teachers for southwestern Kansas. This program is

seeking funding under the TQP grant opportunity to create and implement a Pre-Baccalaureate Teacher Preparation program that will meet the unique needs of rural southwestern KS school districts.

Specific Reforms for the PERK program

1. Curricular Changes in the Teacher Preparation Program at MidAmerica Nazarene University:

The Teacher Education Department at MidAmerica Nazarene University is state accredited through the Kansas State Department of Education. It also has national accreditation through National Council of Accreditation for Teacher Education. The program has ten teacher education content areas for licensure. They are listed below:

- Elementary Education K-6
- Secondary Education 6-12: Biology, Business, English Language Arts, History/Govt, Math, Speech/Theater
- All level content Areas PK-12: Music, Physical Education, Spanish

Currently, the Teacher Preparation program is a Bachelor of Arts in either Elementary Education, Secondary Education with a content emphasis or an all level licensure program. Under the PERK program, the teacher preparation program will change to a Bachelor of Science in order that the general education core can be streamlined so that each graduate of the teacher education program will graduate and qualify for an initial teaching license and at least one endorsement area on their license. This will address the issue of rural teachers needing to teach more than one subject area. The course work for this added endorsement will focus on the specific content needs of that added endorsement. This added emphasis on the discipline content will enable the teacher candidates to pass the Praxis II Content test in order to add the content

area as an added endorsement. The identified needed areas for licensure will be stressed in this endorsement emphasis. Some of those needs are ESOL, SPED, and Middle Level content endorsements. Several content areas will be expanded and/or strengthened with this new emphasis of an endorsement to the initial state license. Those areas include:

- a. ESOL endorsement courses are now offered through our Masters programs through a NPD grant. Because of this grant we are incorporating the ESOL content within our appropriate pre-baccalaureate teacher education courses. This incorporation of ESOL content will enable all of our teacher education candidates to graduate with an endorsement in ESOL. If they choose not to do this, they will still receive ESOL instructional and assessment strategies through the professional education courses that all teacher education candidates must take.
- b. MNU also offers a Masters of Education with an emphasis in Special Education program. The first three courses are needed for a provisional state license to teach in a special education class. Those first three classes will be developed and incorporated into our Pre-Baccalaureate program so that if a teacher candidate so chooses he/she can graduate with an initial license and a SPED provisional license. That student then would finish the Masters of Education with an emphasis in Special Education on line in order to receive the full Special Education endorsement. The Masters of Education with an emphasis in Special Education is currently on land right now, but through this grant this program will be developed and then delivered in an on line environment.
- c. A middle level Math and Science endorsement program will be developed to strengthen the content knowledge of our Elementary Education teacher candidates, but also our secondary teacher education students could add these discipline areas to their initial license. These two programs will need to be developed and approved by the Kansas State Department of Education.

The proposed middle level (5-8) mathematics certification/degree program will have a different emphasis than our current secondary level (6-12) program. The new program will seek to more effectively integrate content and pedagogy. In addition to some traditional mathematics and education courses, the program would include four new courses that will focus on pedagogical content knowledge. The courses are *Algebra for the Middle School Teacher*, *Geometry for the Middle School Teacher*, *Data and Probability for the Middle School Teacher* and *Calculus for the Middle School Teacher*. The textbooks to be used are published by Pearson Prentice Hall (2006, 2007). These books were authored for the purpose of connecting middle school mathematics and the teaching of middle school mathematics to the content learned in a math education program. The writing of the texts was funded by the National Science Foundation (NSF) from 2001 to 2004 through *The Connecting Middle School and College Mathematics Project (CM)*². Additionally, the texts integrate middle school curriculum that was written through other NSF funded projects.

The Science Middle Level Endorsement program is yet to be developed, but will follow the same guidelines as the above Middle Level Math Program. The connection between science content and science content pedagogy will be developed and integrated into the program. The instructors for both of these programs will be discipline content educators who have been in the public school classroom and have the discipline content and pedagogy to demonstrate the connection needed for these programs.

Another important aspect of this grant opportunity will be the creation and implementation of Summer Math and Science Institutes for in-service teachers. Other content summer institutes will be developed as needed by the designated districts. Depending on the needs of the districts, high level content courses could be taught via distance learning, on-line or

in a summer institutes model so that current in-service teachers could deepen their content knowledge in order to teach AP courses or to become highly qualified in another content area. Content courses along with pedagogy courses will be developed and implemented through a summer institute model. Relicensure credit will be a possibility for these in-service teachers. Another component of these Summer Institutes is to involve MNU teacher candidates. There must be some experiences available to those pre-service teachers who are developing as Math and Science teachers. These types of academic experiences will be developed as well through the summer institute model.

Other Curricular Changes:

- d. Articulation agreements between community colleges and four year universities make it much easier for students to have a seamless transition between the two college experiences. While streamlining the general education, the Teacher Education department will align MNU's general education requirements more closely with the community colleges in western Kansas. Dodge City Community College, Seward County Community College and Garden City Community College have expressed interest in developing an articulation agreement for their students to transfer to MNU. There are numerous other community colleges in the general area of the eligible school districts where partnerships could be developed also. Among those are Pratt Community College and Barton County Community College. Creating a transfer policy and an articulation agreement with the area community colleges will increase the pool of possible student candidates for the PERK program.
- e. To strengthen the link between pedagogy and content, student teachers need to be mentored by a Teacher Education professor along with a content professor. Content knowledge and

content pedagogy will have a stronger presence in the student teaching experience when the discipline content professor observes and converses with the student teacher. In order to accomplish this for the PERK program student teachers in southwestern KS, technology will be utilized so that MNU professors can observe student teachers delivering lessons and then be able to dialogue with them after the observation. Technology tools such as SKYPE, Adobe Connect, Webcams etc. will be used to accomplish this.

As the content university professor begins to mentor student teachers, knowledge of best practices of pedagogy will need to be shared with all the mentors, Teacher Education professors and content professors.

To ensure the teacher candidates are ready for a successful student teaching experience, the specific content methods courses and professors need to have a larger presence in the Teacher Education program. Right now, many of the methods courses are taught by adjunct faculty members in the field. Their knowledge of course expectations, program requirements, and department procedures varies greatly. Course requirements and expectations need to be universal across each of the discipline methods courses. In order to remedy this, several workshops will be held to align the expectations for all adjunct faculty members. Once again, for those in-service teachers that are serving as mentors or methods teachers for the PERK program students, technology will be utilized so that they will receive the same training as instructors in Olathe, KS. In this process the MNU lesson plan template that is used in all professional education courses will be revised. The SIOP Protocol will be adapted to a lesson plan template that all students will use throughout the program at MNU.

- e. Continue to strengthen the program requirements to ensure all teacher candidates graduate highly qualified in their particular licensure area and in the added endorsement area. Because all of the

teacher education programs are state approved, the graduates are highly qualified if they teach within their licensed areas. Below is a chart detailing the specific outcomes and course descriptions of each of our professional education courses. All teacher candidates must take each of these courses and pass with a B- or better.

