

QUALITY OF THE PROJECT DESIGN (40 points)

When it comes to educating our children, teacher education and preparation are critical issues to consider. Due to the recent poor student achievement rates in the United States, these factors have received increasing attention, as both are linked directly to student achievement. Low student achievement is even more prevalent in rural locales, and within economically disadvantaged and high minority populations, and targeted approaches must be taken in order to raise student achievement in these areas. This application proposes an effective and innovative program, called the South Dakota Partnership for Teacher Quality (SDPTQ) that targets high-need South Dakota schools that contain students who meet all three of these categories. To combat the low graduation rates and grades that currently exist in these schools, the SDPTQ program will implement a comprehensive and high quality combination of pre- and in-service education, training, support, and professional development for teachers who will serve in these schools. The University of South Dakota, one of the program's partners who will provide a majority of the rigorous teacher training services, will provide prospective teachers with the comprehensive knowledge and skill-set they will need to successfully serve the program's diverse target students. Professional development and mentoring services will be offered both before and after graduation, familiarizing teachers with the difficulties of teaching in high-need schools and supporting their development as they become accustomed to their jobs. An induction component, communication resources, and additional social/ cultural training will be provided to further enable and ensure new teachers understand, address, and can overcome the unique difficulties as they begin their teaching career. Resources and professional development activities will be provided so that teachers are able to engage all types of student learners. Evaluation of the SDPTQ program will be ongoing, measuring solid objectives which will track

the program's success at it trains highly qualified teachers and places them within target high need schools. Program reforms will be implemented, where necessary, to achieve the program's goals, and will be sustainable. The program's establishment of a learning community that includes the larger educational community, not just participants, will also result in systemic change that will increase the greater knowledge and awareness of new educational techniques and theory. Key to the program's success in these endeavors is the strength and expertise of all participating partners. Partners will be able to work effectively and collaboratively to accomplish the program's goals. SDPTQ program partners include the University of South Dakota, who will provide the degree based educational programs, as well as professional development and mentoring services; the Mid-Central Educational Cooperative, who will serve as the fiscal agent and will help the program interact with schools and obtain release time for mentors; the Rural Learning Center, who will provide on-line communication, social, and cultural education and training tools for new and veteran teachers; and the American Indian Institute for Innovation, who will assist with designing cultural training services and act as the liaison to communities with high Native American populations. The following narrative description will demonstrate the quality of the SDPTQ program's project design, project evaluation, and management plan, as well as its significance.

SDPTQ Program

Improving student achievement levels is at the foundation of the SDPTQ program's services. Research on how to improve the low achievement rates of students has pointed to a variety of possible solutions, with many focusing on how to provide teachers with better education, training (e.g., professional development), and support. As teacher retention is a key component in this undertaking, training and support that helps teachers remain at their jobs while

meeting the needs of diverse students only helps students receive higher quality education, that in effect will improve their achievement levels. The SDPTQ program includes a number of components that research has linked to improved student achievement, and each of these services will indirectly benefit students by increasing the capacity and retention of teachers.

Research shows that the quality of teacher education is important to student success (Rockoff, 2004; Harris, et. al., 2008; Wayne, et. al., 2003; Clotfelter, 2007). One study states that when, “assessing teacher ‘quality,’ the percentage of teachers with full certification and a major in the field is a...powerful predictor of student achievement” (Darling-Hammond, 1999). As we will see, the SDPTQ program focuses on providing participants with an in depth education that will offer participants’ majors in their fields and the opportunity for full certification, thus producing highly qualified teachers who will increase the academic success of students in target schools. The second major focus of the SDPTQ program is to provide new teachers with support through hands-on mentoring, professional development, and other services. Indeed, research demonstrates that effective and comprehensive induction programs have been shown to increase teacher retention (Halsey, 2005; Allen 2003). Some findings even directly link the existence of quality induction programs to increased student achievement (Hirsch, Eric et al., 2006; New Teacher Center, 2006). We will demonstrate how both the SDPTQ clinical and induction components are rigorous and comprehensive in nature, both critical elements for teachers who will or are serving in rural high-need areas. The SDPTQ program will, for example, enlarge and reinforce professional learning communities, so teachers are able to share information and collaborate in providing high quality education. Such robust professional learning communities have been shown to increase student performance by providing students with more carefully thought out and interconnected class offerings (Grossman et. al., 2001;

Little, 2003; Dunne et. al., 2000; Darling-Hammond et. al., 2009; Fine, 2003; Lister, 2004; Lister 2005; Crossley, 2007; Honigsfeld et. al., 2009). The SDPTQ program will also work towards encouraging new teachers, mentors, and other members of the learning community to utilize diverse teaching methods. By expanding beyond the traditional instructional discourse (e.g., including such learning methods as tactile and kinesthetic), SDPTQ teachers will learn how to augment the existing institutional culture to better serve the needs of diverse students (Zepke, et. al., 2005; Cole, 2008). The SDPTQ program will, for example, provide teachers with ongoing cultural training and professional development that, with the help of program mentors, will allow teachers to implement culturally relevant teaching strategies. As the majority of students served within participating high-need schools are Native American, this cultural engagement will foster both the educational growth and achievement of students (Tyler, 2006; Boykin, 2001; Boykin, Tyler, Bailey, & Miller; 2005). (*Gen. App. Req. Checklist 1Fii*)

The proposed South Dakota Partnership for Teacher Quality (SDPTQ) program will establish a rigorous and comprehensive pre-baccalaureate program that includes both clinical and induction services. This program will address the first absolute priority of the Teacher Quality Grants Program – Partnership Grants for Pre-Baccalaureate Preparation of Teachers. This program will also fulfill the invitational priority of partnering with a Digital Education Content Developer.

The SDPTQ program will utilize a thorough, inventive, and collaborative strategy in order to 1) **develop highly qualified teachers, and place and retain these teachers within high-need elementary and secondary South Dakota schools**, and 2) **develop and implement an innovative collaboration between an Institute of Higher Education, high-need LEA's, and the rural communities served by these LEA's**. A strong team of partners committed to

the program's goals will implement the SDPTQ program, and will work together to provide the extensive array of content and services required to serve high-need South Dakota schools and their students.¹ We will begin by introducing the partners for this program.

SDPTQ Partners

The *Mid-Central Educational Cooperative* (Mid-Central), a local education agency authorized by the state of South Dakota, is the primary partner and the fiscal agent for the SDPTQ program. Mid-Central will oversee the program's use of funds, as well as the collaboration between the University of South Dakota and participating high-need schools. Mid-Central will provide professional development services to participants and will also, for example, assist with the selection of program mentors, obtain release time for mentors, and match mentors with SDPTQ participants.

The University of South Dakota (USD) is an accredited state university with a long track record of producing high quality educators. The USD School of Education will provide the bulk of the services for the SDPTQ program. The School of Education will host and conduct the coursework associated with the baccalaureate curriculum offerings, and they will also work to design and oversee the expanded clinical component of the SDPTQ program. USD will supply many of the training activities for mentors in both the clinical and induction program and supervise their progress. Other USD schools are also partnering with this program, and will be responsible for providing the content expertise necessary to train highly qualified teachers in the required core subjects.

¹ The significance section of this proposal provides information on the high-need schools, and demographics on the student population and communities served.

The Rural Learning Center (RLC) will act as one of the digital education content providers and will provide a variety of services to ensure participants are able to successfully navigate and remain in their jobs within rural high-need schools. (*Gen. App. Checklist IFiii*)

The SDPTQ program will require new and expanded collaboration between schools, communities, universities, and other partners. The program calls for substantial change in organization, structure, practice, attitudes, skills, and culture on the part of students, teachers, administrators in participating school districts, and university faculty and administration. The magnitude and scope of change will necessitate thoughtful and intentional change strategies and processes. The SDPTQ program, in addition to high quality education, focuses on two aspects important to educating rural teachers. The first is providing new and experienced teachers with the training and knowledge necessary to be both effective at and satisfied with their job. This includes offerings on cultural and social issues within participating high-need schools. Secondly, participating teachers, mentors, veteran teachers, school administrators, USD staff, and local communities will need an efficient and effective system to communicate and collaborative over the course of the program.

RLC services will include the development of an extensive series of on-line communication, training, and evaluation tools that will support and serve all these parties. The Rural Learning Center's experience in enabling communication and collaboration between rural schools, local colleges, and the community will make their aid invaluable in building such a support structure. RLC will give new teachers not just the academic support they need, but also the social and practical support to become comfortable in rural schools, especially with high Native American populations. These services will be offered through all stages of the project.

South Dakota Partnership for Teacher Quality (SDPTQ)

An overwhelming majority (73%) of students in participating high-need schools are Native American, therefore the cultural training aspect of the program is intrinsic to its success. Indeed, through the Indian Education Act of 2007, the South Dakota State Legislature solidified the State Office of Indian Education's presence, role, and commitment to the educational future of Native American Youth (South Dakota Department of Education, 2009a). The SDPTQ program recognizes that all portions of the program will need to effectively internalize cultural information and train teachers in both teaching and living in Native American communities. Towards this purpose, the SDPTQ partnership will include both the South Dakota Department of Education's Office of Indian Education, and the American Indian Institute for Innovation.

The South Dakota Department of Education's Office of Indian Education (OIE) will provide professional training opportunities for participating teachers, helping to bring them into line with state efforts to infuse education with Native American culture.

The American Indian Institute for Innovation (AIII) is a non-profit Native American founded and operated organization that incorporates Native American cultural traditions and values into the development of their programs. They will assist the Rural Learning Center and other partners in designing relevant cultural content, and will be directly involved in all hands-on work within communities with high Native American populations, served by participating high-need schools. The USD Office of Institutional Diversity will also assist AIII and the RLC in the task of preparing perspective teachers by providing culturally relevant professional development training activities.

SDPTQ Pre-Baccalaureate Component

The pre-baccalaureate component of the SDPTQ program will be offered and administered by The University of South Dakota's School of Education. Currently, USD

graduates approximately 100 students a year from their School of Education's teacher training programs. The SDPTQ program goal is for 25 of these students to decide, prior to graduation, to participate in SDPTQ services that will further prepare them for teaching in rural high-need schools, and provide them with a comprehensive support structure when they are placed and actually serving within these schools. (*Gen. App. Req. Checklist 1Fi-ii-below*) (*Gen. App. Req. Checklist 1A, B-below*)

The School of Education has trained educators since 1927, and offers students the opportunity to learn from the best instructors in the state (The University of South Dakota, 2009). The degree programs available to participants are based on instructional excellence, reflective decision-making, and leadership enhancement (*Ibid.*). Performance feedback and continuous improvement of participant performance are also important elements of the USD educational process. Curriculum, course offerings, and other services provided by the School of Education will be supplemented or reformed in any and all ways necessary to meet the requirements of the SDPTQ program, as discussed below. The SDPTQ pre-baccalaureate program will be rigorous; it will focus on providing well-rounded teachers who are highly skilled in their chosen fields. The program will implement all necessary reforms to prepare new or prospective teachers to be highly qualified as defined by the No Child Left Behind (NCLB) act (described below). The School of Education's teacher preparation program is currently aligned with subsection (c) in the student academic achievement standards and academic content standards under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located. In other words, SDPTQ participants will be trained to teach classes at the state standard curriculum level; will be held to a standardized accountability system, to continuously improve the learning environment; and will

assist in the collection of student data to track the progress of goals. The entire Education Act is available at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>. The South Dakota Content Standards are available at <http://doe.sd.gov/contentstandards/overview.asp>. (*Gen. App. Req. Checklist 1FvII*)

Curriculum

The curriculum content of the pre-baccalaureate component will educate prospective teachers on effective instructional strategies across a broad content area in order to better prepare them for the varied roles teachers must often play in rural schools. These subject areas will include, but not be limited to (*Pre-Bac. Checklist 1BiiIV,aa-bb - below*) (*Pre-Bac. Checklist 1Aii - below*):

- The core subject or grade-level curriculum chosen by the participant. By the end of the program participants will be highly qualified, holding at least a bachelor's degree and demonstrating a high-level of competency in the subjects in which they teach, as per NCLB and IDEA. (*Pre-Bac. Checklist 1AiI*)
- Teaching students with limited English proficiency, as per the South Dakota English Language Proficiency Standards found at <http://doe.sd.gov/contentstandards/>. (*Gen. App. Req. Checklist 1Fvii*)
- Teaching students with disabilities. This offering will address the role that teachers play in educating students with special needs. SDPTQ graduates will be highly qualified as per the individuals with Disabilities Education Improvement Act of 2004 [IDEA 2004] discussions found at <http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,2>.

