PARTNERS NEEDS ASSESSMENT

The *Heritage 105 Project* will serve the children, families, and educators of Yakima County, a rurally isolated county in South-Central Washington State. Our community has consistently been faced with dire and endemic poverty, resulting primarily from an unpredictable agricultural-based economy that produces low waged, highly hazardous, and seasonal employment. Yakima Co. has the **2nd highest** poverty level (20.7%) in the State[1] and the **5th lowest** weekly wage for large counties in the nation[2]. Statewide, Yakima Co. has the **highest** rate of residents on social and health services (**52%**)**;** a Food Stamp recipient rate that is **double** the statewide average (**250.32** vs. 121.43 per 1,000); and our children are **twice** as likely to live in poverty, **33%** more likely to receive Medical Assistance, and **18%** more likely to live in a household where English is not spoken.[3] Educational scarcity is evidenced by the fact only **10%** of Yakima Co. adults possess a BA. Though our ag-based economy provides subsistence livelihoods, it brings the dire need for social and educational support, especially for Hispanic and Native America communities who are particularly subjected to these adverse conditions. Hispanic immigrants provide **99.7%** of the agricultural labor force in Yakima Co.[4] Statewide, Hispanic youth in Yakima Co. represent a higher percentage of youth in poverty (**67.4%** vs. 21.2%), are more likely to live in single-parent households (**21.8%** vs. 16.5%), and make up most of the Limited English Proficient (LEP) children (**92.9%** vs. 49.3%). The Yakama Nation, composed of over 10,000 members and located on a 1.4 million acre reservation (sited mostly within Yakima Co.), also shares these hardships. Nearly **60%** of Native American students are LEP[5]**;** approximately **70%** of Native American families on the Yakama Reservation live in poverty[6]**;** and the dropout rate for Yakama Nation students is staggering – estimated at **73%**[7]. Considering even this cursory assessment of our community, it is not surprising that Yakima Co. is plagued by some of the lowest student achievement levels and highest teacher turnover rates in the State.

Research has shown that a highly qualified teaching workforce is the single greatest leverage point for ensuring that students achieve at their highest level, since differences in teacher capability can account for up to 90% of the variations in student learning[8]. Therefore, the partners involved in *Heritage 105* are taking a "root-cause" approach to address the single area that will have the biggest degree of impact on the future of our community – preparing the highest quality teachers possible to educate our children. The TQE grant opportunity affords us the opportunity to seek the level of resources required to implement, and research, a model that we believe will change the landscape of learning by changing how we prepare teachers as well as how we engage and support current teachers. The following table outlines each of the partners involved in *Heritage 105*. (Note: the name was selected to reflect to the significance of the collaboration between the two main partners– Heritage University and Educational Service District [ESD] 105)

	Partner	Roles, Responsibilities, & Commitments	
Required Partners	**Heritage University (HU)**	▪ Fiscal Agent ▪ Management of personnel, resources, timelines, and activities ▪ Ensure all learning objectives are met or exceeded. ▪ Assist with registration, financial aid, academic resources, etc.	▪ Ensure all candidates meet and exceed competencies for certification and all core teachers develop leadership and other expertise according to their needs ▪ Oversight of the parent engagement component ▪ Principle Investigator
	HU's School of Arts and Science	▪ Provide content specialists in middle school math and science ▪ Dean to serve on the project advisory board	▪ Attend all staff meetings ▪ Teacher preparation support in math/science education sufficient for candidates to achieve State competencies
	Schools Districts	▪ Identify schools, principals and teachers to participate in program ▪ Engage in orientation and all quarterly meetings as needed ▪ Ensure project protocols are implemented according	▪ Encourage principal leadership ▪ Support "core teachers" as mentors ▪ Support TLTs* in identified grades ▪ Support the "looping systems" ▪ Superintendents to serve on advisory board to the project
	Educational Service District 105 (high need LEA)	▪ Align ESD specialists with needs of project TLTs and parent groups ▪Assist with accountability and evaluation efforts ▪ Provide content experts Provide digital content expertise	▪ Provide leadership, start-up to fruition ▪ Assist in site and teacher selection ▪ Manage quarterly meetings, advisory board meetings, etc. ▪ Align resources with needs of TLTs ▪ Provide digital content expertise

Optional Partners	**Center for Strengthening the Teaching Profession**	▪ Leadership for Induction and Teacher Leadership aspects ▪ Link with the Center for the Study of Teaching and Policy at the University of Washington to assist with evaluation needs	▪ Multiple staff working on assigned project aspects in the areas of induction, teacher leadership, administrative support ▪ Provide focused assistance in the induction and leadership pieces.
	Washington Education Association	▪ State teacher union, represent and support teachers in the project ▪ Serve on advisory board Assist with TLTs moving with children from one year to the next	▪ Assist with the bargaining between LEAs and new teachers ▪Provide honest assessment of project outcomes quarterly; make recommendations for improvement
	* TLTs are the Teacher-Learning Teams, explained on page 6.		

HU is a rural, four-year, liberal arts university located in Toppenish, WA on the Yakama Indian Reservation. From its founding in 1982, HU's programs have been tailored to meet the needs of multicultural and isolated constituencies. Founded by a Catholic nun and two Yakama Indian Nation tribal members, HU provides critically needed educational opportunities for the people of Washington who are isolated from higher education. HU's mission statement still embodies the founding members' vision of serving diverse, marginalized, and isolated populations: *To change lives and communities by providing quality higher education to people who – for reasons of location, poverty, or cultural background – have been denied educational opportunities.*

As the only four-year accredited baccalaureate and graduate education institution located in south central Washington, HU is a pivotal force in providing access to K-8 teacher preparation degrees for the residents of Yakima Co., especially for Hispanic and Native American teacher candidates. In fact, of all the four-year universities across the state, Heritage serves the largest collective population of Native American and Hispanic pre-bachelorette and graduate students in the state – **53% Hispanic** and **9% Native American**. These figures reflect the education of underrepresented populations in numbers that vastly exceed comparisons for either Washington or the nation. This is of critical importance in the realm of teacher preparation since: 1) across the county, the K-8 student population is becoming increasingly racially diverse[9]; and 2) cultural

continuity within the classroom is of critical importance for the academic success of children[10]. The following table outlines the specific needs, gaps, and weaknesses at HU.

NEEDS ASSESSMENT FOR HU		
	Teachers	**Principals**
Preparation	▪ 48 teacher (BA); 46 teachers (MIT); 43 (Professional level certification); **Need:** More powerful classroom-based, pre-service experiences that translate into sustained service	▪40 principals **Need:** The state recently reduced funding which supported principal internships.
Ongoing Training	▪ Professional level certification ▪ Specialized workshops on student writing needs/interventions; **Need:** Greater contiguous relationships with our most high need LEAs	**Need:** Strategies for maximizing limited resources in high need areas. PD opportunities for principals that result in improvement in student learning and parent satisfaction
PD	▪ Continued development of PD for faculty in the use of technology for on-line instruction, university infrastructure and communications ▪Opportunities to advance their skills in data collection, data analysis and implications	▪Opportunities to talk and problem solve with principals in similar situation ▪ Continued exploration of strategies to increase 1) recruitment of minority candidates and 2) minority candidate scoring on standardized tests
Retention	▪.Approximately 85% of students admitted graduate and enter teaching (specific retention data not tracked)	▪Approximately 90% of student admitted complete certification (specific retention data not tracked)

The School of Arts and Science is another key partner. However, being such a small college (only 3.5 FTE with 1 FTE in math and 3 in science), they are limited in their capacity to provide adequate content expertise, especially the degree of which is required within this initiative.

ESD 105: One of nine statutory regional education districts in Washington, ESD 105 serves 25 school districts and 20 private and tribal schools in four rural counties. ESD 105 is defined as an LEA, by State definitions, and will act as the eligible high-needs LEA within this partnership. Since each of the partnering LEAs are rurally isolated, ESD 105 will play a pivotal role in providing educational, content, PD and technology resources they lack.