Outcomes	Course	Assessment Tool
Use empirically based practice and scientifically valid research about teaching and learning so that all prospective students <i>can understand and implement research based teaching practices in classroom instruction</i>	1.Research and Differentiated Learning 2.Student Teaching	1.Lesson preparation and delivery -- observation of professor and abbreviated Teacher Work Sample 2.Teacher Work Sample
Use empirically based practice and scientifically valid research about teaching and learning so that all prospective students <i>can successfully employ effective strategies for reading instruction using the essential components of reading instruction</i>	1.Elementary Education Reading courses 2.Secondary Reading in the Content Areas	Reading Strategy Notebook
Use empirically based practice and scientifically valid research about teaching and learning so that all prospective students <i>possess skills to analyze student academic achievement data and other measures of student learning and use such data and measures to improved classroom instruction.</i>	1.Curriculum Development and Assessment 2.Student Teaching	1.Lesson preparation and delivery --4 lessons and formative and summative assessment-- observation of professor and abbreviated Teacher Work Sample 2.Teacher Work Sample, Cooperating Teacher evaluation, University Supervisor evaluation
Use empirically based practice and scientifically valid research about teaching and learning so that all prospective students <i>can effectively participate as a member of</i>	1.Exceptional Learner 2.Student Teaching	IEP assessment 2.Weekly checklists completed by

Outcomes	Course	Assessment Tool
<i>the individualized education program team.</i>		Cooperating Teacher
Use empirically based practice and scientifically valid research about teaching and learning so that all prospective students <i>have knowledge of student learning methods and possess teaching skills and an understanding of effective instructional strategies across all applicable content areas in order to meet the specific learning needs of ALL students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and differentiate instruction for these students.</i>	1. Research and Differentiated Learning 2. Exceptional Learner 3. Curriculum Development and Assessment 4. Student Teaching	1. Teaching lessons and professor observation. 2. Completion of the appropriate parts of the Teacher Work Sample for the particular class Teacher Work Sample

Description of Courses

THE EXCEPTIONAL LEARNER and PRACTICUM

Learning to diagnose and resource individual and cultural learning differences in the classroom are the focuses of this course. Special attention is given to the psycho-social and educational needs of exceptional individuals. In this 20-clock-hour practicum, students will demonstrate the ability to diagnose, resource, accommodate, remediate, and conference with students and others to facilitate learning.

RESEARCH AND DIFFERENTIATED LEARNING AND PRACTICUM

Using neural, cognitive, and behavioral sciences to effectively plan and deliver instruction is the focus of this course. Students will learn a variety of instructional strategies and how to use them in the classroom. In this 20-clock-hour practicum students will demonstrate the ability to plan and deliver effective instruction.

EDUC 4414 CURRICULUM DEVELOPMENT AND ASSESSMENT AND PRACTICUM

Learning to align curriculum and assessment with goals and outcomes is the focus of this

course. Students will be introduced to a variety of assessment strategies, learning the benefits and drawbacks of each. In this 20-clock-hour practicum students will demonstrate effective curriculum planning and use of variety assessment measures in developing a unit to teach in the practicum classroom.

ELEMENTARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary schools. (12 weeks, 9 or 12 sem hours)

EDUC 4888 SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the secondary schools. (12 weeks, 9 or 12 sem hours)

The Teacher Education Program at MNU is known for its rigor and content quality. This will be further developed once the curricular changes mentioned above are implemented. Many of the curricular changes will enhance the quality of education that the PERK program students will receive which will then increase student achievement in rural KS.

2. Literacy Training

It is very important that both the elementary education and secondary education teacher candidates understand the literacy teaching skills needed for successful PK-12 student learning and achievement. At this time, the elementary education teacher candidates have a rigorous set of three courses they must successfully complete for graduation. The three courses are:

EDUC 3003 ELEMENTARY METHODS OF READING

Developmental sequential approach in teaching of reading and its application in the content subjects; instruction and experience in the critical selection of learning materials. Program admission required.

EDUC 3501 ELEMENTARY READING PRACTICUM

A 20-clock-hour practicum in which students diagnose reading problems, tutor individual

children in reading, and teach reading to small groups or classes. Program admission required. Concurrent enrollment in EDUC 3503 Diagnosis and Remediation of Reading Difficulties is required.

EDUC 3503 ELEMENTARY METHODS OF DIAGNOSIS AND REMEDIATION OF READING

Study of the various techniques of diagnosing reading difficulties with major emphasis on remediation procedures. Program admission required. Prerequisite: EDUC 3003 Reading in the Elementary School. Concurrent enrollment in EDUC 3501 Elementary Reading Lab is required.

One unique aspect of the Elementary Reading Practicum is that it is located in a public school setting. A partnership with Sunflower Elementary School in Gardner, KS was developed and piloted throughout the 2008-09 school year. MNU teacher candidates meet in the public school setting for class and then were dismissed to observe and teach in the K-4 classrooms of the school. This has been a very favorable partnership between the schools. MNU teacher candidates learn about and administer Diebels, use running records, help in step one and two of MTSS and work closely with the classroom teachers to modify reading lesson plans for particular literacy skills. This pilot program has been adopted by the department to continue as a regular part of the course work for elementary education teacher candidates.

For the secondary teacher candidates there is one course for reading they must successfully complete as required by KSDE. It is Reading in the Content Areas and is a two hour credit class. Through the implementation of this grant, secondary education teacher candidates will have a more innovative and rigorous approach to literacy for their content area. These students must understand and observe good content teachers applying best practices of literacy skills through content lessons and must also understand basic reading skills needed for

content learning. To do this, a practicum will be added to the Reading in the Content Area course in order for these students to observe best practices in literacy training in the secondary setting. Also knowledge of basic reading skills and how to assess for and teach these reading skills will be incorporated into this expanded Reading in the Content Area course.

An important innovation for this grant opportunity will be the development and implementation of Summer Institutes for Literacy. Similarly to the Math and Science Summer Institutes, this grant opportunity affords a chance to develop a way to infuse pre-service and in-service teachers with the latest information on literacy in a fun and innovative way through the Summer Institutes model. The goal for the Summer Institutes would be to have one major Literacy Summer Institute each summer for the duration of the grant that would disseminate information on literacy for both elementary education and secondary education pre-service and in-service teachers in southwestern KS. The topics, speakers and activities will be determined by the needs of the school districts in the grant. MNU faculty will have a chance to present workshops at these Literacy Summer Institutes. Relicensure opportunities would be available for those in-service teachers needing the credit. These Summer Institute programs will be delivered through the Southwestern Plains Regional Service Center located in Sublette, KS.

Another unique aspect of this program, added in at the request of the school districts, is the use of Literacy Coaches in the middle schools and high schools of the districts. With their sub-groups gaining students, the Kansas State Reading Assessment is becoming more and more difficult for their secondary students. Added to this situation, is the idea that many of their secondary teachers do not feel capable of being a reading teacher and a content expert. These secondary teachers need help in teaching content through different reading strategies and skills. The Literacy Coaches would be there to give these content expert teachers guidance in how to

teach literacy strategies also. The way the districts are geographically placed, it is convenient to pair the school districts together to share one Literacy Coach. The pairings will be:

- Lakin and Deerfield;
- Rolla and Stanton; and
- Sublette and Copeland.

The Literacy Coaches will work one on one with secondary content teachers to inform and model effective reading strategies to be utilized in the classroom. In doing this, the reading scores should go up as the secondary teachers learn how to teach reading strategies with their content being the vehicle in which to do this.

Through these innovations and adaptations to MNU's teacher education program and the summer institutes to be developed and implemented, pre-service teacher candidates and in-service teachers will have the opportunity to learn how to use formative and summative assessments to determine students' literacy levels. Also information will be disseminated on how to individualize particular literacy lessons to target the specific literacy skills needed to remediate the individual deficiencies found through formative literacy assessments. Another major component to be developed through these two avenues is the ability to integrate literacy skills in the classroom across subject areas. Literacy must be a skill that transcends content areas and grade levels.

3. Clinical Experience

MNU's Teacher Education program has a rigorous and sustained clinical practice component. From the first education course through the semester long student teaching experience, teacher candidates observe, interact and teach with in-service teachers who are Master Teachers. The list of clinical experiences for our teacher candidates are listed below.