Prospective teachers will also be capable of participating as a member of the individualized education program (IEP) team, as defined in section 614(d)(1)(B) of the

Individuals with Disabilities Education Act. (*Pre-Bac. Checklist 1BiiV*) (*Gen. App. Req. Checklist 1Fvi*)

- Teaching students with low literacy levels. At the elementary level, a number of classes are currently offered through USD's School of Education, which cover a myriad of subjects, tools, strategies, and assessments associated with teaching all types of students (e.g., differentiated instruction), including those with diverse literacy issues. At the secondary level, the standard 3-credit course offering in this content area will be augmented with additional courses to match what is offered at the elementary level.
- Teaching gifted or talented students, and Advanced Placement or International Baccalaureate classes. This requirement will be fulfilled by ensuring teachers are highly qualified in their subject areas. (*Pre-Bac. Checklist 1Bvi*)
- A focus on including training to employ effective strategies for reading instruction at all grade levels and in all subjects. Prospective teachers will take a series of reading courses that cover the breadth and essential components of reading instruction. They will be trained to integrate literacy skills in the classroom across subject areas, and use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction. The essential components of reading instruction include phonemic awareness, phonics, vocabulary, reading fluency and reading comprehension as per section 1208 of the Elementary and Secondary Education Act of 1965. These classes also include assessments of fluent and oral reading; intervention strategies; dictated stories and language experience approaches; Elkonin boxes for making and breaking words; phonemics and phonics instruction through onset and rhyme; analogy, structural analysis, and vocabulary instruction; and

the analysis of books as well as strategies to match books with readers based on their abilities. Currently, the School of Education's classes have been expanded to provide instruction on these topics to both secondary and elementary teachers. SDPTQ participants will also participate as tutors in local schools and will learn how to, for example, implement literacy education in the classroom and monitor students via attendance records. Participants will also prepare vocabulary charts, weekly book levels, and interest inventories as part of their case-study work. (*Pre-Bac. Checklist 1BiiVI*)

- Training in additional core subjects or grades to meet the unique student needs within participating high-need schools. Teachers will have training opportunities for all grades and in all core subjects (including music and visual arts).

The USD School of Education's teacher training program already includes a focus on using empirically based practice in, and scientifically valid research about, teaching and learning. The current program will, however, be revised to include increased attention on training pre-baccalaureate participants to understand and have the capacity to implement research-based teaching practices in the classroom. (*Pre-Bac. Checklist 1AiII, 1BiiI*) To accomplish this, the SDPTQ program will draw upon existing services provided by the School of Education. SDPTQ participants will be trained to: (*Pre-Bac. Checklist 1AiII - below*)

- Have a knowledge and understanding of student learning methods, knowing how to utilize targeted techniques and actively engage different types of learners during instruction. This will be accomplished, for example, by training prospective teachers on how to learn about and understand the culture and lives of their students. This understanding will inform classroom instruction techniques, content, and assignments. Prospective teachers will also be trained to instill students with a sense of control over

their own learning; use peers to offer support and feedback to students; incorporate case studies or problem-based learning techniques, with topics of interest, to the students; assist students in developing communication and leadership skills, and encourage community-based applications of educational topics. (*Pre-Bac. Checklist 1BiiII*)

- Understand and know how to implement instructional techniques and strategies consistent with the principles of universal design for learning (UDL). Previously, this subject was only offered in the School of Education's special education classes. For the SDPTQ program, classes will be augmented to contain this subject matter, both in relation to handicapped learners and how the technique can make education accessible and engaging for all students (Dolan, et. al., 2001). The UDL framework is geared toward assisting and engaging diverse types of learners. A guide to the universal design is available at <http://www.advocacyinstitute.org/UDL/>.
- Understand how to implement positive behavioral interventions and support strategies to improve student achievement. This subject was previously only offered to special education mentors. The School of Education's program will be expanded so that these classes will be taught to all education majors, and the offerings will be altered to pertain to all students, not just the handicapped (Carr, et. al., 2002).
- Understand how to effectively use relevant technology in the classroom so that they can teach NCLB Educational Technology Standards, as discussed at <http://doe.sd.gov/contentstandards/NCLB/index.asp>. USD's Center for Interactive technology in Education and Corporations (InTEC), which supports electronic networking and technology enhancement in rural communities, will team with the School of Education to provide this training. The SDPTQ program will provide training for the

implementation of SMART Board technologies; tablet PCs and Inking²; Blogs, Wikis, and other social networking tools; and the use of the internet and virtual sources to expand learning resources and link participants and University faculty.

- Analyze student academic achievement and other measurable data to improve classroom instruction. The USD School of Education provides all students with an assessment course, which focuses on both normative and criterion based assessment (CBA). Students are taught how to use CBA to identify K-12 student weaknesses and strengths and monitor progress, and are instructed on how to match interventions with standards and students. Elementary education majors also attend a remedial reading course with a practicum that helps them apply CBA principles. All pre-service teachers also complete a work sample/unit during student teaching where they pre-assess and post-assess goals related to State standards. (*Pre-Bac. Checklist 1BiiIII*) (*Gen. App. Req. Checklist 1C*)

The SDPTQ program will also create strong links between USD's School of Education and other university departments (e.g., the College of Arts and Sciences and the School of Fine Arts) or programs who will deliver course content for core academic subjects. Direct support and interaction between these programs will allow students to receive focused training in their content areas as well as in teaching. Through this collaboration, SDPTQ participants will become highly qualified (holding at least a bachelor, certification, and a high-level of competency in the subjects in which they teach as per NCLB and IDEA) in one or more core subject areas, and will have a deep understanding of their specialization and will be prepared to teach advanced students. (*Pre-Bac. Checklist 1Biii*)

² Inking on a Table PC allows users to add digital ink to documents and other applications in a Windows environment.

USD will also initiate teacher preparation program curriculum changes that improve, evaluate, and assess how well prospective teachers develop teaching skills. They will revise the work-sample and unit plan expectations and measures to extend an emphasis on measuring student learning. They will also create a means to aggregate grade K-12 learning across units of instruction and implement a new model for evaluating pre-service teacher effectiveness in the classroom, likely the CLASS system. Prospective teachers will be trained in the use of technological assessment tools to monitor student performance. To continue this training into the field, SDPTQ mentors will also be trained in these tools in order to guide prospective teachers using them in the classroom. The SDPTQ program will also ensure that mentors are trained on how to assess the development of student teachers' teaching skills themselves. Further, program supervisors will be trained to monitor both mentors and pre-service teachers in the clinical program for effectiveness. USD will also develop a plan to monitor student improvement among all students, and especially minority groups, ESL students, and those with disabilities, in order to track how well participants develop teaching skills. (*Pre-Bac. Checklist 1Bi*)

The SDPTQ pre-baccalaureate program will provide pre-service professional development through the USD School of Education's Student Services (SESS), which will continue to support them through the end of their two-year induction period with undergraduate curricular, career, and academic advising; information on USD degree programs and other educational opportunities; certification; and follow-up after graduation. The Educational Research and Service center will provide "research, evaluation, and programs directly or in cooperation with the Division of Education (DOE), local school districts, or other groups interested in education" (The University of South Dakota, 2009b). The Rural Learning Center

will also design and facilitate professional development and capacity building activities for USD faculty, staff, and students. A more detailed discussion on SDPTQ professional development services will follow.

Clinical Education Component

Clinical education has become a standard component of teacher education programs. Unfortunately, however, teacher education programs are rarely structured effectively, provided with sufficient resources and support, or implemented for a long enough time (Smith, Thomas, et al., 2004; Hansman, Catherine, 2003). Through the University of South Dakota, the SDPTQ program will break this trend by providing students with a clinical education program that is rigorous, closely aligned with class work, and sufficiently supported. The School of Education will work together with the Mid Central Educational Cooperative, who will interface with target schools in order to identify teacher mentors and place participants in classrooms. This clinical program will focus on providing interaction between prospective teachers and active teachers serving in high-need schools. The SDPTQ program will make an effort to select all program participants from schools targeted by the program. If possible, mentor teachers will also share the fields of study chosen by program participants. (*Pre-Bac. Clinical Checklist 2F*) (*Gen. App. Req. Checklist 1Fix - below*)

The clinical education program will begin once participants have completed the School of Education's requirements for student teaching, occurring generally in their third year. By this time, students have sufficient knowledge about educational theory, techniques, and policy to begin learning how to actually apply that knowledge in the classroom. The SDPTQ clinical program will last throughout the entire academic year, and include a total of 24 weeks of student

teaching. This represents a doubling of the time previously spent in the classroom by student teachers in the School of Education's clinical program. (*Pre-Bac. Clinical Checklist 2D*)

The clinical program will be an extension of the School of Education's pre-baccalaureate coursework, and will be an interactive part of participants' education. As such, it will be tightly aligned with course work. Classes on instructional techniques, student learning methods, and classroom instruction will also allow prospective teachers the opportunity to meet with teacher mentors, observe them in the classroom, and discuss the effectiveness and application of the skills they are learning. (*Pre-Bac. Clinical Checklist 2E*)

The pivotal role of mentors will require the SDPTQ program to utilize a thorough and effective recruitment and training process for them. Mid-Central will work together with USD to identify prospective teacher mentors within participating high-need schools, using the same criteria for both clinical and induction program mentors. It has been demonstrated by multiple studies that certain qualifications must be met for mentors to effectively serve teachers. Mentors, for example, must be strong educators dedicated to their profession, and they must also be good role models for mentees. The SDPTQ program has drawn from existing literature, clear criteria, and requirements for the selection of mentor teachers. Mentors must:

- be long-term teachers in the participating high-need schools (5 or more years of service in target high-need schools) (Guidelines for Mentor Teacher Programs, 2000),
- be highly-qualified in subjects (as per NCLB standards, discussed above) that match those of prospective teachers, as well as the needs of participating high-need schools (Supporting Beginning Teachers),

- have experience with the cultural and educational issues associated with rural schools and those with high Native American student populations (Martinez & Klopott, 2003; Demmert, et. al., 2006),
- have high scores on measures of teacher effectiveness, including performance assessments by staff and students as applicable (Guidelines for Mentor Teacher Programs, 2000), and
- be an example of continuing professional development, positive peer relations, and a model of integrating research and practice in the classroom (Guidelines for Mentor Teacher Programs, 2000).

In terms of the clinical activities provided within high-need schools, participants will (*Pre-Bac. Clinical Checklist 2Ai - below*):

- Meet with mentors on a regular basis, no less than weekly for the first five weeks, and bi-weekly afterwards. Sessions will last for at least one half hour and discuss the prospective teacher's current class work and it's application in the classroom.
- Have the opportunity to observe mentor teachers in the classroom not less than three times per week for the first six weeks of the semester, two times per week for the next six weeks, and one time each week for the third six weeks. The length of the observation will be from one-half to two hours, depending on the grade level, discipline, and lesson objective. Observation will be followed by one-half to one full hour of meeting time with the mentor teacher to discuss pedagogy and classroom practice.
- Have the opportunity, if they have met the student teaching requirements, to begin student teaching (discussed above). Student teaching will happen in the mentor's classrooms. During this time, mentors will oversee participants, and guide and train

them. The student teaching portion of the clinical program will last for 24 weeks, spread over two semesters. The first semester will contain embedded coursework and the demonstration of teaching skills. This service will be offered at least three times during that semester. Student teaching sessions will last from one-half to one full hour, depending on the length of the lesson. The clinical classroom teaching program will include at least one-half to one full hour of discussion time after each session, during which the mentor will provide additional commentary, training, and advice to the prospective teacher.

- As classwork is embedded directly into the clinical curriculum, [student teachers] will attend a limited number of classes at the target schools in which they are mentoring, during the first year. These classes will be taught by USD clinical faculty and will contain curriculum based on training prospective-teachers to work in the classroom.