HIGH NEED SCHOOL DISTRICTS: Following a collaborative screening process examining socioeconomics, special needs factors, demonstrated willingness, and capacity to implement insti-

tutional reforms, out of 12 eligible LEAs, three of the most at risk, high-need, and geographically remote were selected – Mt. Adams, Mabton, and Highland.

The 3,000+ students that are served, annually, by these districts are educated in some of highest poverty and highest minority schools in the State; and, as research shows, are in desperate need of expert, high-quality teachers if their achievement and attainment levels are to improve[11].

NEEDS ASSESSMENT FOR LEA PARTNERS		
	Teachers	**Principals**
Preparation	▪ No induction program in any LEA	▪ Heavy on theory, light on practice
Ongoing Training	▪ Each LEA is part of Summit; however, most new teachers are not able to access the trainings.	▪ Limited opportunities for principals to participate in ongoing training
PD	▪ Limited funds for PD	▪ Limited funds for PD
Retention	▪ Attrition higher than State avg. ▪ High percentage near retirement	▪ Attrition higher than State avg.

DEMOGRAPHIC AND AT-RISK CHARACTERISTICS OF LEAS			
	Mt. Adams	**Mabton**	**Highland**
# of children (K-12)	982	1,002	1,173
Hispanic	28.0%	93.1%	62.9%
Native	64.3%	0.8%	1.1%
Special Ed.	15.1%	10.2%	12.4%
Meeting AYP	No (in step 2)	No	No
Bilingual	11.7%	37.6%	19.2%
Migrant	5.3%	29.5%	22.0%

2008-2009 WASL* RESULTS			
7th Grade Passing Results	**Mt. Adams**	**Mabton**	**Highland**
Reading	34.2%	38.9%	50.6%
Math	26.0%	23.6%	48.3%
Writing	50.7%	52.7%	57.5%
Science	10.2%	12.5%	32.6%
* WASL is a standardized educational assessment given as the primary assessment in Wash.			

QUALITY OF THE PROJECT DESIGN

Introduction/Overview

In order to address the needs, gaps, and weaknesses addressed above, *Heritage 105* will implement a collaborative and integrated teacher preparation project that will serve some of the most

vulnerable students, along with some of the most generous teachers, in Yakima, Co. Based on the collective evidence of scientific research in the areas of competency-based teacher preparation[12], teacher-learning teams[13], teacher induction[14], effective PD, and mechanisms for the recruitment of teachers from underrepresented groups, HU will radically reform how it *prepares* teachers and schools leaders, *partners* with educational agencies, and *supports* current practitioners. The impetus for such significant reform efforts stems from a humble recognition that the current models are not meeting the needs of schools, teachers, school leaders or students.

Though these reforms are described in detail below, the basic framework is: **Preparing –** HU will move away from: 1) a college classroom, "seat time" model, to one that is entirely field-based; and 2) the current teacher preparation curriculum to one that is entirely competency-based by utilizing the Washington State Standards for Teacher Competence (Standards V). Teaching-learning teams (TLT) will be formed, with current teachers and teacher candidates, who will assume the responsibility for eliminating the achievement gap. The project will prepare a minimum of 120 new teachers to be certified in K-8 education with specializations in either: mathematics, science, English language learning, or bilingual education. **Partnering –** ESD 105, the regional powerhouse for content expertise, will become a permanent partner at HU. A consortium of the HR departments from local LEAs will be established to continually inform HU of their hiring needs; statewide, CSTP and WEA are forming a permanent partnership with HU to ensure reform-oriented resources are consistently provided. **Supporting –** A scientifically-based induction program will be universally implemented within the partnering LEAs. CSTP will oversee teacher and administrator leadership. In-service classroom teachers who participate will be provided PD; they will learn the skills of mentoring and collaborative inquiry while having the opportunity to pursue advanced degrees, supported by the project in years 1-5.

APPROACH TO THE PRIORITIES (Note: this section mirrors the TQP required checklist)
Pre-Baccalaureate Preparation of Teachers

(1)(i)(I) HU currently prepares prospective teachers using the status quo model most teacher preparation programs across the nation utilize; it entails three semesters of educational course-work, internships, and a semester of student teaching. Through the *Heritage 105*, HU will reform almost every component, both major and minor, of its teacher preparation program to ensure every teacher candidate becomes "highly qualified." The most significant reforms are as follows:

1) Teacher candidates will begin their pre-service preparation immediately upon the completion of their general education requirements, completing their course work in an *entirely* field-based model. As such, when teacher candidates begin working, it will be as if they are third year, versus first year, teachers. Most importantly, they will experientially understand that effective teaching is collaborative and seek resources and support to ensure the success of their students.

2) Field-based, pre-service teacher candidate preparation will be directly supported by, and enhanced through, TLTs. "Sets" will be composed of either three pre-bach teacher candidates or three MIT teacher residents and an in-service teacher, who will act as a "mentor;" who will act as lead team member/mento/co-teacher. There will be 3-4 TLTs in each of school buildings, each serving approximately 25 students. TLTs will be supported by content experts at ESD 105, PD experts at CSTP, and union contract experts at the WEA. TLTs themselves are designed to support *both* teacher candidates **and** the K-8 students in the classrooms; TLTs will choose "learning priorities" based upon the immediate needs of the K-8 students in the classroom and those "needs" will serve as a platform to prepare and train candidates on specific issues. Furthermore, semester-long learning goals will also mirror the age-appropriate, developmental continuum of K-8 students (assessed through progress monitoring). The **fidelity mechanisms** ensuring that candidates are progress towards the goal of becoming "highly qualified" will be: **1)** daily plan-

ning meetings of the TLT at the beginning and end of each day to identify daily student priorities and to assess progress toward those goals; **2)** weekly candidate meetings (of all TLT candidates) on Wednesdays to on deepen content knowledge and consider the impact of teaching strategies based on case studies emanating from classroom experiences; **3)** monthly PD and leadership sessions with CSTP; and **4)** quarterly meetings with all TLTs and support staff.

3) To be considered "highly qualified," locally, requires the skills necessary to eliminate the achievement gap. Therefore, reform efforts have been designed to develop a "looping system." Through this system, TLTs will move up with the students they teach in 2- to 5-year cycles, staying with a particular group of students versus the status-quo system where students "start over" with a new teacher each fall. TLTs will directly assume accountability for the academic progress of all K-8 students, ensuring that no student in this project falls below expected academic norms (thus eliminating the achievement gap). This allows teacher candidates to be intimately involved in addressing this issue from day-one. With regards to the "looping" system, it will be flexible and organic based upon the needs and structure of the buildings within an LEA. Two models will be utilized: A) the entire TLT moves up with the students they teach; or B) only the teacher candidate's move with the K-8 students while the core teacher remains at their original grade level. Regardless of the model, buildings will form whole "cohorts" – K-3, 4-5, 6-8, etc. – where it becomes everyone's responsibility for eliminating the achievement gap. As candidates prepare to graduate, new ones will replace them in the TLT during a substantial "overlap period" where new candidate become familiar with each student's needs, goals, and preferred learning modes.

4) To be "highly qualified," teacher candidates need to understand "how" they are performing and *Heritage 105* will reform how this is done. HU currently uses three variations of a pedagogical performance assessment (PPAs) to evaluate teachers. Per State requirements, content compe-

tency is assessed using State-created, content specific, standardized tests – Washington Educator State Tests (WEST-B) for basic knowledge and the WEST- E for content specific knowledge. HU will continue to use these pedagogical assessments, standardized tests, and weekly assessment of teacher performance goals and outcomes. Additionally, core teachers and *Heritage105* Faculty will collect evidence of competencies, allowing pre-service teachers to move through the process at their own speed. Teacher candidates will be "mentored" on these assessments, ensuring they are able to incorporate this information into the process of becoming "highly qualified." **5)** The partnership reforms will also support *each* teacher candidates to receive an additional competency in mathematics, sciences, bilingual education, or ELL; thus becoming better equipped to be a "high quality" teacher in high-needs, rural school districts.