Courses	Activities
Education Seminar and Practicum	Introduces students to the requirements of the Teacher Education Program at MidAmerica Nazarene University. Students develop a 4-5 year academic plan and make formal application to the program. The lab is designed to provide students with experiences in rural, suburban, and urban school settings at both the elementary and secondary level.
Exceptional Learner & Practicum	Learning to diagnose and resource individual and cultural learning differences in the classroom are the focuses of this course. Special attention is given to the psycho-social and education needs of exceptional individuals. In this 20-clock-hour practicum students will demonstrate the ability to diagnose, resource, accommodate, remediate, and conference with students and others to facilitate learning.
Elementary Methods of Mathematics and Practicum	A study of teaching procedures and materials, game theory, and other modern approaches for teaching mathematics in the elementary classroom. The lab is a 20 clock-hour field experience including activities related to teaching elementary level Math.
Elementary Methods of Diagnosis and Remediation of Reading and Practicum	Study of the various techniques of diagnosing reading difficulties with major emphasis on remediation procedures. A 20 clock-hour practicum in which students diagnose reading problems, tutor individual children in reading, and teach reading to small groups or classes.
Research and Differentiated Learning and Practicum	Using neural, cognitive, and behavioral sciences to effectively plan and deliver instructions is the focus of this course. Students will learn a variety of instructional strategies and how to use them in the classroom. In this 20-clock-hour practicum students will demonstrate the ability to plan and deliver effective instruction.
Elementary Methods of Children's Language Arts and Practicum	Study of the development of language from early childhood through early adolescence. Focus on interrelationship of listening, speaking, reading and writing. A 20 clock-hour field experience including activities related to teaching elementary level Language Arts.
Elementary Methods of Children's Literature and Practicum	Survey and evaluation of children's literature, exploration of different types of literature including plays, poetry, and trade books.
Curriculum Development and Assessment and Practicum	Learning to align curriculum and assessment with goals and outcomes is the focus of this course. Students will be introduced to a variety of assessment strategies, learning the benefits and drawbacks of each. In this 20-clock-hour practicum students will demonstrate effective curriculum planning and use of variety assessment measure.
Elementary Methods of	Introductory course in elementary science and social studies

Courses	Activities
Science and Social Studies and Practicum	methods for students who plan to teach in an elementary The content of the course focuses on the pedagogies that are successful in integrating the study of natural science and dynamic social studies into the life of the elementary school. Topics in life, physical, and earth sciences, as well as economics, geography, citizenship, and history are addressed as they relate to the elementary school curriculum. This course is the study of the organization of teaching strategies; experience in facilitating inquiry in the classroom. There is an emphasis on constructivism, cooperative learning, and the integration of language arts. A 20 clock-hour field experience including activities related to teaching elementary level Science.

One unique challenge of the clinical experiences for our teacher candidates is that the school districts surrounding MidAmerica Nazarene University do not mirror the school districts of southwestern Kansas. The teacher candidates who are being prepared for teaching in southwestern Kansas through the PERK grant program need to have clinical experiences within school districts similar to southwestern Kansas. To accomplish this, school districts geographically further from MNU have been identified and contacted for possible clinical experience partnerships. These school districts include, Springhill, Gardner-Edgerton, Paola, Ottawa, Osawatomie, and Garnett. The purpose for developing these partnerships is to simulate as closely as possible the public school environment found in southwestern Kansas while MNU students are completing the Teacher Education Program at MNU. Another way to simulate appropriate school settings for PERK teacher candidates is to partner the community colleges and the designated school districts together for those early practicum experiences needed for the AA in Education. Also, to complement the clinical experience, MNU will use the hired PERK Program Coordinator to develop relationships needed for rural settings. This position will also supervise these particular teacher candidates. An important part of this position will be advising PERK teacher candidates how the specific course content for the clinical experience relates to

rural educational settings. This knowledge will be developed within the course content and field experience expectations.

One major change for the PERK program teacher candidates will be completion of student teaching in one of the six designated school districts. It is imperative that the teacher candidates have a sustained and supported clinical experience in the designated schools. One of the innovative components of this program is that the teacher candidates who graduate from the PERK program will student teach and then be hired within one of the designated school districts. The clinical experience will begin to prepare the teacher candidates for employment in one of the districts. This will help solve the teacher shortage in rural KS. This is why it is so important to work through the curricular changes to the MNU teacher education program so that the PERK program graduates will be prepared for the needed areas in southwestern KS. Once again technology will be utilized to maintain contact with the MNU student teachers in southwestern KS. They will be able to be a part of the student teaching seminars and other activities on campus through web cameras, SKYPE and Adobe Connect etc. Also technology will be used in maintaining close contact with the cooperating teachers who are supervising the MNU student teachers. The university professor and cooperating in-service teacher can communicate quite easily while geographically far apart. The PERK Program Coordinator in southwestern KS will help facilitate this partnership along with observing the student teachers placed in the designated school districts.

Description of Induction Activities

To formalize the mentoring program for both our practicum students and our student teachers, the Teacher Education Department will align their clinical practice mentoring program with the mentoring program being developed by the Kansas State Department of Education.

These are the same guidelines to be used for the three year Induction Program for all new in-service teachers. Listed below are the specific standards to be used to develop the Induction Program.

Standard I: Mentor programs have a clear purpose and specified goals which reflect best practices.

Criteria:

1. The purpose statement describes why the mentor program exists (need) and states how the program is aligned with standards II-VI.
2. Goals state how the purpose of the program will be achieved.

Standard II: Mentor programs are organized to provide probationary teachers with professional support and continuous assistance.

Criteria:

1. The program prepares mentors through training and on-going support activities.
2. Mentor teachers must be on-site.
3. The program includes time for structured and/or planned contacts between the mentor and probationary teacher.
4. The program defines expectations of administrators and explains how administrators at the building and district level support the mentor program.
5. The program includes a year-long description of regular sequenced activities.
6. The program supports other district initiatives.
7. The program includes a process for mentor matching and a mechanism for re-assignment if the mentor is unable to fulfill the responsibilities.
8. The program ensures confidentiality between the mentor and probationary teacher.

Standard III: Mentor selection purposefully matches the best qualified mentor with a probationary teacher.

Criteria:

1. The mentor teachers must be a certificated teacher who has completed at least three consecutive school years of employment in the school district.
2. Participation by the mentor teacher must be voluntary.
3. The mentor teacher will be selected by the district and approved by the local school board based on the following criteria: (1) demonstrates exemplary teaching ability as measured by the district appraisal system and (2) exhibits qualities of an effective mentor as noted in the resource notebook.
4. The mentor must be matched with a probationary teacher based on the most appropriate

combination of the following: *endorsement, grade level, proximity.*

5. The mentor teacher may provide assistance and guidance to not more than two probationary teachers.

Standard IV: Mentor programs result in professional growth of the mentor and probationary teacher.

Criteria:

1. The program establishes on-going mentor professional development that addresses the developmental stages of the probationary teacher, roles and responsibilities of the mentor, coaching-observation-feedback, relationship building and collaboration strategies.
2. The program establishes on-going professional development and support for the probationary teacher that addresses their individual needs.
3. The program provides professional development to administrators and other staff members regarding their roles in supporting the probationary teacher.
4. The program aligns with other professional development initiatives.

Standard V: Mentors have clearly defined roles and responsibilities.

Criteria:

1. The mentor participates in on-going training (see St IV, Cr 1).
2. The mentor collaborates with and supports the probationary teacher during on-going structured and unstructured contact time.
3. The mentor builds a positive relationship with the probationary teacher(s).
4. The mentor respects confidentiality of the mentor/probationary teacher relationship.
5. The mentor models, coaches, observes and provides feedback.
6. The mentor documents activity participation.
7. The mentor advocates for the probationary teacher by providing direct assistance on situational issues.

Standard VI: Mentor programs establish a local program evaluation process in addition to the submission of requested KSDE data.

Criteria:

1. The evaluation assesses achievement of specified program goals. (Standard I)
2. The evaluation assesses the effectiveness of program organization in providing professional support and continuous assistance to the probationary teacher. (Standard II)
3. The evaluation assesses the effectiveness of the mentor selection and the matching

process. (Standard III).

4. The evaluation assesses the impact of the mentor program on the professional growth of the mentor and probationary teacher. (Standard IV).
5. The evaluation assesses the degree to which mentors fulfilled roles and responsibilities. (Standard V).