(Pre-Bac. Clinical Checklist 2E)

Through these activities, participants will have the opportunity to discuss pedagogy and classroom practice and develop effective teaching skills in academic content areas. *(Pre-Bac. Clinical Checklist 2B)*

The clinical and mentoring based interactions between prospective teachers at local high-need schools will be closely supervised and monitored by USD. USD will place trained educators in mentoring sessions to observe the effectiveness of services and ensure their quality. These sessions will occur at least twice a month, and will last one and a half hours. In addition, principals, school leaders, and other administrators, as applicable, will be involved in the supervision process to provide feedback and guidance to SDPTQ participants. *(Pre-Bac. Clinical Checklist 2Aii)*

Additional support will be provided to these mentors. The SDPTQ partnership has decided that in an effort to create a seamless transition from their college programs to target high-need schools, clinical mentors will be offered the same training as induction program mentors. The types of induction mentor training programs recommended by the research literature are much more rigorous than those recommended for clinical mentors. By providing both groups with the same rigorous training and professional development, the program will help to solidify consistency across the education community.

USD and Mid-Central will be the SDPTQ partners responsible for providing high-quality training for selected mentors. The importance of mentor training is well documented by the literature. As a report prepared by the Northwest Regional Education Laboratory states, “even the most effective teachers need help developing the skills required to build a successful mentoring relationship” (Supporting Beginning Teachers, 2001). In fact, studies show that untrained veteran teachers using outdated models of practice can actually impede the progress of their protégées (Whisnant, et. al., 2005). The SDPTQ mentor-training activities will focus on three primary areas: 1) professional education, 2) coaching, and 3) SDTPQ program goals and objectives. Professional education activities will bring mentors up to speed on current educational techniques, theories, and technologies. This training will address all areas where new teaches are likely to need support, including: designing lesson plans, developing classroom management skills, learning to teach to different learning styles, motivating and engaging students, assessing student performance, developing organizational and time management skills, and connecting academic theories and teaching methods to classroom practice (Wong, 2004; Hudson, et. al., 2007; Gagen, et. al., 2005; Algozzine, 2007). Secondly, mentors will be trained on how to effectively communicate with and coach new teachers. While many teachers have

expertise in their subject areas and educational techniques, far fewer are equipped with the tools necessary to guide new teachers and stimulate their self-reflection and growth. Research shows that training in these techniques will improve mentors' ability to serve new teachers (Rowley, 1999; Supporting Beginning Teachers, 2001; Crasborn, 2008; Giebelhaus, 2002). Training will also be provided on how to observe and evaluate new teachers. Thirdly, the SDPTQ program will train mentors in the purposes, philosophies, and goals of the SDPTQ clinical and induction programs. Mentors will also learn about the course work which participating students have received. This is important because if mentor teachers do not understand what the program is designed to do, they will be unable to provide services that are closely aligned with, and complement the curriculum used during participants' formal education at USD (Supporting Beginning Teachers, 2001). All in all, mentor training will provide at least 40 hours of services per mentor. Specifically, the training services provided to mentors will include: (*Pre-Bac. Clinical Checklist 2C - below*)

- Group professional training sessions that will address current educational research, instructional techniques, and their relevance in rural schools with large Native American populations. It will also cover basic information on the curriculum and training that prospective teachers will be receiving during mentoring activities. These classes will be directed at bringing current highly qualified classroom teachers up to speed on the goals of the SDPTQ program, current educational techniques, and the curriculum of their mentees. They will also direct mentors in the evaluation of new teachers. This professional development will be rigorous and ongoing as per the Elementary and Secondary Education Act of 1965 (<http://www.ed.gov/policy/elsec/leg/esea02/index.html>).

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- Hands-on sessions where USD faculty from relevant departments (the School of Education, or the department relevant to the teacher's subject focus) observe participating mentor teachers in their classrooms. These sessions will be offered at least once a month. Sessions will last for a half day and be followed by a minimum of one to two hours of meeting time, during which the USD faculty member will provide mentors with advice, professional development, and other support to strengthen their content knowledge and teaching skills. (*Gen. App. Req. Checklist 1FviiiI*) (*Pre-Bac. Clinical Checklist 2Aii*)
- Additional professional development and training sessions provided by USD, Mid-Central, and the Rural Learning Center. These sessions will address how to effectively understand, communicate with, and coach mentees. This training will also address classroom-literacy instructional strategies, current methods, and theory in the field. Mentors will be expected to guide mentees on the correct use of these techniques, even if not fully implemented in their classroom. This training will equip them to implement effective literacy education across subjects and train new teachers in the same. The Rural Learning Center will provide specialized orientation and professional development support for mentors regarding the challenges of integrating new teachers into diverse, rural communities. (*Gen. App. Req. Checklist 1FviiiII*)
- Instruction on classroom management, including approaches that improve the school-wide climate for learning such as positive behavioral interventions and supports. This will match the curriculum provided to program participants.
- Instruction on how to effectively implement relevant technology in the classroom and teach NCLB Educational Technology Standards, as discussed at <http://doe.sd.gov/contentstandards/NCLB/index.asp>. This is important because it will

enable mentors to help new teachers enact multi-media lesson plans to engage varied types of learners, as per the Universal Design for Learning. USD's Center for Interactive Technology in Education and Corporations (InTEC), which supports electronic networking and technology enhancement in rural communities, will team with the School of Education to provide these services. This will match the curriculum provided to program participants.

In addition to mentoring services, the clinical program will also provide pre-service teachers with a number of professional development opportunities. In part, these activities will enable participants to more effectively meet the unique needs of participating students and their communities. Opportunities will include (*Gen. App. Req. Checklist IFx - below*):

- Professional development already available to prospective students through USD, including additional one-on-one time with teachers, technology training, and on-line offerings. USD will also offer a series of classes covering teaching tools and techniques that aid students in the classroom. These programs will be augmented with additional online training provided by the Rural Learning Center.
- Services to strengthen the literacy teaching skills of prospective teachers. Participants will be trained to implement literacy programs that incorporate the essential components of reading instruction, integrate literacy skills in the classroom across subject areas, and use screening, diagnostic, formative, and summative assessments to identify students' literacy levels, challenges, and areas for growth in order to improve classroom instruction and student skills. Participants will learn how to provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills. The essential components of reading instruction include phonemic awareness, phonics, vocabulary,

reading fluency, and reading comprehension, as per section 1208 of the Elementary and Secondary Education Act of 1965. Mid-central already provides literacy-training services across subjects to prospective and in-service teachers. Those services will be expanded and enhanced to better equip mentees on how to recognize literacy instruction and place it into curriculums. (*Pre-Bac. Literacy Training Checklist 6A-D*)

- Culturally relevant professional development, which will be provided to SDPTQ participants throughout both the pre-service and induction periods. In general, research suggests that many educators are simply not prepared to work with the diverse groups of student in schools. These professional development activities will address this concern; a more detailed discussion is included later in this document. (*Pre-Bac. Clinical Checklist 2G*)
- Online training components targeted at providing a rural context and orientation for participants. The Rural Learning Center will provide these services, and the training will help provide new teachers with the social information and awareness they need to become comfortable in rural settings. These training seminars will relate directly to local community groups and contacts, which the Rural Learning Center, in conjunction with AIII, will establish and make available to new teachers through their on-line education tools. This is part of the SDPTQ program's efforts to build a social support structure for participants serving within local rural communities. (*Pre-Bac. Clinical Checklist 2G*)

In addition, teacher mentors and participating USD faculty will be offered support and compensation to allow them to focus on their clinical mentor duties. These are as follows (Joerger, 2005):

- Release time will be offered to prospective teachers and/ or mentors for their participation. (*Pre-Bac. Clinical Checklist 2Hi*)
- Course workload credit and compensation will be provided for faculty members for their teaching time in the eligible partnership's activities. (*Pre-Bac. Clinical Checklist 2Hii*)
- A stipend will be provided, and may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities to other mentors. (*Pre-Bac. Clinical Checklist 2Hiii*)

Induction Program Component

Research over the last decade has pointed toward the importance of providing additional support programs for new teachers through induction programs. While there has been a noticeable increase in the number of induction programs offered, it has been found that those in the United States rarely offer the quality and quantity of services necessary to properly support new teachers. Offerings important to the professional growth of new teachers, such as seminars for beginning teachers, shared planning time for teachers in the same subject area, and regularly scheduled collaboration with other educators on issues of instruction, are often lacking (Smith, Thomas, et al., 2004 p14). The literature shows that it is especially important to provide strong induction programs in rural and high-need areas, where it has traditionally been difficult to retain high quality teachers.

Edgar Krull categorizes induction programs into three types based upon the extent of the support given. These include "basic induction," consisting of a mentor who supports the new teacher, "basic induction plus collaboration," which adds seminars for new teachers and time for common planning and discussion with other teachers, and "basic induction plus collaboration plus teacher networking plus extra resource," which additionally provides a professional network

outside the local school and a reduction of work load for participating teachers (Krull & Edgar, 2005). The SDPTQ program will offer the third and most robust version of these programs – basic induction plus collaboration plus teacher networking plus extra resource. The diversity of services provided will allow new teachers to receive all of the support they need. Indeed, the Center for Strengthening the Teaching Profession has identified such “comprehensive induction programs” as being “highly effective in keeping quality teachers in the profession, identifying teachers who perform poorly, providing clinical training, and building a strong community of teachers” (Whisnant, 2005).

Wong, Britton, and Ganser (2005) examined high-quality induction programs and discovered that all have “three major similarities – they are highly structured, they focus on professional learning and they emphasize collaboration.” An issue brief by The Alliance for Excellent Education (2008) concurs, stating that “comprehensive induction combines high-quality mentoring with release time for both new teachers and mentor teachers to allow them time to usefully engage with one another; targeted and ongoing quality professional development; common planning time with other teachers in the school; and networking with teachers outside the school during at least the new teacher’s first years in the profession.” The SDPTQ induction component will supply services that address each of these areas. Outlined in detail below, this program will consist of five major elements: quality mentors and training to support them, continuing professional development for new teachers, collaborative meeting time with other members of the learning community, release time to support quality and participation in these activities, and social support regarding living in the local community. (*Pre-Bac. Induction Checklist 3 – below*) (*Pre-Bac. Checklist 1Biii-iv – below*)

The implementation of the SDPTQ induction program will capitalize on the strengths of the program's partners. USD will provide the bulk of the SDPTQ induction program's services; Mid-central will assist in choosing effective mentors, making sure they receive time and incentive to participate, and coordinating all program meeting times with school administration; the Rural Learning Center will provide lines of communication, mutual educational goals shared by all participating parties, and professional development related to rural teaching; and the American Indian Institute for Innovation will provide cultural input and on-the-ground support in communities with high Native American populations. As with the clinical component, the SDPTQ program will create strong links between USD's School of Education and other university departments (e.g., the College of Arts and Sciences and the School of Fine Arts) who will deliver course content for core academic subjects. (*Gen. App. Checklist 1Gi*) The induction program will serve all new SDPTQ teachers for their first two years. It will also offer services to any and all other teachers in participating high-need schools. By designing the program to span two-years, it will allow participants sufficient opportunity to grow in their teaching skills through on-going professional development and collaborative activities. This amount of time has been recommended as an effective duration for induction programs (Howe & Edward, 2006). (*Gen. App. Req. Checklist 1Giii*)

The most important aspect of the SDPTQ induction program is the services provided by high-quality teacher mentors; simply put, mentors are the lynch pin of the induction program. A mentor is a "well-trained professional with the knowledge, skills, and dispositions to support new teachers," (Nielson, et. al., 2006) and research has shown that new teachers benefit greatly from trained and highly professional teacher mentors. In addition to professional support, mentors also provide emotional and psychological support (*Ibid.*). Edgar Krull argues that "if

instructional support is aimed primarily at informing and consulting student teachers on how to proceed ... in certain cases psychological support ... could play an even bigger role in their professional growth” (Krull & Edgar, 2005). The SDPTQ program will select and train mentors who are able to provide new teachers with high-intensity support in the following three areas, as recommended by Stansbury and Zimmerman (2000): instructional, psychological/ personal, and reflective support, which helps new teachers critically analyze and adapt their own teaching methods. The SDPTQ program will also add a fourth type of support –social– which the program has identified as important in helping new teachers feel that they are part of educational and local communities.

In terms of qualifications, participating mentors will be experienced local educators who are highly proficient in their subjects.³ The subjects that mentors teach will, whenever possible, match the specializations of prospective teachers. For further discussion on the exact selection qualifications for mentors, refer to the clinical component section starting on page 16 of this document.