(1)(i)(II): See the Standards V Chart; **(III):** Not applicable, **(1)(ii)** See the Standards V Chart.

(1)(B)(i) The HU teacher preparation program will switch to a competency-based curriculum by utilizing the Washington State Standards V. Though teacher *preparation* has not yet taken this leap in Washington, this approach mirrors the teacher *certification* and National Board Teacher Certification processes in the State, which are competency-based systems. This approach will also align student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA of 1965 and section 614(d)(1)(B) of the IDEA. As such, all candidates certified will have mastery of the competencies necessary to be effective at teaching students with disabilities and utilizing IEP systems. The Standards V will also ensure candidates master strategies important to LEP students and competencies in math and science. Academic credits and grades will be based on the demonstration of the competencies, not on the completion of traditional coursework. (Standards V chart below).

(1)(ii)(I-VI): All addressed through the utilization of the Standards V as curriculum.

STANDARDS V				
Standard 5.1: Knowledge of Subject Matter and Curriculum Goals				
Teachers must understand:	**Evidence: Teacher**	**Accountability**	**Evidence: Student**	**Accountability**
A. Content driven. Students develop problem-solving skills in content areas with reading, written and oral communication, and tech. **B. Aligned with curriculum standards and outcomes.** Students must know the learning targets and progress. **C. Integrated across content areas.** Students learn subject matter content if integrated w/ mathematical, scientific, and aesthetic reasoning. **D. Informed by standards-based assessment.** Students benefit from systematic learning that analyzed with formative and summative evals. **E. Intentionally planned.** Students benefit from personal, standards planning. **F. Influenced by multiple instructional strategies.** Students benefit from personalized instruction that addresses their ability levels and cultural/linguistic backgrounds. **G. Informed by technology.**	▪ The content in the unit plan reflects enduring understandings and depth of thinking which is aligned with curriculum standards. ▪ The candidate provides opportunity for integration of reading, writing, and mathematics across content areas. ▪ Assessment selected provide useful info. ▪ Assessment results inform instruction. ▪ Plans are made to move students who are not at standard to standard. ▪ Instruction is designed purposefully considering context, the standards base, and research base. ▪ Focus on student learning strategies to reach the standard. ▪ Integrates technology into instruction and assessment.	▪ Pedagogical Performance Assessment (PPA) ▪ Assessment plans included in instructional planning. ▪ Notes from TLT sessions include analysis of student results and plans for future instruction. ▪ Targets and schema included in instructional plan ▪ Multiple learning channels employed in instructional plans ▪ Technology employed in instructional plan ▪ Instruction differentiated based on learning styles and capabilities of students	▪ Communicate the learning targets and their progress toward them. ▪ Communicate the support and resources that can be accessed to help them achieve the learning targets. ▪ Articulate the thinking strategies used to achieve learning targets. ▪ Review their performance and set personal learning goals based on those assessments. ▪ Communicate the relationship between assessments and learning targets. ▪ Use a variety of learning strategies and can explain the effectiveness of their choice. ▪ Articulate how proper and efficient use of technology enhances learning.	▪ Student products or performances with rubrics for assessment ▪ Students participate in their own learning goals and can articulate their targets. ▪ Students can articulate learning achievements and learning needs. ▪ Students demonstrate the use of multiple learning strategies, can make appropriate selection of strategies, and can explain their choices. ▪ Students demonstrate the use technology and can explain how it helps their learning.

Students benefit from instruction that utilizes effective technologies.				
Standard 5.2: Knowledge of Teaching Teacher candidates positively impact student learning that is:				
A. Informed by standards-based assessment. Students benefit from systematic learning that is analyzed with formative and summative evals. **B. Intentionally planned.** Students benefit from personal, standards planning. **C. Influenced by multiple instructional strategies** Students benefit from personalized instruction that addresses their ability levels and cultural/linguistic backgrounds. **D. Informed by technology.** All students benefits from instruction that utilizes effective technologies and is designed to create tech proficient learners.	▪ Select and use assessments that provide meaningful information. ▪ Assessment findings are used to inform goals, sequences and strategies. ▪ Can move student from where they are to meeting the identified goal in a reasonable timeframe. ▪ Can identify instructional strategies and can monitor the outcome of each strategy. ▪ Uses technology to monitor student progress, to organize materials to keep track of measures.	▪ Wednesday review of all student learning objectives. ▪ Daily feedback from core teacher and peers. ▪ Quarterly review of candidate goals as related to 5.2	▪ Students know and can tell the purpose of assessment activities. ▪ Identify their target goals and intermediate steps for achieving goals ▪ Can communicate how they are most likely to learn and what their responsibility to learn. ▪ Can explain the choice they make to participate in learning ▪ Can use technology for monitoring their own progress, for communicating with peers and parents, and for the purposes of accessing information	▪ Student products or performances with rubrics for assessment ▪ Students meet daily with one or more members of the TLT to identify learning priorities and progress.
Standard 5.3 Knowledge of Learners and their Development in Social Contexts				
A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies. **B. Classroom/school centered.** Student learning is connected to communities	▪ The instructional plans reflect the context of the learner, including individual variables. ▪ Teaching practices are modified by contextual information including assessment results and	▪ Describe classroom and student characteristics in instructional plan. ▪ Candidates differentiate instructional plans in response to assessments and community context. ▪ Democratic classroom	▪ Communicate the development and maintenance of a learning community. ▪ Communicate how the learning from a series of lessons connects with communities within and	▪ Students can identify class members who can help them and whom they can help. ▪ Students can identify examples of how they can apply their learning outside the school or where other

within the classroom and the school, including knowledge and skills for working with others. **C.** Family and Neighborhood centered. **D.** Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected society.	community context. ▪ Classroom reflects democratic principles. ▪ Lesson plans reflect understanding of research based best practice, demonstrate reflection and adjustment of instruction, and lead to identification of areas for professional growth	management demonstrated through student involvement in establishing classroom rules and addressing concerns. ▪ Instructional plans incorporate cooperative learning strategies. ▪ Notes from TLT meetings or journals demonstrate reflection and lead to self-generated ideas for growth.	outside of the school.	people use their learning within and outside the school.
Standard 5.4: Understanding of Teaching as a Profession				
A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting. **B.** Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers. **C.** Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.	▪ Participate in collaborative learning communities and develop collegial relationships. ▪ Complete regular needs-based self reflection resulting in a professional growth plan. ▪ Demonstrate dispositions that enhance learning and PD ▪ Abide by the Washington State Code of Professional Conduct. ▪ Understand the issues related to abuse and neglect and mandated reporting procedures.	▪ Candidates and core teachers participate in teaching-learning teams within their classroom on a daily basis, with weekly meetings with the other teams ▪ Reflection within the teams; e before and after school; feedback in Wednesday seminars used to draft a professional growth plan. ▪ Dispositions assessed by the teaching-learning team using the Heritage University Disposition Assessment Instrument.	N/A	N/A

(1)(B)(iv) See pages 15 for induction. **(v)** The hiring objects within the partnering LEAs are to hire teachers of color who are proficient in the areas of math, science, and literacy. The current admissions goals and priorities for HU are to recruit Hispanic and Native American candidates into teacher preparation programs and offer them a program through which they may become master teachers in high-need schools. This goal is consistent with the needs of LEAs. These admission goals are directly inline with HUs mission and achievable considering their strong community relationships and the trust given to HU by both local Native American and Hispanic community members. While the project has a rigorous set of admission goals, it should be noted that the selection process will be non-traditional in nature. It will involve intense interviews, discussions of personal and professional commitment, ability to communicate "truth to power" and to receive and respond to feedback in timely and mature manners. Such personal competencies as time management, ability to manage one's personal and professional agendas will be considered in candidate selection. Traditional measures will include past work experience success, recommendations of co-workers (competitive preference priority 3). **(1)(B)(vi)** Not applicable.