4. Support for Program Participation

The provision of support and training for individuals participating in an activity for prospective or new teachers is very important. Therefore, in the PERK grant program there will be mentoring support and training given to all university professors and in-service teachers who will be working with our teacher candidates. Awareness and understanding of the policies and procedures of clinical practice for all of our teacher candidates is in the forefront of this support and training. Developing good mentors will not only serve to prepare and develop good teacher candidates, but will also help those mentors become better teacher and leaders.

For the university professors who will be mentoring our teacher candidates several new strategies need to be implemented through the PERK grant. They are:

- a. To ensure consistency and continuity university professors, teacher education professors and liberal arts and sciences professors need to develop a common language of pedagogy. Part of this shared language is the use of similar forms. All Teacher Education candidates need to use the same lesson planning guide and common assessment development tools in all of their education courses. Also a common observation template for all university supervisors and observers needs to be developed. This discussion will also include the adjunct professors for all of the methods courses offered throughout all of the programs. The Teacher Education Department will be implementing a new template for lesson plan development and lesson plan observation. The SIOP protocol will be incorporated into the course work in the teacher education preparation program. This particular lesson plan template increases the our teacher candidates awareness to

the special needs of the ELL's and helps focus the lesson on literacy skills as needed in other aspects of the PERK program.

For all MNU faculty who supervise and mentor student teachers, a stipend is paid to them. This stipend is based on the university's pay schedule for internships.

- b. For the special needs of the student teachers in the PERK program and then as first, second, and third year teachers within the designated school districts, a special mentoring program will be developed. It is crucial that these pre-service teacher candidates who will become first year teachers and then second and third year teachers have a mentor who has been trained systematically on how to be a mentor. Many times the success of those first few years of teaching rest on the mentoring that is given to those new in-service teachers. Because of this, for new in-service teachers an induction program of three years is proposed based on the needs of the school districts in the PERK program. This program will be based on the Pathwise Mentoring Program that the Kansas State Department of Education is developing for the state requirement for all school districts. The Pathwise Mentoring/Induction program was piloted Winter 2009 so it is quite new to the state. The following state approved regulations will guide in the development of the Induction Program.

Regulation 91-41-3. Criteria for evaluating applications and approving mentor teacher programs.

Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions: (a) A statement of the district's purpose or purposes for establishment of the mentor teacher program;

(b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;

(c) a description of the expectations for district administrators in supporting the program;

(d) a description of how the mentor teacher program aligns with other professional development

initiatives in the district;

(e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;

(f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and

(g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program.

Regulation 91-41-2. General requirements.

In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria:

(a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and

(b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network.

(e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:

1. Has completed at least three consecutive school years of employment in the same school district;
2. has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and
3. has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.

(f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.

h) "Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.

(k) "Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers.

This Mentoring/Induction program has just been piloted, so this grant opportunity will allow this consortium of schools to continue to pilot an Induction program especially developed for rural schools. Once first year in-service teachers successfully complete a one year mentoring program they are transitioned to a professional license.

- c. Support for program participation will also be developed as the partners in this program interact and fully use their unique resources. The partners for this program are listed below with their specified activities and a timeline for those activities.

Partner	Activities	Timeline	Responsible Party
MidAmerica Nazarene University	Primary responsibility for the grant, curricular change for the undergraduate Teacher Education Preparation Program	September 30, 2009 and ongoing	Project Director Project Coordinator-MNU Teacher Ed Faculty Arts/Sciences Faculty MNU Registrar Other university members as needed
Southwestern Kansas School Districts	Creation and Implementation of School District grant reforms:Implementation of Career Clusters, participation in Summer Institutes, Implementation of Mentoring program	September 30, 2009 and continuous	Project Director Program Coordinator-MNU Program Coordinator-Southwest KS Superintendents Director of Mentoring
Community Colleges: Dodge City Community College, Seward Count Community College, Garden City Community College	Articulation Agreements with MNU for transfer students	September 30, 2009 and continuous	Project Director Dean of Academics at the prospective colleges MNU Registrar
Southwest Plains Regional Service Center	Potential Vendor for Summer Institutes and professional development	Summer 2010 and continuous	Project Director MNU Program Director SW KS Program Director PERK Advisory

Partner	Activities	Timeline	Responsible Party
			Council
PERK Advisory Council	Supervision and direction of PERK Program (members to include: Project Director, Program Directors, Superintendents, Teacher Candidates, In-Service Teachers, SW Regional Plains liaison	January 2010 and continuous	Members to include: Project Director, Program Directors, Superintendents, Teacher Candidates, In-Service Teachers, SW Regional Plains liaison

5. Teacher Recruitment

The development and implementation of effective mechanisms to ensure that the eligible partnership is able to recruit qualified teachers is a major focus of this grant. Because of the major importance of this part of the PERK program, recruitment activities will take place on multiple levels. The PERK program will develop a multi-pronged approach to recruitment of highly qualified prospective teacher candidates into the program. The first level of recruitment for teacher candidates for this program must occur in the designated schools themselves. The best teachers for rural settings often come from the same rural setting in which they grew up, therefore it is very important to target and develop teacher candidates in southwestern KS. The proposed programs are listed below and make up a 2+2+2 type of model with three different entry points into the PERK program.

- a. The first recruitment program will be the implementation of the Education and Training module of the Career Clusters program being developed by the Kansas State Department of Education. This program has been developed by the Kansas State Department of Education for their Comprehensive Redesign with Integration Partnerships Model. The Core Components of this

initiative align well with the recruitment needs of the PERK program. Several of their key core components are:

- i. Integrate core content standards with technical program standards utilizing the 16 career clusters as the organizing principle.

Support implementation of Individual Career Plans of Study for all students in 8th grade and above.

- ii. Create 21st Century School Standards to help guide reform and/or redesign public schools.

- iii. Support Professional development for teachers to help guide student in planning for future careers.

- iv. Revise Teacher Preparation Program Standards to reflect the integration of content standards.

One of the 16 career clusters is Education and Training. In this career cluster juniors and seniors in high school take a set of courses that introduces them to education and helps them to begin thinking about education as a career. Three of the proposed classes in this program are:

Exploring Teaching as a Career; Human Growth and Development; and Teaching Internship.

Through the opportunities of the PERK grant, the Education and Training career cluster would be established within the high schools of the designated school districts. Several of these school districts would not have enough students to fully take advantage of these courses so a partnership will be developed with surrounding school districts to offer these courses through Distance Learning to enlarge the pool of candidates for the PERK program. Once again technology will be utilized to implement this career cluster. For the six designated schools a partnership will be formed to fully utilize the technology needed for the implementation of the Career Clusters. The three pairs of schools will be:

- Lakin and Deerfield

- Rolla and Stanton
- Sublette and Copeland

The grant will hire a career cluster teacher for each pair of schools to teach the courses needed for this program. The courses will be televised using the HD Video Conference System in each school. This will enable not only the designated schools to be a part of this program but if there are other schools not participating in the grant but have students interested in this career cluster strand then they would be able to be a part of the courses also. This will increase the pool of possible candidates for the program. Because of the districts' ethnicity by recruiting from their own student population underrepresented populations will be targeted because the numbers of the schools. They are listed below. The largest ethnic group is Hispanic.

Copeland USD 476	5.5%	Rolla USD 217	27.2%
Deerfield USD 216	51.3%	Stanton USD 452	42.4%
Lakin USD 215	30.4%	Sublette USD 374	37.5%

The state average is 11.9% Hispanic.

- b. The second area of recruitment involves the area community colleges. An articulation agreement will be developed for students who are attending the area community colleges so that those students who are interested in teaching and want to teach in southwestern KS can become part of the PERK program also. There may be some college students who did not attend the grant designated schools, but would like to be part of the PERK program. Recruitment in the area community colleges then would be another way to broaden the pool of prospective teacher candidates for the PERK program.
- c. The third way to recruit students for the PERK program is from students who attend MNU and did not grow up in southwestern KS but are still open to teaching in that area. They could

become part of the PERK program upon admission into the Teacher Education Department.