As with the clinical mentors, additional support will be provided to induction program mentors. Both clinical and induction program mentors will receive the same rigorous training services, thus solidifying consistency across the educational community. The SDPTQ mentor-training activities will focus on three primary areas: 1) professional education, 2) coaching, and 3) SDTPQ program goals and objectives, and each mentor will be provided with at least 40 hours

³ Preferably with a Bachelor’s degree in their primary content area, but accepting other current teachers who meet NCLB qualifications for being highly qualified. Latter qualifications include being fully authorized, having three years of teaching experience, and having a graduate degree or National Board Certification.

of services. Induction program mentors will participate in group professional development training sessions, hands-on classroom based sessions, and receive instruction on coaching mentees and literacy instructional strategies. These training services are discussed in greater detail in the clinical induction section starting on page 20 of this document. In addition, induction program mentors will be trained in the most current research in, and techniques for, curriculum preparation, teaching styles, and classroom management. A full discussion of this training follows.

To be effective, faculty involved in the SDPTQ induction program will need to substantially participate in classroom settings, something that too few induction programs currently provide (Algozzine, 2007). Research has shown that both mentors and new teachers need both the time and incentive to do this (Supporting Beginning Teachers, 2001; Guidelines for Mentor Teacher Programs, 2000; Supporting Beginning Teachers, 2001). As Ken Zeichner (2002) explains “we need to start by...putting resources and reward structures into place that are consistent with this emphasis.” Smith, et. al. (2004) continues, “this would include such things as giving load credit to faculty for work in schools.” If mentors do not have time to actually spend time within the classrooms of beginning teachers, then they will be unable to provide the quality of services central to the teacher training process. Therefore, Mid-Central and USD will help arrange incentives and release time for the SDPTQ induction program, as done in the clinical education component. The program will offer release time, workload credit for such participation, and paid release time. (*Gen. App. Req. Checklist 1Giv*)

Through the induction program, mentors will provide at least two hours of mentoring services to each of their mentees per week, divided between the various mentoring activities (Howe, 2006; National Center for Education Evaluation and Regional Assistance, 2008). All of

these activities will be designed to promote classroom techniques rooted in empirically based practices and scientifically valid research. Mentors will receive training on how to accomplish this, and will also focus on areas where new teachers commonly need aid. These areas include:

- teaching and learning, including designing lesson plans and bolstering classroom management skills;
- assessment of student learning, including identifying students with different learning styles;
- the development of teaching skills through the use of instructional and behavioral interventions;
- the improvement of the mentees' capacity to measurably advance student learning;
- the development of skills in instructional and behavioral practices and interventions;
- and assistance with understanding data, particularly student achievement data, and how to it applies to classroom instruction.

Because it is comprehensive, the SDPTQ induction program component will also incorporate an ongoing professional development training process, designed to support and retain new teachers within a lifelong learning program. A key component of the program will be the establishment of an active learning community. The literature shows that along with mentors, new teachers in the field consider collaborative opportunities as one of the most desirable induction program tools (Nielson, et. al., 2006; Smith, et. al., 2004; Algozzine, 2007; Nielson, et. al., 2006; Division of Teacher Education and Licensure, 2000). Harry Wong (2004) states, the best induction programs provide connection because they are structured within learning communities where new and veteran teachers interact and treat each other with

respect and are valued for their respective contributions. Teachers remain in teaching when they belong to professional learning communities that have, at their heart, high-quality interpersonal relationships founded on trust and respect.

The induction program will provide services that engage new teachers, mentors, other veteran teachers, school administrators, and college faculty with opportunities for discussion and collaboration on various subjects. Additional services will also address mentor evaluation and professional development offerings. A more specific description of services provided to new teachers, through the SDPTQ induction program, are as follows:

- The inclusion of a 5-day induction activity before the new teacher's first semester in the local high-need school. This activity is designed to introduce new teachers to the school and learning community. It will inform them about school policy, state policy, as well as address practical concerns (e.g., where to get classroom supplies) (Wong, 2008).
- Participants in the induction program will be supplied with direct lines of communication by USD, Mid-Central, and the Rural Learning Center. This will enable them to draw directly on the expertise of veteran teachers, USD faculty, and researchers. These individuals will provide support regarding the integration of empirically based practice and research with teaching techniques, demonstrating how lessons are applied directly in the classroom. (*Gen. App. Checklist 1Gii*) The Rural Learning Center will design and implement online tools to facilitate communication between all participants, which will, for example, allow new teachers to contact experienced teachers in their subject area if a mentor in an appropriate subject is not available. These sources will be available for contact outside of formal meetings.
- Opportunities for mentors and new teachers to observe each other's teaching methods in

classroom settings will be provided. New teachers will be released to observe their mentor teach classes at least twice a month for the first month and then monthly through the first year. During the second year, observation will occur monthly in the fall, then twice in the spring semester. These sessions will last for one to two hours each, and will be followed by a minimum of one-half to one full hour of meeting time, during which the mentor and the mentee will discuss the activity, their observations, the teaching techniques used and their effectiveness. The mentor will guide the mentee and provide advice and technical support.

- Mentors will also observe new teachers in their classrooms, and sessions will be provided for the mentor and the mentee to discuss the activities, their observations, and the teaching techniques used and their effectiveness. The mentor will guide the mentee and provide advice and technical support. This service will be offered weekly during the first five weeks, biweekly during the following five weeks, and once a month during the remainder of the year. Each session will be followed by one-half to one hour of discussion. These services will also be offered at the request of the new teacher.
- Due to the large time commitments for mentoring activities and the close interaction between mentors and mentees, common planning time and regularly scheduled collaborations between the mentor and mentee will be provided. Common planning time will occur two times per week during the first semester, and one time each week for the remainder of the two year induction program. These meetings will last at least twenty to forty minutes, and during this time, both parties will have the opportunity to work together on planning their class, extracurricular, professional development, and induction program activities. This will allow them the opportunity to efficiently organize their

schedules, and maximize the support received.

- Structured time for collaboration and sharing between induction program participants, mentor teachers, and other teachers in the same department, field, or grade. Provided by Mid-Central, the purpose of these sessions will be to discuss the effectiveness of instructional techniques and research based practices currently being used in the classroom. This will also allow mentors and mentees the opportunity to share their experiences with, and receive feedback from, a larger group of teachers highly qualified in their fields, and meetings will include educators from multiple schools. These sessions will be provided a minimum of three times per semester, and each will last 45 minutes.
- Structured time for collaboration and sharing between induction program participants, exemplary teachers, faculty, researchers, and other staff who prepare new teachers. Provided by Mid-Central and USD, these sessions will be used to coordinate various teaching efforts and induction services. Parties will come together to discuss what they are doing in their programs, the ways their curriculums can interact, and what actions need to be universally taken by staff to effectively train new teachers. This activity will also serve as a professional development experience, as staff will become experienced in working together and communicating across subjects and grades to accomplish shared goals. These sessions will be provided no less than twice each semester, and will last for one and a half hours.
- Structured time for meetings between induction program participants, mentor teachers, other teachers, principals, and administrators from participating high-need schools, faculty from USD, and other participating staff. Provided by Mid-Central and USD, the purpose of these meetings will be to share information regarding the effectiveness of the

induction program. They are a means for all participants to discuss the success and failures of the program and develop strategies to correct them, and they also offer the opportunity to enhance professional collaboration and communication between new teachers, staff at target schools, faculty at USD, and other participants. These meetings will be provided at least twice each semester, and each will last for one hour.

- The Rural Learning Center will design a knowledge database, hosted through a software application such as True Thinker⁴, that will provide personal and community-based knowledge banks that facilitate communication between and among faculty, students, mentors, and other project participants. This system will allow program staff and other participants to post and access information on a variety of social, cultural, and educational issues relevant to new teachers serving in participating schools. Participants will be able to access information at their leisure, comment on existing subjects, or initiate their own discussions. The ability of participants to contribute their own personal experiences and observations to the greater community will help make this a shared social event that encourages relationships between participants.
- Professional development activities, such as follow-up mentoring, will be provided by USD through their School of Education Student Services (SESS) program. The Rural Learning Center will also provide professional development services, for example, via online webinars.
- Professional development activities, regarding literacy teaching techniques, will be provided by Mid-Central. These activities will address curriculum, assessment, and instruction. The curriculum component will be based on the current research of Dorothy

⁴ An artificial intelligence product currently in beta testing.

Strickland, and the assessment component will pull from the work of Rick Stiggins, who uses assessment methods to drive instruction. Participants will also be provided training on the use of the Curriculum Mapping Software (through its developer, Performance Pathways), DIBELS screener, and eMetric software.

- Participants will be supplied online training components that provide a rural context and orientation for the program. The Rural Learning Center will implement these components, and they will give new teachers the information they need to become comfortable in rural settings. The Rural Learning Center, in collaboration with AIII, will, for example, establish relationships with local community groups and inform participants about these contacts. This is one of many strategies the program will use to establish and sustain a social support structure for participants within local rural communities.

In addition, culturally relevant professional development services will be provided to SDPTQ participants throughout both the pre-service and induction periods. In general, research suggests that many educators are simply not prepared to work with the diverse groups of students in schools (Martinez & Klopott, 2003). As stated by Demmert, McCardle, and Leos (2006), “all who work with Native students must possess or develop cultural competence in order to optimize the educational process” (p. 78). In collaboration with the South Dakota Department of Education, Office of Indian Education and the USD Office of Diversity, SDPTQ has developed a dynamic list of professional development topics, taught by Native American educators and scholars that will expose participants to the latest educational research and pedagogical developments. For example, participants will be invited to attend the annual Indian Education Summit held in Rapid City, SD in September. Participants will also be invited to attend and observe special sessions of the Indian Education Advisory Council—the Governors 18 member

Council on Indian Education that represents the nine Tribes in South Dakota– and Core Concepts Planning Grant (CCPG) meetings. The overarching goal of the CCPG project is to define the core concepts essential to understanding and teaching the history and culture of the *Oceti Sakowin*, the seven council fires that include all Lakota, Dakota, and Nakota tribes. These core concepts will then be used to modify existing and establish new state content standards. These activities will allow participants to learn about Native American culture(s) in South Dakota, and its relationship to education, by observing Native American leaders in action. By providing this cultural content knowledge and competency, SDPTQ participants will be better prepared to work within, and improve student achievement at participating high-need schools. (*Pre. Bac. Clinical Checklist 2G*)

The SDPTQ program will also collaborate with existing teacher preparation and professional development programs in South Dakota to bolster SDPTQ offerings. Partner programs will include (*Gen. App. Req. Checklist 1Dii*) (*Gen. App. Req. Checklist 1Di*):

- Dakota ASSETS, a program that recruits, prepares, certifies, supports, and retains candidates within high-need schools in South Dakota. This program provides scholarships to qualified candidates to help pay for tuition, transportation, childcare, and living needs. Dakota ASSETS will help supply funds for a select number of SDPTQ program participants.
- Governor Rounds' Teacher Leadership Conference (TLC), which is held in the fall of the year. Sponsored by the South Dakota Department of Education, this program serves a mixture of new and experienced teachers across the state. Its purpose is to honor as well as educate teachers regarding statewide initiatives, and the topic for 2009 will be 21st

Century Learning skills. This is a state-level professional development opportunity that will be made available to SDPTQ induction program participants.

- Special Education Endorsement. The need to fill the pipeline with highly qualified special education teachers in South Dakota was addressed by an appointed task force, who worked to create a special education endorsement. Practicing teachers in the state are encouraged to work towards this endorsement, and classes are available online at <http://doe.sd.gov/oatq/SPEDendorsements/index.asp>. SDPTQ teachers will have the opportunity to obtain this endorsement.
- The Teacher to Teacher Support Network–Virtual Mentoring Program (TTSN), is a state-wide virtual mentoring program for new-to-the-profession, first year teachers. Accomplished veteran teachers throughout South Dakota serve as mentors, and the program gives priority to teachers serving in high-need schools (see <http://doe.sd.gov/oatq/TTSN/>). This program’s on-line communication and mentoring services model will inform the virtual portions of the SDPTQ program.

In sum, the comprehensive array of services provided by the SDPTQ induction program will ensure that all participants receive the support and training necessary to improve the quality of education provided at participating high-need schools.