(2)(A)(i) The entire teacher preparation program will move away from a traditional "seat-time" model, located at HU, to an entirely field-based, clinical learning model within high-needs LEAs. These will be year-long and last approximately two years. **(ii)** The design of the TLTs ensures each teacher candidate receives closely supervised interaction between four sets of educational experts: 1) faculty from HU; 2) experienced teachers, principals, and administrators at the LEAs; 3) content experts from ESD 105; 4) CSTP.

(2)(B) Addressed through the Standards V curriculum**.(C)** See page 15, the induction program.

(2)(D) Once a teacher candidate completes their pre-requisites, are accepted into the teacher candidate program at HU, they will begin their clinical-based teacher preparation.

(2)(E) The "course work" will be the Standards V and designed to demonstrate mastery on all competencies for certification while completing other HU requirements.

(2)(F) Since the induction program will begin from day-one of a candidates pre-service clinic, throughout the entire program teacher candidates will have the opportunity to become intimately aware of the inner operations and culture of that building. As such, candidates will not be received as "visitors" for a short time, but full-time colleagues who are learning to teach while they *are* teaching. Candidates will be considered full-time assets to each classroom and each school.

(2)(G) Each of the partnering are designated as rural, providing them with two years of experiential learning in these environments.

(2)(H)(i) The TLT offers several "release time" advantages. From the team of four (3 candidates and the core classroom teacher), one will always be available to lead the class should others need to step away for out-of-class learning. Additionally, since four quarterly program meetings are scheduled, funds are earmarked to allow LEAs to hire substitutes for coverage. **(ii)** Faculty loads for this project will be calculated on the number of students served, the number of academic credits produced, the geographic location and unique needs of each TLT. The project seeks funding for three faculty during years one and two and then assumes responsibility thereafter. HU administrators and faculty have agreed to forgo the traditional policy for calculation of faculty load since the amount of faculty time necessary for successful program implementation will become more evident after year two. **(iii)** The TLT model moves away from a hierarchical "mentor" model, with one figure as the "mentor." Instead, "coaching" becomes everyone in the TLTs responsibility. However, *Heritage 105* recognizes that core, in-service teachers will have

additional responsibilities within this program for ensuring the adequate preparation of candidates. As a result of participation, in-service teachers will receive an academic stipend equivalent to 12 graduate credits per year. Teachers who do not wish to pursue further graduate education may use the stipend to support other PD activities which will advance their career.

(3) Induction Program: The leading agency across the state dedicated to building a strong, supportive and effective teaching force is CSTP, an independent, nonprofit organization that supports research and promotes policies and practices to ensure all students in Washington are taught by highly skilled teachers. *Heritage 105* will partner directly with CSTP's New Teacher Alliance who will implement a scientifically-based, universal induction programs.

With regards to design, two recent papers drawn from different sources—*Recruiting New Teachers* and *The Alliance for Excellent Education*[15]— describe nearly identical criteria for establishing comprehensive induction programs. The *Heritage 105* induction program will align directly with those criteria, and the State standards established by CSTP in 2005, to offer the following supports: **1)** hiring; **2)** orientation; **3)** mentoring; **4)** and PD. Based on current best practice, a candidates induction begins when they enter the program and will continue through their third year of teaching – essentially lasting five years.

HIRING, TEACHER RECRUITMENT/ RETENTION: The critical need for effective hiring practices is best reflected by a quote from Susan Moore Johnson, writing, "If we don't figure out how to recruit and support these new people, we will lose them, and the whole fabric of the schools will unravel. We will find that we are running organizations filled with short-term workers. ... As a society, we just can't afford that.[16]" To address this issue, a "Teacher Recruitment Subcommittee," part of the Advisory Board, will be established immediately upon award notification and composed of HR staff at each LEA, HU, and ESD 105. This subcommittee will "have their fin-

ger on the pulse" of what the hiring needs are and will ensure that fluid and flexible measures are in place to address the particularities of the constantly changing "in-class" needs of an LEA. This subcommittee will be responsible for developing a "pipeline process" for teacher recruitment that will target three "groups": career changers, college juniors and seniors majoring in the target fields who are "on the fence" about teaching, and long-term substitutes with preliminary licenses who need to obtain full licensure. The subcommittee will be able to continually analyze employment needs, provide an information-rich recruiting process, and use a shared decision making process to place teachers in assignments appropriate to their experience and needs.

ORIENTATION: As research shows, effective and high quality orientations "set the tone" for a new teachers experience and the *Heritage 105* orientation process is designed to introduce teachers to their district, school and colleagues—and to the tools/resources needed to be successful. New teachers will benefit from participation in an orientation to the school and district beliefs and practices—before their teaching responsibilities begin and will continue throughout the year[17]. For the novices who earned their certificate through the *Heritage 105* program, orientation will be virtually unnecessary. For novices hired from outside *Heritage 105*, it will be especially critical to provide a solid orientation to the specific environment of classrooms.

MENTORING & PD: While all teachers need high-quality PD, new teachers have specific and unique needs[18]. PD for beginning teachers is designed to meet their unique needs in the realm of classroom management, cultural competency, instructional planning, analysis of student work, differentiation of instruction, and assessments. On-site and online supports will be offered by through a Beginning Teacher Network sponsored by CSTP; specific resources are: **1)** A set of 24 videos to give new teachers examples of specific teaching behaviors related to classroom management, available at all levels and with a variety of student demographics; **2)** Providing a set of

web-based tools titled *"Success at the Core;"* videos available in this series will help new teachers see examples of accomplished practice in student engagement, formative assessment and other key instructional topics; and **3)** Finally, CSTP will host online support for new teachers, allowing them to participate and network with colleagues across the state in order to communicate, reflect and continuously improve their practice.

Mentoring is another one of the core ways research and best practices show PD to work. Mentoring will be offered to all of the teacher candidates participating in the TLTs; it will **not** be provided by an outside "coach," as the status quo model often operates, but instead by the core, in-service teacher within the TLT itself. These "mentors" will help teacher candidates reflect regularly on student progress, collectively and individually, and use data to plan the new teacher's most immediate area of focus. This orientation to continuous improvement is consistent with the idea that teachers benefit from engagement in purposeful, ongoing, formal and informal job-embedded learning opportunities that promote reflection, collaboration and growth[19]. The primary focus of this relationship/process is to strengthen the new teacher's understanding and initial application of subject area content, instructional practices, school processes and management strategies[20]. Mentors will form goals with a teacher candidate, observe a lesson, reflect with them, develop strategies, and model those strategies[21]. Adult learning will mirror effective teaching, be embedded in authentic contexts, and allow teacher candidates to analyze, practice, and reflect on specific practices.[22] Additionally, *Heritage 105* will fully subsidize the cost of tuition and fees for "mentor" teachers within the TLT who are interesting in obtaining an M. Ed. In years three through five, those interested will only be required to pay for half of their tuition.

PD for TLT "mentors" (core teachers) is vital since they must integrate content and procedural knowledge while forming supportive relationships. The importance of meeting the professional

growth needs of mentors is underscored by researcher that has raised the issue of mentoring experiences that, on the basis of poor and/or outdated models of practice held by some veteran teachers, actually impede new teacher growth[23]. Research has also noted that many coaches are promoted classroom teachers who were identified as being proficient at instruction and exceptionally trained in how to educate students, yet few had the skills necessary to teach adults.[24] Thus, the core teachers from each TLT will be provided with essential, ongoing training and support[25], building their capacity to improve teacher practice and capacity to elicit adult learning through a collaborative mentor-learner relationship. That training is supported by the OSPI and will be supplemented by CSTP and the partner districts. This will primarily take place through Mentor Roundtables, which will be established to bring mentors from across the state together on a regular basis to discuss topics of interest, practice skills and share the latest research.

(4) Support and training for participants in early childhood education: Not applicable

(5) Teacher Recruitment: See page 15 of the induction program.