Because a social connection to a community is so important for success in staying to teach in rural communities, a broad base of community support will be needed. Among those partners are the community colleges, service clubs, chambers of commerce, and religious organizations.

Identification of PERK program participants would occur at the time of admission into the Teacher Education Program at MNU; therefore, students could enter into the program two ways.

- i. The first way is attending MNU after high school and entering the PERK program at the time of admission into the Teacher Education Program. These students may be from the designated school districts in southwestern KS or they may be from surrounding school districts in western KS or from other parts of the country who are attending MNU.
- ii. Transfer students attending MNU who are interested in the PERK program would enter at the time of admission into the Teacher Education Program. Articulation agreements between southwestern KS community colleges will help aid in this transfer.

Admission into the PERK program will follow the same guidelines for admission into MNU's Teacher Education program plus have a few more requirements. The requirements for admission into the Teacher Education Program are:

Criteria for Admission to Teacher Education:

For students to be recommended for admission to the Teacher Education Program they must have met the following requirements.

1. "B-" or better in **EDUC 1003 Education Seminar and Awareness Lab.**
2. Acceptable, formal application to the Teacher Education Program.
3. Two favorable recommendations from full-time faculty members.
4. At least 28 semester hours of college work (exclusive of developmental courses).
5. A cumulative grade-point average of 2.75 in all program stipulated coursework completed at the time of application.
6. "C" or better in **MATH 1103 Intermediate Algebra** or demonstrated competence as judged by the Math Department.
7. "B-" or better in **ENGL 1203 English Composition: Writing and Research**

8. "B-" or better in **COMM 1303 Public Speaking**.
9. No pending disciplinary probation.
10. No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
11. Score of 235 or better on the Reading sub-test of the College Base English test.
12. Score of 235 or better on the Writing sub-test of the College Base English test.
13. Score of 235 or better on the Math comprehensive of the College Base test.
14. Approval by the Teacher Education Committee.
15. Proof of liability insurance. This proof must be provided each successive semester through student teaching.
16. Completion of 20 hours of community service.

Admission into the Teacher Education Program allows a student to register for upper division

Added requirements for the PERK program are:

1. an interview with representatives from the partners
2. three letters of reference
3. signing a letter of intent to be a part of the PERK program which will entail student teaching in one of the grant designated schools and a minimum of three years of employment in the consortium of public schools for the PERK program.

Due to the economic crisis the designated school districts are not seeing the many teacher openings as they did even two years ago. If the current economic conditions continue, placement for employment may become a problem. To solve this, the six designated school districts will be the first priority for employment. If after none of the six school districts have openings, then several other rural school districts in the area will be examined for possible employment opportunities. These will be schools who are served by Southwest Plains Regional Service Center and have similar poverty and ethnicity numbers as the six designated schools. Among them are: Ulysses, Montezuma (whose superintendent splits his time with Copeland), Satanta who qualifies for the grant, Moscow who qualifies for the grant, and Liberal school district who

is at 19% poverty rate according to the 2008-09 census. These school districts are close enough in proximity to the six designated school districts and close enough in profile that accommodations could be made for mentoring and support for the few teachers placed in these districts. They would also have an exceptional three year mentoring experience with the accommodations that can be made. The common denominator among all of these schools is Southwest Plains Regional Service Center. They can be our liaison between these districts.

Conclusion

The need for educators in rural Kansas is the same as for all school districts in the nation. Students in southwestern Kansas deserve to be taught by highly qualified, highly effective teachers. To do less, does not allow those students the same opportunities afforded other students in the state and the nation. The PERK program will recruit promising students for higher education opportunities in a highly respected teacher education program at MNU. The changes in the Teacher Education Preparation program curriculum will prepare teacher candidates more fully to teach multiple subjects in rural settings. The emphasis on literacy will enable all teacher candidates to infuse literacy and language instruction across the content areas in elementary and secondary classrooms. In making these changes graduates of the PERK program can return to southwestern KS in order to continue the cycle of high quality education needed for the development of rural public school students. The nature of this 2+2+2 model of teacher education will allow students from all economic levels to take advantage of becoming the best teacher they can be. With the development of the three year mentoring program, new in-service will be given the information and skills needed to continue to develop as a highly qualified, highly effective teacher in a rural setting. In doing so, they will then be able to help their students become the best they can be.

Project Evaluation

The measurable objectives and corresponding evaluation plan have been divided by the specific GPRA Objectives and the unique Program Objectives. Below you will find a table explaining each objective, the activity involvement, the assessment instrument, and the persons responsible for the activities.

GPRA Objectives:

Measurable Objective	Activities	Assessment	Responsible Person(s)
Performance Measure 1: Graduation	90% of all program completers will attain initial licensure within four years of acceptance into the PERK Program	1. ETS PLT test score 2. ETS Praxis II Content Test score	Project Director MNU Licensure Officer
Performance Measure 2: Employment Retention	80% of beginning teachers will be retained in teaching in the consortium of six designated schools by year three	Superintendent's annual report to the PERK Advisory Council	Each of the Schools' Superintendent, PERK Advisory Council
Performance Measure 3: Improved Scores	85% of all program completers will pass licensure exams on the first try	1. ETS PLT test score 2. ETS Praxis II Content Test score	Project Director MNU Licensure Officer
Short Term Performance Measure 1: Persistence	90% of program participants who did not graduate in the previous reporting period will continue on in the program	Annual check list with PERK Program Coordinator	Project Director Program Coordinator
Short Term Performance Measure 2: Employment Retention	80% of beginning teachers will be retained in the consortium of six designated schools after year one	Superintendent's annual report to the PERK Advisory Council	Each of the Schools' Superintendent, PERK Advisory Council

GPRA Objectives Explanation:

Performance Measure 1: Graduation

90% of all program completers will attain initial licensure within six years of acceptance into the PERK Program

For the PERK program, college students will be considered program teacher candidates when they are admitted into the Teacher Education Program. This admission into the program usually happens at the end of the sophomore year/first semester junior year. The four year limit for completion of the PERK program with full licensure begins at admission into the Teacher Education Program. Admission into the program occurs each academic semester. MNU's Licensure Officer will track these program teacher candidates through the Teacher Education program with our data collection system through the data software package Filemaker.

Performance Measure 2: Employment Retention

80% of beginning teachers will be retained in teaching in the consortium of six designated school districts by year three.

It is important for stability in the six designated school districts that the teachers who are hired for the schools continue through the full three year mentoring program. This enables them to mature and hone their craft as teachers. To monitor these data, each of the designated school districts will report on the retention of each of the in-service teachers hired through this program. The update reporting will occur at the annual meeting of the PERK Advisory Council each spring. At that time, the superintendents will report on the PERK teachers assigned to their schools. With job transfers and other life experiences, 80% retention will allow for stability among the school district's staff and will optimize the effort and work of the Mentoring Program.

Performance Measure 3: Improved Scores

85% of all program completers will pass licensure exams on the first try

Due to the rigor of the MNU Teacher Education Program, virtually all candidates pass the licensure exams after multiple attempts. However, many teacher candidates require two testings, and some require three or more. This objective measure seeks to prompt improvement in both initial quality and preparation of the students and efficiency so that teacher candidates are not required to participate in and pay for multiple examinations.

Short Term Performance Measures

Performance Measure 1: Persistence

90% of program participants who did not graduate in the previous reporting period will continue on in the program

Due to the selective process of this program, teacher candidates who are in the PERK program will understand the opportunities and challenges of teaching in a rural setting and will be prepared to do so upon graduation. With the supervision of the PERK MNU Program Coordinator, the student's university supervisor and the checks and balances already in place for the teacher education program, 90% program retention rate is attainable.

Performance Measure 2: Employment Retention

80% of beginning teachers will be retained in teaching in the consortium of six designated schools after year one.