Invitational Priority, Partnership with Digital Education Content Developer

As noted throughout the project design section, the Rural Learning Center will provide on-line communication, social, and cultural education and training tools for new and veteran teachers.

(Gen. App. Checklist 1Fiii)

Admission and Performance Requirements

In order to recruit highly qualified participants, the SDPTQ program has aligned its

admission goals and priorities with the hiring objectives of participating LEA's and will require participants to meet a strict set of qualifications. (*Pre-Bac. Checklist 1Bv*) In order to enroll in USD's School of Education, prospective teachers must first have completed or obtained: 1) 64 credit hours (or be enrolled in coursework resulting in such), 2) a pre-professional interview of professional dispositions including biographical information and a faculty recommendation, 3) an oral communication course, 4) passing scores on the Praxis 1 Pre-Professional Skills Test, 5) initiation of an electronic portfolio, 6) a cumulative grade point average of at least 2.50, 7) EDFN 338 Foundations of American Education coursework along with initial field experience, 8) the technology proficiency test or approved substitute transfer course, and 9) an application form with the appropriate attachments (The University of South Dakota, 2008).

Once enrolled, there are additional requirements that SDPTQ participants must achieve to begin student teaching during the clinical component. These include, for example, senior standing, an overall cumulative grade point average of 2.50, and achievement of a qualifying score in the Praxis Content test in their major (*Ibid*).

Although the SDPTQ program is open to all students, an emphasis will be placed on recruiting pre-service teachers who are members of underrepresented groups and/ or are from the rural communities served by participating high-need schools. (*Pre-Bac. Teacher Recruitment Checklist 5A-B*)

QUALITY OF THE PROJECT EVALUATION (25 points) (*Gen. App. Req. Checklist 1Fiv*)

Goal and Objectives

The primary purpose of the TQP grant program is to increase student achievement in K-12 schools by developing highly qualified teachers. To this end, the overarching goals of the South Dakota Partnership for Teacher Quality program (SDPTQ) are to 1) **develop highly**

qualified teachers, and place and retain these teachers within high-need elementary and secondary South Dakota schools, and 2) develop and implement an innovative collaboration between an Institute of Higher Education, high-need LEA’s, and the rural communities served by these LEA’s. SDPTQ goals and objectives are designed to be consistent with federal goals, are directly related to our specific needs, and are the foundation for our planned services.

To reach these goals we have identified the following three objectives:

Objective 1: Increase the number of highly qualified teachers in the state of South Dakota.

Objective 2: Increase the number of highly qualified teachers serving in high-needs South Dakota LEA’s.

Objective 3: Increase the retention of highly qualified teachers serving in high-needs South Dakota LEA’s.

Performance Indicators

The tables below present the performance indicators for each SDPTQ objective. The indicators are a combination of requirements under section 204(a) of the 2008 Higher Education Opportunity Act, Government Performance and Results Act (GPRA) measures, and project specific objectives. Data will be collected on a monthly basis and will be used for annual performance reports and formative evaluations. All SDPTQ partners support the data collection requirements for annual performance reporting and ensure timely access to data.

Objective 1: Increase the number of highly qualified teachers in the state of South Dakota.

Type	Performance indicators
SDPTQ	1.1: The SDPTQ program will recruit 10 participants in year 1, 15 participants in

South Dakota Partnership for Teacher Quality (SDPTQ)

Type	Performance indicators
	year 2, 20 participants in year 3, and 25 participants in years 4 and 5.
GPRA, short-term	1.2: 80% of program participants, who did not graduate in the previous reporting period, are currently enrolled in the SDPTQ program.
HEA	1.3: 90% of program undergraduates will maintain an overall cumulative GPA of 2.5 or higher. <i>(Acc. and Eval. Checklist 1A)</i>
SDPTQ	1.4: 100% of clinical program mentors will complete mentor training prior to serving program participants.
SDPTQ	1.5: 80% of students participating in the clinical program will receive satisfactory assessments. <i>(Acc. and Eval. Checklist 1A)</i>
GPRA	1.6: 90% of program participants will attain a bachelor's degree by 2015.
SDPTQ	1.7: 90% of program participants will be recommended for teacher certification by the University of South Dakota.
GPRA	1.8: 90% of program participants will pass all necessary State licensure/ certification requirements by 2016.
SDPTQ	1.9: 90% of program participants will pass all necessary State competency assessments for new teachers (e.g., Praxis II).
SDPTQ	1.10: 90% program participants will achieve highly qualified status by 2016.
GPRA, HEA	1.11: By 2015, state certification/ licensure scores by participants will increase by 10 percentage points. <i>(Acc. and Eval. Checklist 1C)</i>

Objective 2: Increase the number of highly qualified teachers serving in high-needs South Dakota LEA's.

Type	Performance indicators
HEA	2.1: 90% of SDPTQ teachers, hired by the participating high-needs LEA's, will be highly qualified. <i>(Acc. and Eval. Checklist 1Di)</i>
HEA	2.2.a: 50% of SDPTQ highly qualified teachers, hired by the participating high-needs LEA's, will teach in high-need elementary schools. <i>(Acc. and Eval. Checklist 1Dv)</i>
HEA	2.2.b: 50% of SDPTQ highly qualified teachers, hired by the participating high-needs LEA's, will teach in high-need secondary schools. <i>(Acc. and Eval. Checklist 1Dv)</i>
HEA	2.3: 20% of SDPTQ highly qualified teachers, hired by the participating high-needs LEA's, are members of under-represented groups. <i>(Acc. and Eval. Checklist 1Dii)</i>
HEA	2.4: 60% of SDPTQ highly qualified teachers, hired by the participating high-needs LEA's, will teach in high-need academic subject areas (e.g., reading, mathematics, science, and foreign language). <i>(Acc. and Eval. Checklist 1Diii)</i>
HEA	2.5: 20% of SDPTQ highly qualified teachers, hired by the participating high-needs LEA's, will teach in other high-need areas (e.g., special education and language instruction educational programs for limited English proficient students). <i>(Acc. and Eval. Checklist 1Div)</i>

South Dakota Partnership for Teacher Quality (SDPTQ)

Objective 3: Increase the retention of highly qualified teachers serving in high-needs South Dakota LEA's. (*Acc. and Eval. Checklist 1B - below*) (*Gen. App. Req. Checklist IFxi - below*)

Type	Performance indicators
GPRA, short-term	3.1: 80% of SDPTQ teachers will be retained in the participating high-needs LEA's one year after initial employment.
GPRA, HEA	3.2: 50% of SDPTQ teachers will be retained in the participating high-needs LEA's three years after initial employment.
SDPTQ	3.3: 85% of program graduates will participate in induction services by year four.
SDPTQ	3.4: 100% of induction program mentors will complete mentor training prior to serving program participants.
SDPTQ	3.5: 80% of SDPTQ teachers, participating in the induction program, will receive satisfactory assessments. (<i>Acc. and Eval. Checklist 1A</i>)
SDPTQ	3.6: 90% of participating students, teachers, mentors, USD faculty, and others will find educational community services, provided by the Rural Learning Center and AIII, beneficial.
GPRA, Efficiency	3.7: Demonstrate that SDPTQ teachers serving in the same high-needs LEA's, three years after initial employment save the LEA money as based on baseline data collected in 2009-2010.

Data Collection (Gen. App. Req. Checklist IFxi - below)

To collect the quantitative data required by the performance indicators and to monitor participant achievement, the SDPTQ program will rely primarily on data reported to the South

Dakota Department of Education, and existing student record management tools currently in use at the University of South Dakota. Baseline data will be collected during the first year of the program, and will serve as a benchmark for progress during subsequent years of the program. A memorandum of agreement has been signed by all SDPTQ partners. This agreement summarizes the data collection responsibilities for program partners, and demonstrates their commitment to delivering data to the SDPTQ evaluator. Program partner data reporting responsibilities, for performance indicators, are as follows:

- The Mid-Central Educational Cooperative will provide data for participating teachers hired and serving within participating high-needs LEA's. Mid-Central will be responsible for reporting data for performance indicators 1.4, 2.1, 2.2.a, 2.2.b, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, and 3.7.
- The South Dakota Department of Education's Office of Indian Education will primarily provide data regarding State licensure/ certification assessments. The Office of Indian Education will be responsible for reporting data for performance indicators 1.8, 1.9, 1.10, and 1.11.
- The University of South Dakota's School of Education will provide data regarding participant academic performance in the pre-baccalaureate program. USD will be responsible for reporting data for performance indicators 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, and 3.5.
- The Rural Learning Center and the American Indian Institute for Innovation will provide data regarding educational community services provided to participants. Both organizations will be responsible for reporting data for performance indicator 3.6.

In addition, online data collection tools and surveys will be used by the SDPTQ program to gather qualitative data from participants and others working with the program. Mentors will

also provide evaluations of their protégées, both during clinical and induction services.

Likewise, mentoring activities will be supervised by USD staff who will also provide evaluations on mentors and mentees during various activities. Qualitative data will provide feedback on overall program services, staffing, delivery, program management, and specific information regarding the clinical and induction experiences. Collection of qualitative data will be accomplished through interviews, focus groups, and direct observation. An integrated research approach will be employed to combine qualitative and quantitative data in the SDPTQ evaluation reports.

As stated in the SDPTQ memorandum of agreement, all SDPTQ partners understand and agree that they are expected to “1) continue to provide services to program participants, and 2) seek to continue collecting data on student participant outcomes, once grant funding has ended.” Partners are committed to obtaining financial support for program services to fulfill these expectations. As such, it is the intention of this program to continue to collect the aforementioned data beyond the five-year grant period.

Evaluation Plan

There are two simple reasons for conducting an evaluation: 1) to gain direction for improving projects as they develop and 2) to determine a project’s effectiveness after it has had time to produce results. The SDPTQ evaluation process will do just this, by compiling and reporting the collected quantitative and qualitative performance data, and analyzing and making recommendations for program improvement based on these measures. This will provide partners and stakeholders the means to assess the program’s effectiveness and progress, as well as inform them of mid-course changes they may make to improve program performance. The program’s

evaluator, BC Kuhn Evaluation, LLC, (BC Kuhn) will be responsible for this task⁵. BC Kuhn will report on the program's progress annually, and will provide final reports at the close of the five-year grant period. BC Kuhn will also serve as point of contact for, and fulfill data requests made by, the national evaluation contractor.

Annual and Final Performance Reports

BC Kuhn will deliver an annual performance report, as well as a final performance report in the fifth and final year of grant funding, to the US Department of Education.

The annual performance report (APR) will provide the Department of Education with the most current available quantitative data for SDPTQ's performance indicators, as well as qualitative data from surveys or other methods, to demonstrate the progress made towards achieving indicator targets and program objectives. For performance indicators, progress will be quantified through a comparison of target to actual data. BC Kuhn will also discuss the data collection process, and indicate the comprehensiveness of the reported data. Activities, accomplishments, challenges, and unanticipated outcomes related to each program objective will be reported, and any expected data not obtained, or any expected progress not achieved, will be discussed. If and when necessary, a description of the steps and timeframe to correct shortcomings will be included. If improvements to the original program plan are made, based on data or other information provided by the evaluation process, then these modifications will be reported in the APR. Such changes will be shown to be consistent with approved objectives and

⁵ BC Kuhn Evaluation, LLC, is an independent, objective evaluator with a proven track record in evaluating education programs in both native and non-native South Dakota communities.

Further qualifications for BC Kuhn can be found in the quality of management plan section.

the scope of work. Any membership changes in the SDPTQ partnership will also be disclosed, along with any impacts these changes may have on achieving program objectives.

In terms of the budget, the APR will report actual budget expenditures for the previous budget period, distinguishing between federal and non-federal (match) dollars. Any funds that were not expended at the expected rate, or any significant changes in the budget will be reported and discussed.

The final performance report will report the same information provided in the APR, however it will provide final conclusions about the program's success and discuss impacts the program has had on teacher quality and student achievement in South Dakota. The final performance report will base its discussion on the most complete indicator data available (e.g., long-term GPRA indicators most likely will not yield complete data by the end of the five-year grant period). It will also explain the evolution of program ideas over the grant period, and future plans for continuing the project. The report will disclose actual budget expenditures for the entire project period.