(6) (A) According to the National Reading Panel, learning to read by third grade is necessary to prevent the predictable consequences of reading failure and the personal and societal costs associated with illiteracy. As such, strengthening the literacy teaching skills of prospective and current teachers is a core *Heritage 105* goal. To achieve this goal, we require more than a simple "program;" instead, a systematic model for improving literacy instruction is needed. The conceptual framework for this reform will come about through the Washington State K-12 Reading Model. Developed by OSPI, it is a holistic and rigorous reading/writing intervention that is scientifically-based. This model will implement the following: content **standards** (Grade Level Expectations) and using **assessment** data to guide instructional decisions; implementing high-quality **instruction and interventions** that incorporate proven and appropriate methods and ma-

terials; **leadership** efforts (supported by CSTP) will weave these pieces together, resulting in improved practice and higher achievement; and **system-wide commitment,** the belief held by all participants that reading achievement is an achievable key mission. Literacy content experts at ESD 105 have extensive experience in its implementation and will be responsible for ensuring core teachers and teacher candidates are trained on this model.

The age-appropriate and essential components of literacy model addresses are as follows:

Literacy Framework			
	Grades K-3	**Grades 4-6**	**Grades 7-8**
Purpose	Students learn to read	Students read to learn with some assistance	Independently apply reading skills
Instructional components teachers are trained on implementing	Phonemic Awareness (K) Phonics (K-2) Fluency Vocabulary Comprehension	Fluency, Vocabulary, Structural Analysis, Comprehension (phonemic awareness and phonics/ if needed)	Fluency maintenance; Vocabulary: roots, academic language, content specific terms, structural analysis; Comprehension
Effective teaching methods teachers are trained on implementing	Explicit, direct, and sequential instruction, modeling, think aloud, check for understanding, active engagement, guided practice	Explicit instruction, modeling, think-aloud, check for understanding, active engagement, guided practice	Explicit instruction, modeling, think-aloud, check for understanding, active engagement, guided practice

(6)(B) Teachers will be trained on implementing the K-12 reading models process for screenings, diagnostics, progress monitoring, outcome assessments. A Three-Tier Instructional Plan, grounded in assessment data, will be used to collect, analyze, and interpret results for the purpose of planning targeted instruction strategically. **Tier I:** All students are assessed against benchmark standards at least three times each year to ensure solid progress continues and to identify students before they fall behind; **Tier II:** Students who are given progress monitoring assessments every two weeks. Specific instructional plans are formed based on the results of these assessments and students receive strategic instruction in small groups; **Tier III:** Severely struggling students are given progress monitoring assessments weekly. Lessons are immediately adjusted based on the

data and intensive, targeted intervention is provided to help each student make breakthrough progress towards the State content standards.

(6)(C) Individualized, intensive, and targeted literacy instruction for student with deficiencies in literacy skills will be done through both progress monitoring and sequencing for diagnosing reading difficulties. The Sequence for Diagnosing Reading Difficulties within this model was adapted from the Consortium on Reading Excellence. Diagnostic assessments will be administered to students who demonstrate little or no response to instruction or when more information is needed to make instructional service decisions.

(6)(D) Vocabulary and background knowledge, morphology, and subject matter activating prior knowledge will be integrated across subject areas. One of the TLT teacher candidates will ensure that literacy is being integrated regardless of the subject. Furthermore, another key strength is that the "Reading Model" is specifically designed to provide teachers with the skills to integrate literacy across subject areas for ELL students.

(**Note**: This entire pre-bach (and MIT) reform will be an opt-in program and both pre-bach and MIT students can choose either the traditional or the "reform" route while at HU. Dual routes will be offered until data indicate that one method is superior in effect to the other)

Teacher Residency Program

(**Note**: The teacher residency program will mirror that of the teacher preparation approaches for pre-bach students. MIT students will be placed into TLTs; their coursework will be competency-based and utilize the Standards V; and be entirely field-based. Key differences are outlined in detail below. The teacher residency program will be 18 months long, covering two academic years. Breaks in summer will allow candidates to work and secure income and to address family priorities so prevalent in American Indian and Hispanic communities.)

(1) TEACHING RESIDENCY PROGRAMS: **(1) (A)** See page 15 under the induction program.

(1)(B) The "cohorts" that will "facilitate professional collaboration" are the TLTs.

(1)(C)(i) "Pre-service" mirrors the preparation supports outlined on pages 15-18 **(ii)** See page 15 of the induction program. **(iii)** Teacher residents will receive all of the "induction supports" outlined on pages 15-18. **(iv)** Teacher residents will receive the same supports and preparation that pre-bach candidates do as described in subparagraphs (A), (B), and (C) of subsection (d)(2).

(2)(A) The scientific-based research and best practices that the *Heritage 105* Teaching Residency Program will be based upon are: 1) competency-based preparation[26], 2) team teaching and co-teaching effectiveness[27], 3) continuity of teaching (looping) and 4) and continuous PD. **(i)** The teacher residency program through the TLT framework will integrate pedagogy, classroom practice, and teacher mentoring by constructing TLTs to employ strategies that help candidates learn how to become powerful teachers and results in student learning gains. These strategies include the daily, weekly, monthly, and quarterly review sessions outlined on page 7. Specific instructional strategies will include: one teach/one observe; one teach/one assist; station, parallel, or supplemental teaching; differentiated instruction; and whole team teaching. **(ii)** The graduate-level coursework that will be utilized for earning a master's degree will be the Standards V and will mirror the competency-based system within the pre-bach course work system. However, because it is advanced degree work, the experiences of the TLT will be more rigorous, differing from the pre-bach course work in the following ways: 1) early entry into providing feedback to peers; 2) leaderships components to support and enhance parent/family engagement efforts (pg. 36); and 3) quarterly review of recent research related to teaching, learning and educational leadership. Ultimately, the entire program is an apprenticeship-based model.

(2)(A)(iii)(I) Traditional coursework is not part of the design. Mentor teachers will focus on specific competencies (which include all learning normally delivered through traditional course-

work and student teaching experiences) in an integrated program of practice, daily review, Wednesday seminars with peers and experts, and quarterly meetings. **(II)** The basic framework of the TLT is designed to have the core, in-service teacher acting as a "mentor" to the three teacher candidates who are part of that team. **(III)** As teacher candidates go into the second semester, they will be able to serve as a substitute so core teachers are able to be relieved from their teaching duties and further address the additional responsibilities of being involved in *Heritage 105* leadership, project evaluations and project revision responsibilities.

(2)(A)(iv) Core "mentor" teachers will be selected based on the following criteria: 1) Willingness to engage a minimum of two years; 2) Recommendation of their building principal and two building colleagues; 3) Understanding of the Standards V competencies; 4) Ability to effectively use the Professional Pedagogical Assessment; 5) Willingness to actively and enthusiastically engage in co-teaching with three teacher candidates; 6) Willingness to participate in before and afterschool TLT planning and debriefing sessions; 7) Ability to engage in advanced PD: 8) Willingness to serve as a teacher leader within the district: 9) Willingness to participate in all evaluation requirements; 10) Possess advanced skills in communication and interpersonal relationships. These criteria also addresses the requirements within sections **(2) (A) (iv) (I-V).**

(2)(A)(v) The basic design of the TLTs ensures "cohort grouping."

(2)(A)(vi)(I) Hiring needs for LEAs outlined on page 15. Each of the partnering LEAs have agreed to commit to striving to hire qualified graduates from the *Heritage 105* teacher residency program (as outlined in their individual letters of support). **(II)** Already at the core of HUs admissions goals and priorities is to bring in students who reflect the communities in which they will teach and individuals from underrepresented populations. This is reflected in HUs mission

statement and further evidenced by the diversity of those graduating from the program. Through the use of the "recruitment subcommittee," this goal will be further enhanced.

(2)(A) (vii) See page 15 of the induction program.