It is important for stability in the six designated school districts that the teachers who are hired for these schools continue through the full three year mentoring program. The retention

from year one to year two is probably the most crucial one. Therefore, there will be more mentor contact, more classroom help, and more instructional coach time spent in PERK in-service teachers in year one. The Mentoring Director will be working closely with each Mentor to ensure that first year teacher is receiving the help and support that he/she needs. This mentoring relationship is so very important to the success of the new teacher, but also to the depth and quality of student learning in the classroom. The mentoring program enables the new in-service teachers to mature and hone their craft as teachers also. To keep track of this, each of the designated school districts will report on the retention of each of the in-service teachers hired through this program. The update reporting will occur at the annual meeting of the PERK Advisory Council each spring. At that time, the superintendents will report on the PERK teachers assigned to their schools. With job transfers and other life experiences, 80% retention will allow for stability among the school district's staff and will optimize the effort and work of the Mentoring Program.

Program Objectives

To demonstrate the success of the PERK program there are several specific program objectives to be measured throughout the grant cycle. They are listed below.

Measureable Objective	Activities	Assessment	Responsible Person(s)
Goal 1, Obj #1 100% of the MNU Teacher Education faculty will use the same lesson plan template and unify and align expectations and activities for 100% of their education courses	All Teacher Education faculty will attend 1 workshop, three times a year	Examination of all syllabi	Project Director, Teacher Education Department Chair, Teacher Education Committee
Goal 1, Obj #2 90% of all program candidates	Teacher Candidates will develop a unit	Student Teaching TWS Criterion 3	University Supervisor,

Measureable Objective	Activities	Assessment	Responsible Person(s)
will score at least 80% or better on Criterion 3 and 5 on the student Teaching TWS using at least 2 of the 5 literacy skills in their unit of teaching.	of study and incorporate at least 2 of the 5 literacy skills in each lesson of the unit.	and 5	Cooperating Teacher, Reading Teachers
Goal 1, Obj #3 90% of all program candidates will score at least 80% or better on Criterion 3 and 5 on the student teaching TWS incorporating at least 3 of the National Education Technology standards.	Teacher Candidates will develop a unit of study and incorporate at least 3 of the 5 National Education Technology Standards in their unit.	Student Teaching TWS Criterion 3 and 5	University Supervisor, Cooperating Teacher, Educational Technology Professor
Goal 2, Obj #1 MNU will provide graduate level professional development in the area of literacy to 300 teachers in the six designated school districts	For each Summer Institute, at least 60 teachers from the six designated schools will receive training in literacy topics.	Reflection Paper	Project Director, MNU Program Director, SW Program Director
Goal 2, Obj #2 80% of the Mentor teachers will attend 100% of the Mentoring the Mentors workshops.	For each year of the grant, 3 workshops will be given throughout the year to train the mentors.	Reflection Paper	Mentoring Director, SW Program Coordinator
Goal 3, Obj #1 80% of the first, second and third year teachers will incorporate the appropriate literacy skill at least 80% of the time in an observed lesson.	The Mentors will observe program completers in at least 3 lesson to determine if they are incorporating the appropriate literacy strategies at least 80% of the time.	Observation Protocol sheet	Mentoring Director, Mentor
Goal 3, Obj #2 80% of the first, second and third year teachers will incorporate the appropriate technology skill at least 80% of the time in an observed lesson.	The Mentors will observe program completers in at least 3 lesson to determine if they are incorporating the appropriate	Observation Protocol sheet	Mentoring Director, Mentor

Measureable Objective	Activities	Assessment	Responsible Person(s)
	technology strategies at least 80% of the time.		

Besides the above GPRA and Project objectives, the Project Director will use other data to track the success of the PERK program. Using AYP data, School Report Data, and individual school data, the Project Director and Data Coordinator will track the following pieces of data:

1. The percentage of highly qualified teachers hired by the high-need local education agency participating in the eligible partnership.
2. The percentage of highly qualified teachers hired by the high-need local education agency who are members of underrepresented groups.
3. The percentage of highly qualified teachers hired by the high-need local education agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages.
4. The percentage of highly qualified teachers hired by the high-need local education agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students.)
5. The percentage of highly qualified teachers hired by the high-need local education agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels.
6. The percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning.

7. The percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student achievement.

This data will be collected and analyzed through MNU's LMS-Moodle and the data collection software Waypoint. Each summer at the last PERK Advisory Council there will be a data analysis meeting to review the collected data for the year and set goals for all participants for the coming year. At that point data collected throughout the length of the grant will also be analyzed to monitor the progress of the GPRA objectives and the Program objectives. At that time, if revision needs to be made to any portion of the activity of the grant it will be delineated and documented for action in the coming year.

Significance

MidAmerica Nazarene University, a faith-based Liberal Arts University proposes to transform the Teacher Education Preparation Program to fully impact all of the university constituents. MidAmerica's educational region encompasses Kansas, Missouri, Iowa, Nebraska, North Dakota, South Dakota, and Minnesota. Many of our teacher candidates grew up in rural settings and plan to return to their hometowns once they have graduated. The transformation of the Teacher Education Preparation program to prepare all of our teacher candidates to teach in rural settings will not only help those who are involved in the PERK program, but also those teacher candidates who desire to return to their rural communities in other areas of our educational zone. So this grant opportunity not only will help develop an effective model for teacher recruitment, training and retention for rural Kansas, but it may forge the way for a program that could be replicated in other rural areas where our teacher candidates plan on

teaching. That would be the ultimate goal for this grant opportunity, but for right now, the focus is Southwest Kansas.

Literature Review of Needs of Rural Education

To understand the full importance and significance of the research part of this grant is to understand what has been studied before. The needs of rural education have not changed that much in the last ten to twenty years. The needs discussed in the 70's,80's and 90's still echo through rural schools today. The research on rural schools is supported through the needs of the six designated schools. Their experiences with the challenges of rural education mirror many of the issues discussed those many years ago. Some of the challenges facing rural educators still today are listed below.

- Teachers are more likely to teach multiple subjects, making it less likely that they are highly qualified in some of the subjects they teach.
- Rural schools tend to have fewer teaching positions than urban or suburban schools so reassigning classes from noncertified to certified teachers may not be possible. (Monk, 2007).
- Rural schools have difficulty recruiting and retaining new teachers because of teaching conditions unique to rural schools. (Monk, 2008), (Barley and Brigham)
- Teacher Quality is a major issue and is seen as very critical by 72% of educators in Gallup's survey of 2007.
- Rural Policymakers and researchers often decry lack of research available to identify why it is so difficult to recruit and retain teachers in rural districts. Oftentimes teachers accept

positions in rural areas without really understanding the job requirements and conditions in the rural setting. (Liu & Johnson, 2006)

The research completed thus far suggests some possible solutions to the challenges mentioned above. These possible solutions help inform the activities of the grant. Possible solutions to the unique challenges that the six school districts face are listed below.

- Practice teaching in rural schools.
- Incorporate courses focusing on rural issues. (Barker and Beckner)
- Focus on areas of critical teacher shortages found in rural settings. Most research shows that the areas of teacher shortages are often the same areas found in urban and suburban areas. These areas are math and science, special education, English as a second language. (Barley & Brigham, 2008, p. 9-11).
- Four factors that are necessary in retaining rural teachers are: responsive induction programs, deliberative role design, positive work conditions and supports, and professional development opportunities (Billingsley, 2004, p. 370)

From this recent research, comes the specific activities of the grant. The findings of this grant will be very important if solutions can be found for challenges that have been in rural education for decades. Kansas is not the only state experiencing these challenges. This is why this grant opportunity is doubly important. The findings of this grant opportunity may develop a model for recruitment, training and retention of rural educators that could be replicated throughout the rural areas of America.