Formative and Summative Evaluations

In addition, BC Kuhn will deliver an annual formative evaluation report, as well as a final summative evaluation report in the fifth and final year of grant funding, to the SDPTQ program's principal investigator and project director.

The formative evaluation tracks the program's progress from the beginning; its purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. This on-going assessment provides program management with a heuristic to evaluate whether the services are appropriate for the needs and intended outcomes.

The formative evaluation includes implementation and process evaluation, which encompasses monitoring the quality of, and progress on, the program goal and objectives. Observations regarding the quality of program services, program implementation, staffing variables, as well as program administration and program resources will be included. At the end of each project year, the principal investigator and program director will receive a detailed report describing implementation of major activities and program outcomes for each objective in addition to recommendations for consideration by program management. The formative evaluation will examine pertinent issues: To what extent are services implemented? Are activities developed rationally for the highest impact and quality? What adjustments, if any, are recommended? The evaluation will focus on the key performance indicators listed in this section of the proposal, although other indicators may be identified during the course of the project.

The summative evaluation, which assesses program outcomes and/or impact, will address whether the SDPTQ program has actually accomplished its stated goals. It will be submitted at the end of the program and will examine reflective questions: To what extent did the program meet its overall goals? Was the program equally effective for all participants? What components were the most effective? What significant unanticipated impacts did the program have? This review will provide partners and stakeholders with the necessary information to assess the overall impact of the program. In addition, the summative evaluation will assess the incremental impact of specific program services and the cumulative impact of program components.

Evaluation Timeline

Evaluation activities during the first year will include establishing the evaluation plan, identifying key research questions, developing data collection instruments such as an online

database tool, surveys, and focus group questions, and collecting baseline information on performance indicators. The ensuing four years of the project will build on the first-year activities and include, but will not be limited to 1) site visits, 2) focus group interviews with SDPTQ participants, USD faculty, clinical and induction mentors, and high-needs LEA participant supervisors, and 3) meetings with project management. The evaluation plan and data collection instruments will be refined as needed, and performance data will be gathered and compared with project baselines. Formative evaluation and annual performance reports will be completed and presented at the end of each project year. At the end of the fifth and final year, summative evaluation and final performance reports will be completed and presented. If ARRA funds are received by the SDPTQ program, quarterly reports will also be prepared and submitted no later than ten days after the end of each calendar quarter.

SIGNIFICANCE (20 points)

Needs Assessment and Capacity Building

Background

In order to discuss how the SDPTQ program will address participants' needs, as well as the program's capacity to provide services that fulfill the needs of participating high-need school students, we must first describe the schools and students served by the program, and the quality of teachers in these schools.

The SDPTQ program will be implemented in 49 high-need schools located within 19 high-need LEA's. Forty-one (41) of these schools are elementary and middle schools, and 8 are

high schools. The total student population at these schools is 6,704; 73% of students are Native American, 24% white, and 3% all other ethnicities combined.⁶

In terms of economic status, participating high-need LEA’s are located within economically disadvantaged communities. For example, the average percent of families in poverty within participating LEA’s was 27% in 2007, almost 3 times higher than the national average.⁷ Table 1 below provides an economic snapshot of the communities served by the SDPTQ program, and compares them to the state and nation. As a majority of students served by the SDPTQ program are Native American, we will also include the same economic data for Native Americans within participating LEA’s.

Table 1: Poverty Indicators ⁸	US	South Dakota	SDPTQ LEA’s	SDPTQ LEA’s – AI/AN
Poverty Rate (Census 1999)	12.4%	13.2%	35.1%	52.1%
Median Household Income (Census 1999)	\$41,994	\$35,282	\$24,641	\$19,742
Per Capita Income (Census 1999)	\$21,587	\$17,562	\$10,225	\$6,999

⁶ These 2008 figures are from the South Dakota Department of Education, retrieved from <http://doe.sd.gov/ofm/fallenroll/documents/WEBPublicbySchoolbyEthnicitybyGrade.xls>

⁷ According to the US Census, nationally, 9.8% of families were in poverty in 2007. The full report can be viewed at <http://www.census.gov/prod/2008pubs/p60-235.pdf>

⁸ All figures provided by the 2000 US Census, for 1999. Data can be viewed at <http://factfinder.census.gov/>

As Table 1 illustrates, the targeted SDPTQ LEA's have a high rate of poverty and below average median household and per capita income. It is startling that more than half (52.1%) of Native American individuals living in participating LEA's (school districts) are below the poverty line. This percentage is over 4 times higher than the national rate. The median household and per capita income of the Native American population in participating LEA's is less than one-half and one-third of the national average, respectively. Not surprisingly, at the school level 78% percent of students in participating high-need schools qualify for free or reduced price lunches.⁹

Student Achievement

Despite recent gains, the state of South Dakota continues to face educational challenges. The 2008 No Child Left Behind (NCLB) South Dakota report card, for example, indicates the state did not make Adequate Yearly Progress (AYP) in reading or math.¹⁰ Economically disadvantaged and Native American students, in all grades, also did not meet AYP in math or reading. Further analysis of the NCLB report card shows that there is a significant achievement gap between subgroups of students, specifically white, economically disadvantaged, and Native American.

⁹ 2008-2009. This figure was calculated from data provided by the South Dakota Department of Education.

¹⁰ The Dakota STEP (DStep) is the state assessment tool used to measure student progress in reading and math. Students in grades 3-8 and 11 are required to complete the test. This statewide assessment is used in compiling the state report card that is required under NCLB. The report card for the state, as well as public school districts and schools, can be found at <https://nclb.ddncampus.net/nclb/portal/portal.xsl?&extractID=10>

Student achievement in participating SDPTQ high-need LEA’s is, unfortunately, significantly lower than the State’s, and the aforementioned achievement gap even more pronounced. For example, of the 84 schools identified statewide by the South Dakota Department of Education for improvement, 21 are located within SDPTQ participating high-need LEA’s.¹¹ Table 2 below provides a snapshot of student academic achievement in participating high-need LEA’s, and compares these figures to the state. As a majority of students served by the SDPTQ program are Native American and economically disadvantaged, we will also include the same achievement data for both sub-groups. In order to demonstrate the disparity between groups, the table will also present data for the academic performance of white students within participating high-need LEA’s. All measures provided are the percent of students who have scored proficient or advanced on the 2008 Dakota STEP (DStep) state assessment test in grades 3 through 8 and 11. This assessment is used by the South Dakota Department of Education to measure student progress in both reading and math.¹²

Table 2: Student Achievement	South Dakota		SDPTQ LEA’s	
	Math	Reading	Math	Reading
All students	76%	84%	54%	68%
White students	81%	86%	78%	87%

¹¹ 2008 NCLB State report card.

¹² DStep data is reported in the State’s NCLB report card.

South Dakota Partnership for Teacher Quality (SDPTQ)

Economically disadvantaged students	63%	75%	50%	66%
Native American students	46%	63%	39%	57%

Overall, the data indicates that student performance in participating high-need LEA’s is significantly lower than in the state, particularly in the subject of Math. In fact, little more than half (54%) of students in participating LEA’s are actually proficient or advanced in Math. Native American students are struggling the most in participating high-need LEA’s, with only 39% and 57% scoring proficient or advanced in Math and Reading, respectively. White students scored the highest out of all sub-groups in the participating LEA’s, with 78% and 87% scoring proficient or advanced in Math and Reading, respectively.

While the performance of white students is essentially the same at the participating LEA and state levels, Native American and economically disadvantaged students had even lower scores than the same groups at the state level. This is disconcerting, considering the achievement gap that already exists at the state level between white, economically disadvantaged, and Native American students. Figure 1 below provides a comparison of student achievement between these sub-groups. These assessment scores are from the 2008 NCLB report card, for students in grades 3-8 and 11.

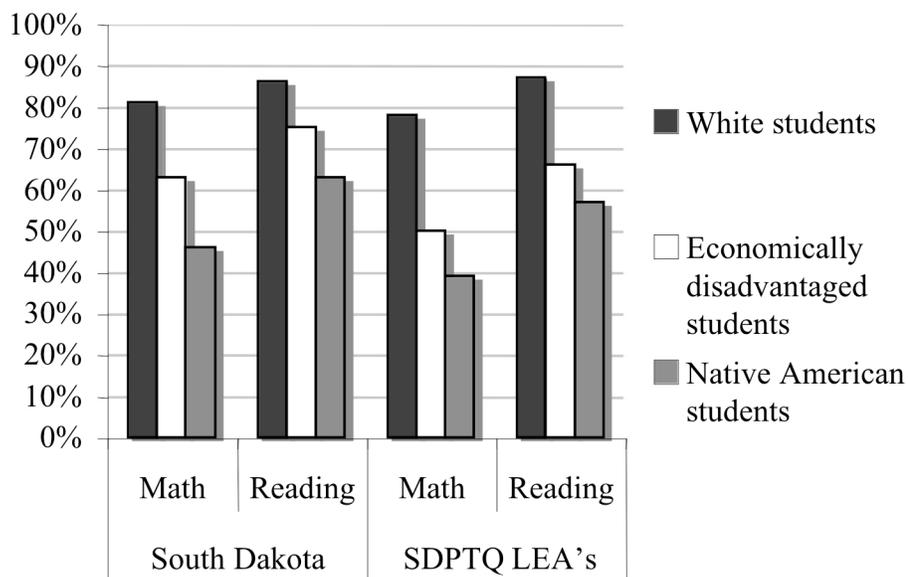


Figure 1: Academic performance of economically disadvantaged and Native American students, as compared to white students.

Data shows that both Native American and economically disadvantaged students, not white students, are struggling even more in participating LEA's than in the state. This is significant, considering economically disadvantaged and Native American students represent the majority of students in these schools. If we correlate student achievement directly with teacher quality, the data also suggests that the quality of instruction for both Native American and economically disadvantaged students in participating LEA's is even less than that at the state level. While this is perhaps a tenuous conclusion (e.g., student achievement data for economically disadvantaged students is not available by ethnicity), we do know that overall, the percentage of teachers not highly qualified in these LEA's is 5.3%, over 3 times higher than the state average (1.6%).¹³ In short, within participating high-need LEA's student performance for

¹³ This figure was calculated from data provided by the South Dakota Department of Education, for 2007-2008.

Native American and economically disadvantaged students is lagging, and overall, teachers in these LEA's are not as qualified as teachers state-wide.

Challenges and Solutions in Rural Schools

In support of the TQP objective “to increase student achievement in K-12 schools by developing highly qualified teachers,” the SDPTQ program is designed to mitigate the low academic performance of students in the target schools by improving the quality of teachers serving them. The two SDPTQ goals to 1) **develop highly qualified teachers, and place and retain these teachers within high-need elementary and secondary South Dakota schools,** and 2) **develop and implement an innovative collaboration between an Institute of Higher Education, high-need LEA's, and the rural communities served by these LEA's** will ultimately improve academic achievement and attainment of our rural, economically disadvantaged, and minority students.

The SDPTQ program is designed to produce well-rounded, highly qualified teachers who are equipped to both provide effective education to a diverse group of students, and meet the unique challenges found within the high-need target schools. The SDPTQ participating LEA's are all rural school districts, and as such they traditionally have challenges recruiting and retaining highly qualified teachers. As stated by Edvantia (formerly AEL), the ability to attract and retain quality teachers is in fact the main problem of rural school districts (AEL, 2003). Many South Dakotan teachers begin their career in sparsely populated rural districts with the intention of moving on, after a few years, to larger districts with higher salaried positions (South Dakota Department of Education, n.d.). Unfortunately, poor economic conditions exacerbate the retention problem. According to Ingersoll, teacher turnover rates are 50% higher in high-poverty than in low poverty schools (2001). As a consequence, failing to overcome recruitment and

retention challenges often leads to a reduction in the quality of education received by students. This necessitates special training and support if participating LEA's are to successfully hire and retain highly qualified new teachers. As a majority of students within participating high-need schools are Native American, the SDPTQ program must also incorporate cultural competency and other forms of training programs for participating pre-service and in-service teachers.