(B)(i)(I-II) To be eligible for the *Heritage 105* teaching residency program, an individual shall be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment. They will also be required to submit a formal application.

(B)(ii)(I-II) They will also need to have a strong content knowledge as demonstrated by an initial portfolio of designated work samples or a record of accomplishment in the subject area to be taught as demonstrated by letters of recommendations from supervisors and work samples; as well as strong verbal and written communication skills as evidenced by the official scores from Evaluation Systems group of Pearson for all three subtests of the WEST-B exam.

(C)(i) One-year living stipend will be provided: [redacted] in years 1-2; [redacted] in years 3-5.

(C)(iii) To be eligible for this living stipend, teacher residency candidates will be required to submit an application containing the "agreement to serve" information outlined in I-V. They will be required to: **(I)** Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing -year teaching residency program. **(II)** Teach in a high-need school served by ESD 105, the high-need LEA in the partnership, and teach a subject that is designated as high need by the Advisory Board at the time of applying. (**Note**: The partnering, individual LEAs could represent the required consortium within the TQP initiative; however, since both absolute priorities are being addressed, ESD 105 was selected as the LEA so that so that under the required "agreement to serve" application that teacher residents will submit they are provided with more options of "high need schools" to work within than simply the three

LEAs involved in this partnership. The TQP Office in D.C. advised us to only show "high need" data for the specific partnering school districts and not for the entire service district for ESD 105.) **(III)** Provide the Advisory Board a certificate of the requirements in sub-clauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service. **(IV)** Meet the requirements to be a highly qualified teacher, as defined in section 9101 of the ESEA of 1965, or section 602 of IDEA, when the applicant begins to fulfill the service obligation under this clause; and **(V)** Comply with the requirements set by *Heritage 105* and if the applicant is unable or unwilling to complete the service obligation required by this clause they will have to meet the repayments requirements (outlined below).

(C)(iv)(I) Recipients of a stipend or salary who do not complete, or who notifies the partnership that they intends not to complete, their service obligation will repay the stipend or salary to *Heritage 105* with the same interest rate as applied to HU repayment plans during the same period.. **(I)** However, exemptions to the inability to complete their contract will be considered based upon the circumstances. **(III)** Repayments will be paid to the Advisory Board.

Leadership Programs

GENERAL OVERVIEW: Accomplished teachers have demonstrated their expertise in the classroom working to ensure student learning. That expertise is essential to also knowing what kind of systems-level change will most directly impact student academic achievement. However, when initiating and managing the change we need in schools, teachers are often over looked for "leadership roles." Traditional structures often identify teachers as leaders only when they serve in roles with titles, whether voluntary or appointed. While these formal roles can be important, teachers can contribute much more to improving student learning beyond their own classrooms. Utilizing the expertise of teacher leaders in these formal and informal roles is critical to long-term improvements in teaching and learning. Teacher leaders are in a unique position to initiate

and manage change. They are at the center of the action in schools and have the knowledge and ability to impact the conditions of teaching and learning. In rural schools, they are the *only* action. When teacher leaders increase their knowledge and skill in taking initiative, mobilizing others and marshaling resources to take effective action, student learning improves. Teacher leadership is especially important in small, rural and remote schools. Everyone in a small school wears a variety of hats. Administrators in small schools depend on teachers to assume many leadership roles but often without the skills they need to be effective. Teachers provide leadership in everything from discipline to curriculum development to the designing of intervention strategies.

As such, the *Heritage 105* "Leadership Program," implemented through CSTP, will move away from the status quo model of leadership support that focuses almost strictly on principals and superintendents to instead focus on teachers themselves; through CSTP, the project will build the capacity in partner schools so teachers can be effective leaders and principals learn to utilize the skills of these teachers to support school improvement.

(1)(B)(i) The creation of data-driven, professional learning community within the leader's school is critical and CSTP has a great deal of expert in implementing these models. Accomplished teachers can implement data-driven plans to improve student learning with their colleagues while anticipating challenges and sustaining a commitment to the success of all students. **(ii)** Teachers in small schools need one another. They cannot afford to work in isolation. Culture building is important everywhere - especially in a small, rural school. Facilitating real-time and virtual opportunities for networking and communicating in professional learning communities will build the professional community teachers need to be effective. **(iii)** CSTP will also train teacher to understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning;

as well as **(iv)** the skill necessary to manage resources and school time to improve student academic achievement. **(v)** Additionally, the involvement of parents and families will be a critical element in the leadership program and focused on improving the academic achievement of students. Using even the most conservative of estimates, between 38% and 45% of the children involved in this project will reside in homes where English is not the language spoken in the home. For many of the students, English is not even an option for their parents or grandparents. This dynamic alone makes it challenging to communicate, and to communicate effectively with parents or guardians who must be advocates for their children. While this project addresses the issue of second language learners through the shear power and resources of the TLTs, such work will remain insufficient if parents are not actively engaged in the learning of their children. For this reason, through the leadership component, *Heritage 105* will train "school leaders" on the skills necessary to host unique parent engagement components. Additionally, parents will be invited to identified what they consider to be their child's most pressing academic needs and will help identify "outcome behaviors and products" that they would consider signs of success. They will be asked to work with other parents to study a "research question" regarding their child's learning successes. School leaders will be trained to support families as they learn to become both curious and supportive of their child's education endeavors.

(1)(C) CSTP will ensure that individuals who participate in the school leadership program receive: **(i)** Effective pre-service preparation as described in subparagraph (D); **(ii)** Mentoring through monthly leadership sessions with teacher candidates; and **(iii)** when applicable, assistance to teachers in obtaining full State certification or licensure to become a school leader.

(1)(D) CSTP has developed a sustained and high quality pre-service clinical education program to further develop the leadership skills for teachers involved in the program. This pre-clinic

education program will: **(i)** Incorporate year-long opportunities for enrichment, by providing teachers with access to, and training around, the resources in the chart below; **(i) (I)** offering clinical learning in the partnering LEAs; and **(i) (II)** closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools. **(iii)** See page 17 regarding "mentoring model."

(E) The induction program, outlined on pages 15-18, has been designed by CSTP as well as the "Leadership Program" and, is designed to integrate, overlap, and support each other.

(F) Leadership recruitment will mirror those outlined within the induction program (pg 15) and will thus address recruiting **(i)** individuals from underrepresented populations; **(ii)** individuals to serve as superintendents, principals, or other school administrators in our geographically isolated community; and **(iii)** professionals from other occupations.

(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM: **(2) (A)** In order to be eligible for the school leadership program teachers will be required to be enrolled in or preparing to enroll in an institution of higher education, as well as: **(i)** Recent graduate of an institution of higher education; or **(ii)** Mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment; or (**iii)** Current teacher who is interested in becoming a school leader; or a **(iv)** School leader who is interested in becoming a superintendent; and **(2) (B)** submit an application to the program.

Note: In addition to the efforts of CSTP in leadership develop, ESD 105 will be offering the digital leadership services of staff member Molly Berger, their digital education content developer. Through these resources, Berger will utilize the resources of this department to address the following areas: **Achievement Gap** – 1) research shows that ELL student respond positively to audio/visual technologies being integrated into classrooms and that such efforts have a direct

positive impact of their academic achievement; 2) There are none core areas pertaining to "digital citizenship," which students need to possess in order to be successful in life and the workplace. **Teacher Training** – Berger will train teachers on the following areas: 1) weaving digital content into the core content areas versus a separate strand; 2) Video 360 and video streaming; 3) E-Library and electronic databases; 4) ESD video streaming; 5) Productivity tools and being able to use PowerPoint, Word, and Excel effectively (how do you create an age appropriate presentation for kids). Teacher candidates will be expected to demonstrate proficiency in these areas.