Through many discussions with our rural Kansas community leaders, church leaders, students and school districts a needs assessments profile was developed illustrating the needs of

rural school districts. For the six identified school districts some of the needs uncovered that mirror the challenges seen in the literature were: recruitment of teacher candidates who know and understand the rural settings and will be satisfied with teaching in a rural setting; the ability to receive a higher education as quickly as possible and as affordable as possible; literacy training in the secondary schools so that all secondary teachers view themselves as literacy instructors as well as content experts; a more fully developed mentoring program; and an effective and low cost way to enable in-service teachers to continue developing and growing as educators or in other words, high quality professional development. With all of these concerns is the matter of time and distance between school districts in rural Kansas.

The six identified school districts area:

1. Copeland USD 476 (Copeland Elementary and South Gray Jr. High)
2. Deerfield USD 216 (Deerfield Elementary, Middle School and High School)
3. Lakin USD 215 (Lakin Elementary, Middle School and High School)
4. Rolla USD 217 (Rolla Elementary and Rolla Jr. High/Sr. High)
5. Stanton USD 452 (Stanton County Elementary, Middle School and High School)
6. Sublette USD 374 (Sublette Elementary, Middle School and High School)

The area serviced by this grant encompasses 5,200 square miles.

At this time there are no programs in southwest Kansas completing the described grant activities. It will impact these districts greatly because there are no established programs for recruitment at this time. There are no models for preparing teacher candidates for southwest KS and only a one year mentoring program for first year teachers. Through this grant opportunity, all that will change. There will be strategic activities for recruitment of teacher candidates for

the rural settings, transformed educational opportunities for training teacher candidates and a much more developed 3 year mentoring program for first, second and third year teachers. This grant will have wide reaching affects on all of its participants.

Impact of the Program

The Six School Districts

Research shows that the best teachers for rural settings are those who grew up in a rural setting. The rural lifestyle is known and accepted by these teachers. One of the needs of the school districts is to find highly qualified teachers who will stay for more than one year in their schools. Recruiting teachers from southwestern KS is the best way to recruit the teachers who will impact the rural students of tomorrow. Recruiting students either in the six designated schools or through the area community colleges will ensure that the teacher candidates know and understand the culture and environment of the schools in which they will teach. Also when recruiting students from MNU who may be interested in teaching in southwest KS, practicum experiences completed in the rural school districts surrounding MNU will help simulate the actual teaching experience in rural KS. Through this strategic recruitment policy the school districts will be able to identify and invest in teachers who know and want to teach in the rural setting. This will be a long step in the right direction in getting teachers who want and enjoy teaching in a rural setting.

The mentoring program will aid in the retention concern of the school districts. All of the school districts may be able to find teachers for one year, but stability and effective learning comes from teachers who have been teaching for several years and who understand the needs of the specific learning environment. The development of a three year mentoring program will aid in creating stability among the different school's staff and will impact PK-12 student learning as

the PK-12 students have teachers who are maturing in their development of teaching. This mentoring program will have far reaching affects; far past the cycle of the grant, because as teachers are prepared to become better teachers, then student learning is extended which enables the teacher to feel more successful in their teaching.

MidAmerica Nazarene University

The impact of this grant on MidAmerica Nazarene University will be measured not only by the numbers of teachers placed in southwest KS but also by the caliber of all of our teacher candidates. The revisions to the Teacher Education Program will help those students who are in the PERK program but also all of our teacher candidates, because the revisions will make our teacher education program stronger for all of the candidates. The PERK teacher candidates will be prepared for teaching for a specific learning environment which will enable them to be better prepared than their counterparts who were not prepared to teach in rural settings.

Long Term Impact

How does one measure the long term impact of a program that is yet to be developed and implemented? One way is to evaluate how the needs will be addressed in the proposed plan. The PERK program addresses many of the needs expressed by the designated school districts. Listed below are the needs identified by the school district and how the program would address that need.

<ol style="list-style-type: none">1. To be highly qualified, including teachers in rural school districts who may teach multiple subjects2. To have strong teaching skills.3. Implementing teacher prep program changes that improve, evaluate, and	<ol style="list-style-type: none">1. Streamlining the Teacher Education Program so that candidates graduate with an initial license and an endorsement area.2. Early practicum experiences in rural school districts. Student Teaching in designated schools and the mentoring
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<p>assess how well all prospective and new teachers develop teaching skills</p> <ul style="list-style-type: none"> • understand and can implement research-based teaching practices in classroom instruction, • have knowledge of student learning methods, • possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction, • possess teaching skills and an understanding of effective instructional strategies across all applicable content areas to meet the needs of all students and to differentiate instruction for such students. • Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas. <ol style="list-style-type: none"> 4. Provide high quality teacher mentoring. 5. Allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work. 6. Provide training and experiences to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural communities. 7. Strengthening the literacy teaching skills of prospective and new elementary and secondary school teachers. 	<p>program once graduated.</p> <ol style="list-style-type: none"> 3. MNU’s rigorous teacher education program. The three professional education courses address these concerns. Courses are: Exceptional Learner and Practicum, Research and Differentiated Learning and Practicum, and Curriculum Development and Assessment and Practicum. 4. Three year Mentoring program for all new in-service teachers 5. Practicum experience through the community colleges in the designated schools. The use of rural school districts close to MNU for other practicum experiences. Student teaching in designated schools. 6. Recruitment of teacher candidates from rural settings, practicum experiences in rural settings, rural education needs incorporated into professional education courses. 7. Adding an extra reading course for all secondary education majors. Continuing the professional development schools model for the elementary education teacher candidates. Literacy coaches for all six designated schools. Summer Literacy Institutes will help train all teachers in the designated schools in literacy issues and skills.
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The PERK program has the capacity to develop high quality teachers who will impact student learning in all grade levels and in all content areas. The broad based partnership between the school districts, the community colleges, MNU, Southwest Plains Regional Service Center, the churches, and the communities themselves, will lend itself to a program that has the sustainability to live on after the grant monies have been dispersed. The processes to be created and implemented will impact PK-12 student learning, the development of teachers, the nurturing of in-service teachers and will strengthen the community as the schools are strengthened. This grant opportunity will have a large impact on all of its partners.

Management Plan

Main Project Staff: The Main Project Staff will be divided among western KS and MNU in Olathe, KS. Those staff who will be residing on campus at MNU will be the Project Director, a Project Coordinator, a half time support staff and the data coordinator. Those staff residing in western KS will be a Project Coordinator, a half time support staff and the Mentoring Director. Because the geographic distance is so great between MNU and the six designated school districts in southwestern KS, communication will be very important for the success of this grant. Also because MNU and the southwestern KS school districts have such distinct components of the PERK grant, it will be important to have two program coordinators who will report to the Project Director. This is also the reason for two half time support staff positions, one at MNU and one in southwestern KS, and a Mentoring Director located in southwestern KS. The overarching vehicle for continuity and sustainability of this program will fall on the Project Director and the PERK Advisory Council.

Staff Responsibilities: Each member of the project staff is chosen on the basis of unique expertise for the role and responsibilities to be associated with his/her program position. Every

project member is qualified by professional preparation and experience to facilitate the learning process in various specialty areas of educational pedagogy, content, mentoring and recruiting. Key faculty serve as instructors, mentors, and/or advisors. In these capacities, they develop course content, deliver instruction, supervise research and practicum experiences, enhance student success in the program, and monitor progress.

Project Director: This position will be a one-fourth time position and the person fulfilling this duty will reside at MNU. The responsibilities will include supervision of all components of the grant, supervision of all of the personnel needed for the grant. Direct accountability of all grant funds and all grant activities will also be responsibilities of this position. The project director is Dr. Linda Alexander who holds a Ph.D. in Teaching and Leadership from the University of Kansas. She teaches both undergraduate and graduate courses and has many years experience teaching and supervising secondary education teacher candidates and in-service teachers. Dr. Alexander is the Interim Dean for the School of Education and Counseling and has the leadership, knowledge, and organization skill necessary to successfully direct this project.