The SDPTQ program's placement of highly qualified teachers within these rural high-need schools will address the recruitment challenges faced by them. The full-time SDPTQ Program Recruiter/ Advisor will be responsible for recruiting qualified individuals for the program, and will use a targeted strategy that focuses on finding participants from within the communities served by participating high-need schools. This will increase the likelihood of long-term teacher retention, and will build local recruitment capacity by taking advantage of the tendency of new-teachers to choose to work close to their home communities (Lowe, 2006). As David Monk puts it, this type of "grow your own" technique will "take advantage of aspiring teachers' tendency to prefer to return 'home' to teach, by working harder to cultivate interest and skill in teaching in areas with hard-to-staff schools" (Monk, 2007; Early & Ross, 2006).

Once placed and hired, SDPTQ teachers will receive support through ongoing mentoring, professional training, and cooperative activities provided through the induction program. These activities will go well beyond the support that participating LEA's currently offer their new teachers. However, there are a number of particular difficulties associated with teacher retention in target schools that must be considered if the program is to be a success.

A 2005 review of the research literature listed "geographical and social isolation" as one of the 4 major challenges related to recruiting and retaining teachers in rural areas (Hammer, et. al., 2005). The geographic isolation of rural small South Dakota school districts often hinders

the ability of teachers to receive additional training and education because it requires teachers to travel long distances to universities and colleges that offer these services (South Dakota Department of Education, n.d.). Geographic isolation also increases the economic cost of teacher turnover to schools (Green, et. al., 2004). In order to address this difficulty, the SDPTQ program will focus on providing communication tools, and online and on-site professional development, that will increase the accessibility of training opportunities.

In addition, the induction program will work to create a cooperative learning community. Research has proven that teachers are more successfully retained when they are engaged and supported by a receptive community of peers (DuFour ,et. al., 2005; DuFour, 2004; Watkins & Marsick, 1999; Hughes, 2006). Richard DuFour states that to create a professional learning community, you must “focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results” (2004). Towards this goal, the SDPTQ program will connect new teachers with veteran teachers through mentoring activities, online communication tools, and cooperative planning sessions. The program will provide opportunities (e.g., through meetings) for teachers to discuss their shared educational goals, challenges, and approaches – a strategy that has been shown to help increase quality education (Grossman et. al., 2001; Little, 2003; Dunne et. al., 2000; Darling-Hammond et. al., 2009). In supplying these resources, the SDPTQ program will focus on using emerging technology, media, and virtual environments to create “new types of learning communities for students and teachers.” These innovative opportunities will allow teachers in target schools to overcome many of the challenges that commonly hinder them (Dede, 2004a; Dede, 2004b). Support services provided during the induction period will also prepare new teachers for living and working in their new environments. Social isolation often goes hand in hand with geographic isolation, and both are

frequently cited problems that drive teachers away from considering or staying in rural schools (AEL, 2003). Therefore, the SDPTQ program will establish a social support network for teachers that will help them connect with the school and local community. This will fulfill a primary need of beginning teachers – support, and increase the local retention capacity within schools. By providing the technological infrastructure and training necessary for the aforementioned professional development activities and the cooperative learning community, the SDPTQ program will also build local technological capacity to deliver relevant and targeted high-quality training and support needed by teachers.

To effectively serve the significant population of Native American students within high-need schools, SDPTQ teachers will also need additional on the ground training. This is important, because without a deep understanding of local culture, teachers will be unprepared to design lessons that engage diverse students. As Tyler and Kenneth (2006) state, “academic success can be achieved when teaching practices build upon the cultural values and behaviors minority students bring to such learning environments.” The majority of related research agrees, explaining that student academic achievement is improved if aspects of student cultural backgrounds are present in classrooms (Boykin, 2001; Boykin, Albury, Tyler, Hurley, Bailey, & Miller, 2005). The SDPTQ program will focus on providing participants with the cultural training and teaching techniques they will need to implement intercultural education in their classrooms, a type of shared focus which engages both mainstream and local minority cultures without privileging either (Luciak, 2006). Focusing on this will fulfill the unique training needs of teachers in target SDPTQ LEA’s, and will increase the target schools’ capacity to 1) deliver this training and 2) effectively serve their students.

Significance of Impacts

Students in high-need communities have their own unique challenges that require teachers to have a well rounded and robust skill-set. Students primarily need well-trained teachers who are actively engaged in augmenting the traditional curriculum with additional learning methods and tools that address, are responsive to, and ultimately benefit diverse groups of students. For example, augmenting direct teaching and assigned readings with tactual and kinesthetic instructional resources helps to engage all types of student learners (Fine, 2003; Lister, 2004; Lister, 2005; Crossley, 2007; Honigsfeld, et. al., 2009). In order to provide well-rounded skills, SDPTQ teachers will complete advanced undergraduate class work, and receive targeted training through the clinical, and induction components. These offerings will include classes, professional development, and other guidance on implementing effective types of inclusive classroom techniques, which ultimately benefit student achievement.

As stated earlier, the retention of SDPTQ teachers will be accomplished, in part, through the establishment of a supportive learning community that extends within and beyond school walls. Key SDPTQ partners in this process will be the Rural Learning Center (RLC) and the American Indian Institute for Innovation (AIII). On a larger scale, both of these partners will develop collaborative relationships and facilitate communication between high-needs schools and LEA's, local Institutes of Higher Education, and local communities served by these high-need schools. At the local level, they will work with new teachers, mentors, veteran teachers across schools, administrators, college faculty, and local community members in doing the same. In addition, RLC and AIII will build a support structure for participating teachers, providing, for example, offerings that address strategies for settling in and adapting to local school culture, understanding the impact of and adapting to local community culture, and creating an arena for

participants and others to discuss their educational mission and goals. This expanded learning community will provide the structural, social, and cultural support that new teachers need in order to more effectively serve students (DuFour Et al. 2005; DuFour 2004; Watkins and Marsick 1999; Hughes, Teresa, 2006). This support system is particularly important within Native American communities, where cultural norms and mores may be quite different from those from which participating teachers may come. It is also important in economically disadvantaged schools, as teachers are more likely to leave those with high concentrations of poor students (Borman, Geoffrey, 2008). Research clearly shows that higher teacher turnover rates are associated with lower student achievement scores. As such, the SDPTQ program's positive impact on retention, through support and other services, will likely improve the achievement of participating students. By providing a greater understanding of students, families, and the larger community, the SDPTQ program will also improve the ability of teachers to connect and educate a diverse group of students, improving both student and teacher achievement levels. Ultimately, schools must close the teacher quality gap in order to close the achievement gaps found among students (Barnes, et. al., 2007). By providing, supporting, and retaining highly qualified teachers within high-need schools, the SDPTQ program will provide students the means to educationally succeed.

Systemic Change

Working with 19 high-need LEA's, the SDPTQ program will be able to directly impact roughly 12% of all South Dakota public school districts.¹⁴ Geographically, participating LEA's

¹⁴ The South Dakota Department of Education reports that in the fall of 2008, there were 157 public school districts in the state. Data retrieved at <http://doe.sd.gov/ofm/fallenroll/documents/WEBPublicbydistrictPK-12.xls>.

span the entire height of the eastern half of the state (east of the Missouri River), and are distributed throughout the southern portion of the state in the west (A map of participating SDPTQ LEA's is included in Appendix D—Other Attachments).

Currently, few comprehensive strategies are utilized in South Dakota that both train pre-service and support in-service teachers in their critical first years in schools. The SDPTQ program will therefore provide a robust and effective program and partnership model that other districts in the state may replicate. As the SDPTQ program increases the number of participating teachers and mentors, incorporates a larger number of veteran teachers in professional development or collaborative activities, and expands its learning community education and communication tools, the SDPTQ program will have an even larger impact on rural South Dakota schools. The online learning and professional development tools are flexible and capable of expanding to include and serve new and veteran teachers across the state, thus creating a global learning community.

Sustainability

As designed, the SDPTQ pre-baccalaureate program, with its increased curriculum requirement and augmented clinical program,¹⁵ matches the University of South Dakota School of Education's preexisting plans to increase the rigor of their teacher training programs. As such, the School intends to leave program changes in place beyond the grant funding period, and will further refine and improve the model based on program assessments. The two-year induction program will perhaps be the most difficult component to sustain, as it provides monetary support and release time to participating new teachers and mentors. However, the

¹⁵ The clinical component matches the School of Education's plans to expand their student teaching program.

significant impact this program will have on teacher performance and retention will provide a strong incentive for schools to continue this compensation for teachers. Indeed, research shows that successful induction programs, and the corresponding increase in teacher retention rates, actually saves schools money (Brown, et. al., 2008; Barnes, 2007). As stated in the memorandum of agreement, all SDPTQ partners understand that they are expected to continue program services beyond the life of the grant, and all partners are committed to obtaining financial support to do so. Many of the program's components, including the virtual learning tools and the collaborative learning atmosphere established, are entirely sustainable from the start and will require little to no additional support at the end of grant funding. By training new and veteran teachers in teaching techniques that are effective in rural South Dakota schools, and providing sustainable professional development opportunities, the SDPTQ program will help ensure that high quality teachers are serving across the state, and that supportive learning communities are available to future teachers.

QUALITY OF THE MANAGEMENT PLAN (15 points)

Management Plan

The SDPTQ program includes a diverse group of partners, that include the Mid-Central Educational Cooperative, the South Dakota Department of Education's Office of Indian Education, the University of South Dakota's School of Education, the University of South Dakota's College of Arts and Sciences, the University of South Dakota's College of Fine Arts, the University of South Dakota's Office of Institutional Diversity, the Rural Learning Center, the American Indian Institute for Innovation, and BC Kuhn Evaluation, LLC.

South Dakota Partnership for Teacher Quality (SDPTQ)

Drawing on the experience of the proposed leadership and management team, and in accordance with federal guidelines, we have designed a management plan that is adequate to achieve the goals and objectives of the project on time and within budget.

The management plan includes clearly defined responsibilities, timelines, and milestones and allows flexibility to meet the needs of our participants. The plan includes:

- A diverse group of committed partners;
- Strong coordination and leadership from experienced staff;
- Services designed to meet the needs of our participants;
- A complete timeline for developing, implementing, and evaluating all grant components;
- Comprehensive procedures for evaluation and feedback to ensure successful implementation, continuous quality, and program improvement; and
- Regularly scheduled meetings with program partners and stakeholders.

Personnel

One of the greatest strengths of the SDPTQ program proposal is in the quality and expertise of the personnel who will carry out the program and activities. Our key personnel are the principal investigator, project director, and professional development coordinator/ project coordinator. In addition, individuals from the Rural Learning Center and the American Indian Institute for Innovation will direct community services for the program, and an external evaluator will be hired as a subcontractor. Resumes are located in Appendix D—Other Attachments section of the grant application. A brief description of the professional training and experience for key personnel and external evaluator are as follows:

Principal investigator, Dan Guericke, holds a Master's degree in school administration and has over 28 years of experience as a leader in education. Mr. Guericke is currently the

director of the Mid Central Education Cooperative –an organization that works to enhance educational services and opportunities for South Dakota K-12 students. Since 2005, Mr. Guericke has also served as a partner and advisor on the South Dakota GEAR UP state grant, where he provides such services as fiscal oversight, coordination of professional development, and capacity and partnership building. Mr. Guericke has also served as superintendent and secondary principal in South Dakota. He has a strong background in grant and educational administration, and these skills, along with his background in the K-12 educational system, will be critical to effectively serving program participants within high-needs rural LEA's.

Project director, Garreth Zalud, holds a Doctor of Philosophy degree in Reading from the University of Georgia and has over 30 years of experience in the education field. Dr. Zalud currently serves as both Chair for the University of South Dakota, School of Education's Department of Curriculum Instruction and Director of the University of South Dakota's Reading Recovery Training Center. Dr. Zalud brings a wealth of scholarly experience to the team. He has authored or co-authored over 70 publications and delivered over 130 presentations throughout the region, nation, and beyond on topics in the education field. Dr. Zalud has also provided consulting services to organizations such as the South Dakota Department of Education and Cultural Affairs and the Oceti Sakowin Educational Consortium. As Director of the University of South Dakota's Reading Recovery Training Center, Dr. Zalud is responsible for the direct operation of the center and, for example, collaborates with school districts interested in implementing reading recovery programs; provides field assistance to school districts affiliated with the center; recruits, hires, and evaluates staff; and seeks funding for continuing the center's services. As Chair for the Department of Curriculum and Instruction for Elementary Education, Secondary Education, Special Education, and Technology for Education, Dr. Zalud oversees the

division and ensures that operation standards are implemented, directs faculty workload and financial resources, mediates conflict, and develops consensus about the future direction for the Division. Dr. Zalud's leadership and decision-making skills will be crucial to an effective implementation of the SDPTQ program, and his experience with and comprehensive knowledge of the University of South Dakota's School of Education teacher training programs will prove valuable in this process.