Likelihood of impact

The likelihood that *Heritage 105* will have a profound impact on everyone involved is ensured, primarily, as a result of the up-to-date research and knowledge that has been used to design this grant proposal (Peer-reviewed and published research cited in this proposal is referenced in the endnotes). It is also based on the fact that classroom issues can be easily addressed when there are multiple adults in a classroom, all with a common focus and intention. The specific impacts are: **1)** Students will perform better since their instruction is well-designed (individualized) and well-delivered (with attention to cultural nuance); **2)** Students will stay engaged in their own learning since they are clear about what and how they are learning; **3)** Students will work to improve their performance since they will be given timely feedback and the consequences of improving their learning are clear and explicit; **4)** Teachers will become "highly qualified" since will they receive specific feedback about specific teaching practices; **5)** Teachers will be more likely to stay engaged in the profession since they will be engaged with other practitioners who are doing what they are doing and since they will be supported rigorously; **6)** more teachers of color will be brought into the teaching profession and trained to be "highly qualified."

Inclusion of Appropriate Partners

Every single one of the partners involved in *Heritage 105* is fully committed to ensuring that the TQP grant is used as a way to radically, and sustainably, reform teacher preparation at HU and to create a new model for teacher preparation that benefits the candidates, the classroom teacher, and most importantly, students in the classroom. The full list of partners, and their roles, responsibilities, and commitments, are outlined in the table on pages 2-3. The selection of these partners will maximize the effectiveness of *Heritage 105* by harnessing the assets of each group and working in a coordinated fashion to achieve the project goals. Furthermore, as evidenced by the letter from the Director of the State's Professional Education Standards Board, the project is a direct response to the State's desire to implement models that increase the number of teachers of color, which will result in substantial student gains. Letters from local superintendents speak of the need for new models and the willingness of professionals to engage in innovative endeavors.

Additionally, all partners have a collective and individual stake in the projects' success. A [redacted] cut (9%) in the state education budget this year has further strained education in Washington and each partner must demonstrate significant child outcomes to maintain financial support from the legislature and private sector. As a result of our rural isolation, without the financial investment from the TQP initiative, resources, to initiate the broad systematic changes necessary to transform HU into an exceptional teacher preparation program, are limited.

Each partner has participated in the planning process of this proposal. One-on-one meetings were held to ensure partners were both aware of the required commitments for participation and to ensure that the specific needs of each partner were adequately addressed. Furthermore, principals have communicated updates about *Heritage 105* to teachers, to ensure that they are actively included in the process and prepared for integration and implementation.

QUALITY OF THE PROJECT EVALUATION

The core stakeholders in *Heritage 105* have designed a multi-tiered evaluation plan that addresses the goal of assessing **and** providing data for continuous improvement. The evaluation plan has been designed to fully assess both the summative and formative outcomes as well as to monitor progress toward achieving the project goals and benchmarks. One of the primary goals of *Heritage 105* is to improve the quality of teachers working in diverse settings and serving students who have been traditionally underserved. The project also aims to improve the placement rates and retention of beginning teachers in high-needs schools. The external evaluation plan will assess the extent to which the project meets these goals for novice teachers.

To ensure objectivity, *Heritage 105* will partner with a team of nationally-recognized external evaluators at the University of Washington's Center for the Study of Teaching and Policy (UW) who will devote the equivalent of .40 FTE of faculty effort and .50 FTE effort of a doctoral-level research assistant to their evaluation activities. They will be supported by contracted data collectors to assist in collection efforts, who will make unscheduled spot checks to prevent unintended drift and ensure consistency and the reliability in the data collection efforts. Given their expertise in conducting research on the quality of teaching in Washington and their access to statewide datasets, UW is particularly well-positioned to assist the project in assessing the extent to which the application achieves its intended output and outcomes for teachers and students. In particular, UW has access to a comprehensive dataset that will allow comparisons of the project's outcomes to teacher characteristics, teacher retention and mobility, and student achievement.

EVALUATING OUTCOMES FOR TEACHERS: Over the five years of the project, UW will track the GEPA and Section 204 (a) requirements outlined in the logic model on pages 45-46.

The external evaluators will collect and analyze the outcome data for *Heritage105* graduates and will then compare these program outcomes to the outcomes for other teacher education can-

didates in the state of Washington. They will analyze the extent to which the graduation, employment, and retention rates of *Heritage 105* participants are similar to or different from the statewide profile. The UW team has the ability to collect this statewide data and conduct these comparisons through an existing data sharing agreement with OPSI. This data sharing agreement contains the approved procedures necessary to protect individual identities as determined by the relevant institutional review boards. In a prior study, the UW team analyzed graduation, persistence, and employment rates of this exact type with data that included 18 of the teacher preparation institutions in Washington[28]. The UW team has also previously conducted studies of the retention and mobility patterns for all beginning teachers in Washington[29]. Thus, baseline statistics on these important dimensions exist and will be useful in the design and implementation of comparative analyses. Specifically, calculations of the likelihood of beginning teachers statewide to stay or leave their school or district will be calculated using two-level Hierarchical Linear Modeling. It will then be possible to use this statistical evidence to determine if teachers prepared through the Heritage 105 project have retention and mobility rates that are significantly different from the statewide condition of all beginning teachers.

Induction: Assessment processes that are specific to monitoring the induction program will include continuous self-reflection, examination of evidence for student learning, and TLT feedback. As such, new teachers will benefit from LEAs having a carefully developed collaborative assessment system focused on improving teaching practice and enhancing student achievement[30]. Such evaluations are critical since, as recent research-based surveys have indicated, interviews with beginning teachers frequently cite the misalignment of intended and actual support (a recognized but missed potential for support) or raise issues questioning the relevance of programs[31]. Further, many researchers report that few teacher induction programs include a rigorous out-

comes-based orientation that measures changes in teachers' practice or, even more significantly, gains in student achievement[32]. As such, the design of *Heritage 105*s thorough and rigorous evaluation plan and assessment model, within this tier, will address the need for this research.

PD: The evaluation of PD for teachers is based on Guskey's (2000) five-tier evaluation model which uses multiple measures over multiple intervals, collecting both qualitative and quantitative data, and using the data for purposes of continuous improvement. These five levels are: 1) Usefulness of PD Sessions; 2) Teachers' acquisition of new knowledge and skills; 3) Organizational support and change; 4) Teachers' application of new skills; and 5) Impact on student achievement. The evaluation of professional growth will include systematic content analysis of coaches' progress notes. Data will be supplemented by classroom observations and interviews with teachers to discover their perceptions of their own growth, changes in instructional practices, and impact on students. Since teachers may adopt principals and strategies of PD in theory but not fully implement then[33], we will examine actual versus planned implementation.[34] As outlined on page 17, PD for the in-service teachers serving as "mentors" is a critical area and therefore the evaluation of this component will take place through: 1) pre/post content tests based on SBRR and curricula; 2) mentoring practices rating scales; and 3) survey and focus groups with teachers.

EVALUATING OUTCOMES FOR K-12 STUDENTS: While evaluation data about the outcomes for teacher candidates are extremely important, the ultimate goal of *Heritage 105* is focused on improving learning outcomes for K-8 students and eliminating the achievement gap. By tying project evaluation to student outcomes, we ensure that activities are producing the desired result. If desired child outcomes are not occurring, we will re-evaluate the programming, revisit the research literature for new findings and target needed areas through modifications. Consequently, it is important to examine the impact that teachers prepared through *Heritage 105* have on stu-

dent academic achievement. While there are numerous formative evaluation strategies that will be employed by the project's on-site evaluators, the external evaluators will specifically focus on an evaluation design that tracks student learning over time and also compares learning outcomes for students with a matched group of students whose teachers are not participants in the project.