Other Key Personnel:

- a. Neil Friesland, ABD, is a Teacher Education Associate Professor who teaches three of the professional education courses. Education Seminar and Lab, Educational Foundations, and Exceptional Learner and Practicum. He has finished his coursework in SPED at the University of Kansas and is working on finishing his dissertation.
- b. Dr. Jo Lamar, Ed.D. is a Teacher Education Professor who teaches the bulk of our Elementary Education Methods courses. She received her Ed.D. from the University of

Kansas and works with our Teacher Candidate organization and the Education Honor Society group. She infuses all of her courses with practical, hands on teaching techniques. The last two years, she has led a summer education mission trip to teach in a school in a Navaho Indian Reservation in Arizona.

- c. Whitney Mathers, is our Grant Coordinator and she will be helping with data collection and analysis of that data.

All of the other positions will be new hires.

On the MNU campus the following will be new faculty/staff positions to teach in the grant activities or help support the work of the grant.

Program Coordinator: This position will be a full time position. This position will be charged with accomplishing the duties as given by the Project Director for the transformation of the MNU teacher preparation program. The duties will include, streamlining the general education courses to allow for transferability of community college courses and for the addition of the endorsement licensure area. Also this position will aid in curriculum development of the professional education courses and MNU faculty professional development to incorporate rural educational needs of teachers and students into MNU course work. Supervising practicum experiences for the PERK students in rural school districts around MNU will also be an important task for this position. Finally, this position will coordinate activities at MNU with the coordinator in western KS for the success of the PERK grant program.

Educational Technology Professor: This position will be responsible for developing and teaching the new instructional technology courses. There will be three, two hour courses tacked onto the three professional education courses. This will enable the students to learn content and learn it through the lens of technology.

Math/Science Professor: This position will be responsible for developing and teaching the new Math or Science middle level endorsement program courses. Curriculum development and skill in teaching math or science content when wedded to pedagogy will be an important skill for this position. This position will also be responsible for creating the Math/Science Middle Level Endorsement program and writing the program review report so that it can be approved by the Kansas State Department of Education.

Literacy Professor: This position will be responsible for teaching the Reading courses for the Elementary Education teacher candidates and also for the Secondary teacher candidate also. This position will also help plan the Literacy Summer Institutes and teach/supervise workshops for this professional development opportunity.

Support Staff: This position will be hired to work 20 hours per week. The secretary will complete clerical work related to the project and budget.

All of the above positions will be full time except for the Support Staff position which will be half time-20 hours a week. The full time faculty positions will be filled by highly qualified individuals who hold a minimum of a Master Degree in their content area. (Ph.D. preferred) and five years teaching experience. The other positions will be hired by MNU and reside in southwestern KS. They are listed below.

1. SW Program Coordinator
2. Three Literacy Coaches
3. Three Career Cluster Teachers
4. Mentoring Coordinator
5. Support Staff

All of the above positions will be full time except for the Support Staff position which will be half time-20 hours a week. The full time teaching/administrative positions will be filled by highly qualified individuals who hold a minimum of a Master Degree in their content area or general education and at least 5 years teaching experience.

Program Coordinator—MNU: This position will be a full time position. This position will be charged with accomplishing the duties as given by the Project Director for the transformation of the MNU teacher preparation program. The duties will include, streamlining the general education courses to allow for transferability of community college courses and for the addition of the endorsement licensure area. Also this position will aid in curriculum development of the professional education courses and MNU faculty professional development to incorporate rural educational needs of teachers and students into MNU course work. Supervising practicum experiences for the PERK students in rural school districts around MNU will also be an important task for this position. Finally, this position will coordinate activities at MNU with the coordinator in western KS for the success of the PERK grant program.

Program Coordinator—Western KS: This position will be a full time position who will be charged with accomplishing the duties as charged by the Project Director for the completion of the grant activities in southwestern KS. Among the duties will be: supervise MNU student teachers, help develop Summer Institutes, work with the Literacy Coaches and the Career Cluster Teachers, work with the Mentoring Coordinator, collect data on the grant activities, recruit students, work with the community colleges and overall manage the program in southwest KS.

Mentoring Coordinator: This position will be a full time position located in southwest Kansas. This position will be in charge of creating and implementing the Induction program for all new hires for all of the schools in the six school districts. This position will also be responsible for Mentoring the Mentors program and helping the Mentors of new in-service teachers know what needs to be done to mentor this new teachers. This position will develop workshops, seminars, and talk one on one with the mentors in the schools.

Literacy Coaches: These positions were created especially for the school districts to meet their needs of literacy instruction for their secondary content teachers. These positions will work with the 2 schools paired up for the Career Cluster classes. They will be working in the schools, one on one with secondary teachers to instruct and model best practices reading and literacy instruction and inclusion of reading strategies. The goal is for each of these literacy coaches observe and dialogue with each secondary content teacher in the secondary schools in each of the districts. This position will be very important in helping support the literacy emphasis of this grant.

Career Cluster Teachers: These positions will be responsible for fully developing, based on the needs of the school districts, a Teaching/Training career cluster group of courses. These will be teachers based in the high schools for each of the school districts and will teach within the pair of schools partnered up for this purpose. The use of distance learning technology will be used to accommodate students in other schools or school districts who want to take the approved curriculum for these courses. The Kansas State Department of Education will help develop these courses based on the Ed Tech standards developed for these courses.

Support Staff: This position will be hired to work 20 hours per week. The secretary will complete clerical work related to the project and budget.

PERK Advisory Council: The PERK Advisory Council will be one of the major vehicles for success for this program. It is imperative that this council be fully engaged in the activities of the grant. The council will comprise of the Project Director, the two Program Directors, the Mentoring Director, the six school district superintendents, and a selected group of new teachers, teacher candidates, literacy coaches and MNU faculty. Because of the many miles between MNU and the six school districts it is expected that many of the Advisory Councils will be completed using technology to link all of the interested parties together. The timeline of the meetings will be at least 4 times a year for the duration of the grant. Appropriate times will be once at the beginning of the school year, after the first semester of the school year, in the spring semester of the school year and then in the summer after the Summer Institutes. Communication between the Project Director and the two Project Coordinators will be very important also. Technology will also help facilitate this communication in a monthly progress meeting.

Major Project Milestones

Date	Milestone
September 30, 2009	Awarded the grant
December 2009	Hire appropriate personnel, articulation agreements with Community Colleges completed, begin streamline research for general education courses, research and design mentoring program for first, second and third year teachers, recruitment begins.
June 2010	First Summer Institute for Literacy for professional development and M&M training.
August 2010	Mentoring Program implemented for all six school districts for first, second, and third year in-service teachers,

Date	Milestone
	streamlining of general education courses continue, recruitment continues, Literacy coaches begin working with school districts and teachers
Summer 2011	Second Literacy Summer Institute and the first Math/Science Content Summer Institute
August 2011	First Practicum students from the community colleges in the PERK school district schools. Streamlining of the general education courses completed. Math and Science middle level programs written and submitted to the Kansas State Department
January 2012	First student teachers in the PERK school districts. Goal would be at least 5 student teachers toward the target goal of 40 teachers over the life of the grant.
On-Going	For the Project objectives to be fully implemented, effective on-going communication is a must. To accomplish this, weekly meetings among the staff in southwestern KS will need to occur and weekly meetings will need to occur between the Project Director and the Program Coordinators. The Advisory Council will be assembled quickly so that they may give oversight to the creation and implementation of all of the new programs that must be in place as quickly as possible. The technology bought by the grant will be utilized for the majority of the meetings with southwestern KS personnel and MNU faculty and staff. The collection and analysis of data will also help the responsible persons for the different grant activities know that the objectives and activities are being carried out efficiently and appropriately.
July 2014	End of program. At least 40 teachers trained and hired within the six designated school districts. At least 100 Mentors trained and at least 100 new in-service teachers mentored through the three year Induction program created and implemented.

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