Professional development coordinator/ project coordinator –to be hired. The SDTQP program will recruit and hire for this position. Minimum qualification include 1) Masters degree in education with a minimum of three years experience in a state education agency, PreK-12 school, or college or university that prepares educators, 2) demonstrated ability to interpret complex material and to communicate verbally and in writing, 3) at least three years of leadership experience in an educational environment, and 4) South Dakota Professional Educator's License or ability to obtain one. In addition the following qualifications are desired: 1) Doctorate of Education or abd –all but dissertation, 2) working knowledge of teacher licensure systems, mentoring, and coaching programs, 3) demonstrated skills and experience in working with teacher instructional practices, classrooms, core curriculum standards, and student achievement, 4) knowledge of education issues and trends concerning schooling and educator preparation performance 5) the ability to establish working relationship with target schools, program candidates, and target communities, and 6) demonstrated analytical and research skills, including program assessment.

Dr. James Beddow will direct and coordinate the Rural Learning Center's partnership activities, including partner relationships; development of professional development and capacity building strategies; creation of a project-wide virtual network; and college, school, and

community collaborations. Dr. Beddow holds a Doctor of Philosophy Degree in rural history from the University of Oklahoma, and currently chairs the Board of Directors of the Rural School and Community Trust, a national organization that focuses on capacity building resources for rural schools and communities, with particular attention to resourcing professional development for teachers in rural settings. Dr. Beddow is also a founding Director of the Rural Learning Center, an organization committed to fostering collaborative and meaningful change within rural communities. During his teaching and administrative career, Dr. Beddow's work with school administrators and faculty has covered a wide variety of topics, including teacher preparation and evaluation, professional development, school finance, school district consolidation, and school/community collaborations. During his tenure as President of Dakota Wesleyan University (1981-1994), he led a community planning process that resulted in building a public elementary school on the college's campus. Dr. Beddow's significant experiences in rural educational settings, and work with educators from K-12 through higher education will provide unique and valuable resources for the SDPTQ program. The Rural Learning Center, which has worked with over 70 rural communities on the Great Plains project, will also bring a strong set of assets to the project.

Stacy Phelps will direct and coordinate the American Indian Institute for Innovation's (AIII) partnership activities. Mr. Phelps is an enrolled member of the Sisseton-Wahpeton Dakota Nation. He holds a Master of Science degree in Computer Educational Technology and is currently working toward his Educational Doctorate in Adult and Higher Education. He is the Chief Executive Officer and founder of AIII, a South Dakota based Indian organization that develops and implements solutions that focus on increasing the number of students who graduate from high school and continue onto post-secondary opportunities. Mr. Phelps also serves as a

Senior Program Manager for the Mid Central Educational Cooperative, and as the program coordinator for the South Dakota GEAR UP grant. Mr. Phelps has written, directed, or managed over [REDACTED] for projects focusing on increasing the college attendance rates of Native American students and the number of American Indian professionals in STEM disciplines. Mr. Phelps, for example, has founded and expanded a successful summer residential pre-college enrichment program, focusing on Native American youth that has made astonishing gains in high school graduation and college going rates. Mr. Phelps brings a strong commitment to improving the education of Native American students, and his experience and solid track record within Native communities will ensure the program's effectiveness within high-needs schools in these communities.

External evaluator, Ms. Brinda Kuhn, who has over twenty-eight years of experience in education and technology, will provide the external evaluation services for this project. She holds a Master of Science degree in Interdisciplinary Studies with a concentration in geo-cultural education, and is Chief Executive Officer of BC Kuhn Evaluation, LLC. Ms. Kuhn currently serves as the appointed lead evaluator for the South Dakota GEAR UP state grant and the South Dakota College Access Challenge grant. In addition, she holds the same post for two National Science Foundation grants awarded to Oglala Lakota College located on the Pine Ridge Reservation in South Dakota. Prior to these positions, she acted as a Senior Program Officer at the Academy for Education Development (AED) in Washington, DC. Her responsibilities included data collection, evaluation, and reporting services for fourteen GEAR UP state and partnership grants. Many of Ms. Kuhn's data collection tools and data-driven decision-making strategies are currently employed by similar programs throughout the United States and internationally. Her objective and thorough evaluation strategy, and well-respected reputation in

South Dakota native and non-native educational communities, will ensure an effective evaluation of the SDPTQ program.

In addition to these key personnel, the SDPTQ program will recruit and hire a budget specialist, clinical and induction faculty mentors, program recruiter/ advisor, and induction coordinator.

Personnel Responsibilities and Time Commitments

Principal investigator (PI), 12-month part-time (20%) position. The Mid Central Educational Cooperative provides this position as match. In addition to providing overall leadership and direction for the project, primary responsibilities include general oversight for all grant components including budget expenditures, match, evaluation, and reporting.

Project director (PD), 12-month part-time (20%) position. USD provides this position as match. Responsible for overall implementation of the SDPTQ program. Additional duties include direct coordination with all SDPTQ partners to ensure grant compliance. The project director provides leadership and direction for implementing grant timelines and operating procedures. In addition, the project director will lead the search for additional and continued funding.

Professional development coordinator/ project coordinator (PDC/ PC), 12-month full-time (100%) position. SDPTQ funded position. Responsible for working directly with the participating high-needs schools, encouraging participation, meeting with school personnel, identifying master teachers, facilitating collaboration between participating high-needs school, providing professional development to clinical mentors, providing mentoring instruction, coordinating clinical faculty members, and assisting with the transition of participants into

employment (See Appendix D–Other Attachments for a complete job description). The professional development coordinator/ project coordinator reports to the project director.

Program recruiter/ advisor (PRA), 10-month full-time (100%) position during years 1-4. Responsible for targeted recruitment of participants from the communities of participating high-need LEA's, creating recruiting materials, visiting participating high-need LEA's and schools, encouraging students in these schools to enter the field of teaching, and communicating with regional career centers to locate prospective participants. The PRA will also assist students with program admission, developing resumes and professional portfolios, and serve as liaison between participants and program partners (See Appendix D–Other Attachments for a complete job description). The program recruiter/ advisor reports to project director.

Clinical faculty members (CF), 9-month full-time (100%) position. SDPTQ funded position. Responsible for providing university coursework, within participating high-needs schools, during the clinical year, supervising SDPTQ participants, demonstrating/ modeling various instructional methods, communicating across sites to identify excellent examples of instruction, and meeting weekly with all student teachers in groups or individually (See Appendix D–Other Attachments for a complete job description). Clinical faculty members will report to the project director.

Induction coordinator (IC), 11-month full-time (100%) position (years 3-5). SDPTQ funded position. The induction coordinator will provide services for SDPTQ participants hired by, and serving in, participating high-need schools. Responsible for working with participating schools to establish building-based mentors, providing professional development for teachers and mentors, providing observation and consultation for teachers, obtaining data to assess teachers, and providing the tools and the expertise necessary so that teachers may modify their

practice and increase their impact on student learning and achievement (See Appendix D–Other Attachments for a complete job description). The induction coordinator reports to the project director.

Budget specialist (BS), 12-month full-time (100%) position. SDPTQ funded position. Responsible for managing all grant fiscal components including expenditures, match, contracts, drawdowns, monthly reconciliations, and audits. The budget specialist will report to the principal investigator.

Timeline

Timelines for specific activities have been designed to 1) ensure we recognize the interrelatedness of tasks, 2) establish target goals for implementing major activities, 3) ensure project coordination of effort and leveraging of services, 4) establish points in time to review project status and budget expenditures, and 5) ensure feedback and continuous improvement in the program’s operations. The time commitments of the identified personnel are appropriate and adequate to meet the goals and objectives of the proposed project.

Project Timeline, Year 1:

Major activities	Milestones	Responsible party	Timeline
SDPTQ Faculty and staff are hired.	Faculty and staff begin providing services.	PI, PD	Year 1
Online communication system is established.	Participants and stakeholders access and utilize the online system for program communications.	Rural Learning Center	Year 1
Recruit 10 participants into the pre-	Participants are identified and recruited.	PRA	Year 1

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baccalaureate program.			
Implementation design finalized, coordinated services begin.	Services and activities at the University of South Dakota begin implementation.	PDC/ PC and all partners.	Activities are ongoing and provided year-round.
Data collection.	Collect project baseline, target, and other data, including activities and budget.	All partners and Evaluator	Data collection will be ongoing.
External evaluation.	Formative evaluation.	Evaluator	Dates to be determined by the evaluator and program management.
Annual performance report	SDPTQ submits an annual performance report to the US Department of Education.	Evaluator	Dates to be determined by the US Dept. of Education.

Project Timeline, Years 2-5:

Major activities	Milestones	Responsible party	Timeline
Recruit 15 participants in year 2, 20 participants in year 3, and 25 participants in years 4 and 5. The 10 participants recruited during year 1 are enrolled and begin participating during year 2.	Participants are identified and enrolled for the following grant year.	PRA	Ongoing

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Orientation and program enrollment meeting for all participants.	Participants are made aware of program and service requirements, and sign participant program agreements.	PRA, PDC/PC	Month prior to each academic semester.
On-going implementation and coordination of services.	Services and activities are implemented with full participation.	PDC/ PC and all partners.	Activities are ongoing and provided year-round.
Orientation for the clinical period (years 3-5).	Meeting to ensure that eligible participants are aware of service opportunities in high-needs LEA's.	PI, PC, PD, PDC/ PC, PRA, CF	Month prior to serving in high-needs LEA's.
Orientation for the induction period (years 4-5).	Meeting to ensure that certified and highly qualified graduates are aware of employment opportunities in high-needs LEA's.	PI, PC, PD, PDC/ PC, PRA, IC	Dates to be determined to meet the needs of graduating participants.
Data collection.	Collect project data including activities and budget.	All partners and Evaluator	Data collection will be ongoing.
External evaluation.	Formative and summative evaluations.	Evaluator	Formatives August 1 – September 30 of every year. The summative evaluation will be prepared at the close of year 5.
Annual performance report	SDPTQ submits an annual performance report during years 2-4, and a final performance report at the close of year 5, to the US	PI, PD, PDC/PC, BS, Evaluator	Dates to be determined by the US Dept. of Education.

	Department of Education.		
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Budget Adequacy and Reasonable Costs

The budget is adequate to support the program, and the costs are reasonable in relation to the number of participants being served and the anticipated results and benefits. Grant funds will be spent during the year in which they are listed in the detailed budget, and all required records will be kept on file. All items in the federal and non-federal (matching) budgets are allowable in accordance with EDGAR. The SDPTQ detailed budget and budget narrative is provided in the budget section of this application and reflects a thorough, creative, and economical approach to implementing the services that meet the goals and objectives of the SDPTQ proposal. The budget is a reflection of a very carefully coordinated effort between all partners to maximize the use of current resources and minimize the duplication of effort. *(Gen. App. Req. Checklist 1Eii)*

Program Resources

The SDPTQ program includes a diverse group of partners that support SDPTQ goals and objectives and are committed to working together, and providing the necessary resources to 1) **develop highly qualified teachers, and place and retain these teachers within high-need elementary and secondary South Dakota schools,** and 2) **develop and implement an innovative collaboration between an Institute of Higher Education, high-need LEA’s, and the rural communities served by these LEA’s.** The partners have defined the scope of the services and activities and the role each will play in implementing services. Program partners will integrate funds from other related resources, and as solidified by the memorandum of agreement, partners are also committed to obtaining financial support beyond the five-year TQP funding period to continue program services *(Gen. App. Req. Checklist 1Ei, iii)*

Communication and Oversight

Clear lines of communication and oversight have been developed to ensure effective implementation of high-quality services and measurable progress toward project objectives. Meetings include monthly project staff meetings at USD, monthly conference calls and semi-annual face-to-face meetings with program leadership and all partners. These meetings allow partners and stakeholders to share information and resources, identify and discuss obstacles, review grant progress, and make recommendations for project improvement.

With a strong leadership core and seasoned professionals, the SDPTQ program is ready to immediately implement the grant with no delay in start-up.