Here, it is important to note, that there are two levels within this component of the evaluation. **FIRST:** The External evaluator will be monitoring this assessment plan on an ongoing basis to ensure appropriate child outcomes. All surveys, progress monitoring, and data collection methods will be reviewed with the Advisory Board to ensure that assessments are culturally competent and that they will produce strategies for program improvement without placing undue burden on day-to-day operations. Fidelity processes will assess multiple dimensions, including a) procedural (e.g., implements activities as specified); b) temporal (e.g., time allocated to particular dimensions); and c) response (e.g., opportunities for students to respond). Baseline child-level data will be used to inform instruction, and to serve as indicators of the child's developmental progress; all children will participate in each assessment as part of their education. Parents will be informed on the use of assessment data to evaluate *Heritage 105*, with full protection of child and family privacy. Parents will be informed of their right to exclude their child's data from the evaluation if they choose, which follows the recommendations of the National Academy of Sciences about IRB procedures in studying educational program effectiveness, particularly for at-risk children. **SECOND:** As a component of both pre-bach and MIT student preparation, as well PD for core teachers, staff will be thoroughly trained on the effective use of all assessments. It is imperative that teachers are well informed on utilizing data to identify children's strengths and the needs for instructional support.[35] *Heritage 105* and UW staff will assist teachers to administer assessments, maintain records, and use assessment data. Teacher candidates and core teachers

will be trained on the use of **each** of the qualitative and quantitative assessments so as to gain the skills necessary to identify students at risk of becoming struggling learners and individualize interventions according to each child's needs.

The UW team will track the academic progress of all students who are involved in *Heritage 105* and compare these students to a matched group of students statewide who are taught by beginning teachers. Specifically, the plan for evaluating impact on student academic achievement will contain the following components:

1) *Longitudinal analysis of student performance on state assessments, disaggregated by gender, race, ethnicity, and income status*. Using available state assessment data in all grades and subjects in which state assessments are conducted, the external evaluators will provide an analysis of changes in student performance for those students involved in *Heritage 105*. Student data will be collected for all years in which the teachers from *Heritage 105* are teaching. While sample sizes will impose some limitations on the extent to which inferential statistics can be utilized, descriptive statistics will be generated, and tests of differences will be employed whenever it is statistically valid. These profiles of student learning on state assessments for those students in the project will be compared to the statewide averages for comparable, disaggregated groups.

2) *Longitudinal analysis of district, school and classroom-based student assessment data.* The project will produce numerous forms of student assessment information that will inform the ongoing work of the project. The external evaluation team will analyze this performance data to develop profiles of the patterns of student achievement that will complement the state assessment data. Washington does not test students in all subjects at all grade levels, so this locally-generated data will provide added insight into how well students are progressing.

3) *Comparison of student performance in the project with a matched set of students in the State.* The project will serve a racially, ethnically, linguistically and economically diverse student population. Consequently, it is important to construct a comparison group of students that mirror the socio-demographic makeup of the classrooms in which *Heritage 105* participants are teaching. The data sharing agreement between the UW and State agencies provides the capacity to create this comparison group for available student records in Washington. All student data employs the use of a research identification number which is designed to protect the identity of students and complies with all requirements for the protection of individuals in research activities. Comparison groups will be created to analyze data for each year of the project and also will enable longitudinal analysis over the five year time period. (**Note**: This longitudinal study addresses Competitive Preference Priority I)

Objective Performance Measures producing Qualitative & Quantitative Data

In order to evaluate the effectiveness of *Heritage 105*, a systematic and comprehensive plan has been designed that includes both summative and formative evaluation activities as well as a mixed-method design that involves quantitative and qualitative data. The evaluation team will implement collection instruments for triangulation purposes, which will be used to confirm, explain, or question qualitative and quantitative responses. **Baseline data,** which is crucial for assessing and analyzing the data gathered throughout the scope of the project, will be collected on all project objectives, performance indicators, and other critical elements identified by the end of October 2010 (or as objectives are developed). Assessment data will be periodically and systematically gathered on each objective at regular time intervals. GPRA performance indicators will be collected at the beginning (pre-assessment) and at end of the year and compiled/analyzed by the evaluator. **Formative evaluations** will address variations in program delivery within or across sites. Once process evaluation questions have been addressed, outcome measures have

been finalized, and program implementation has stabilized, outcome measures will be employed as the evaluation shifts to the summative phase. Since formative assessments can have an impact on teaching and learning,[36] one of the priorities will be to determine the extent to which the teachers incorporate formative assessment data into instructional planning. **Summative Evaluations** will examine whether the project is routinely achieving outcome-oriented results, based upon performance indicators. These will provide early detection and correction of performance problems as well as detection of opportunities for improvement of performance and mobilization of commitment to continuous improvements in performance.

Both qualitative and quantitative evaluative methodologies will work in tandem to shed light on the successes and challenges of individual children and facilitate programmatic changes and appropriate staff development. **Qualitative measures** include 1) participant observation during component activities for descriptive and implementation information; 2) focused interviews with staff, teachers, and key stakeholders for perception of implementation, meeting program goals, and impact on all participants; 3) systematic review of the TLTs lesson plans, coaches notes, and other documentation for evidence of implementing scientifically-based research; and 4) content analysis of program generated documents (e.g. progress notes, meeting minutes, workshop evaluations, etc) for evidence of a match between PD needs, activities, and teacher change; **Quantitative measures:** Each of the quantitative assessments for evaluating pre-bach, MIT, and K-8 students as well as in-service teachers were outlined above. The evaluator will use standardized statistical methods to test for significant growth on the assessment described in the proposal. ANOVA for repeated measures will be used to evaluate growth, looking at if: 1) there is significant growth between pre/post assessments; 2) there are significant improvements in assessment scores between fall and spring; and 3) there is significant growth in mean assessment scores dur-

ing the course of the school year. Restriction of analysis to those who are assessed in both fall and spring (i.e. repeated measures design) allows for those assessed to serve as their own control, which in turn increases the power of the assessments to detect differences.

Data analysis will be approached at five levels: 1) ongoing descriptive reports about data quality, accuracy, completeness, and agreement with random checks; 2) descriptive summary statistics for each classroom and major group of participants, by collecting demographic information, will add to our ability to conduct subgroup analyses; mean rating for each sub-domain will be established and an accompanying continuous improvement plan will be developed; 3) comparative statistics that focus on the association between classroom instruction and child outcomes; 4) model building that will consider more detailed information about the children, the teaching team, the school environment, and the children's family background to estimate magnitude of impact; and 5) data analyses that builds upon the knowledge of participants.

Preliminary analyses of all measures will include exploratory and confirmatory factor analyses to refine the teacher, teacher candidate, and child measures in order to assess reliability. Correlations among standardized assessments and quarterly Advisory Board meetings will be conducted at each time of testing and will be calculated to determine the distinctiveness among constructs as well as to obtain evidence on construct validity. Descriptive statistics (frequency distributions, means, standard deviations, correlations, indices of skew, scatter plots, etc) will be computed for all measures to determine whether floor or ceiling effects characterize the distribution of scores and whether the distributions meet assumptions of particular inferential statistical procedures. One-way Analysis of Covariance of gain scores, controlling for initial score, will be used to determine group differences and effect sizes that exist between participating sites and across years.

Methods for analyzing quantitative data include descriptive and inferential statistics and exploratory data analysis.[37] We will analyze qualitative data with a constant comparative method and code interviews/focus groups, documents, and questionnaires to surface common themes.[38] Methods for analyzing qualitative data will include content analysis[39] using the constant-comparative methods[40]. We will tally, summarize, and analyze quantitative data (e.g., Likert scale items, number of coaching visits, etc). Systematic procedures[41] will focus and bound data collection, guide data reduction, and maintain validity and reliability in data analysis (coding guide, pattern coding, memoing, developing propositions, member checks, peer debriefing, negative case analysis, triangulation, and audit trials).[42] Power analyses conducted (based on an alpha of .05 and power of .80) will show that the same size is adequate to determine results in multiple regression analyses with up to 4 covariates. We will apply repeated measures, ANOVAs, MANOVAs, and other comparable multiple regression approaches that permit taking into account baseline differences in children and classrooms. Multi-level models compare treatment groups to comparison groups, with appropriate covariates for all demographic information.

Independent variables will be pre/post assessment status of students, and the covariates will compromise demographic information. Comparisons between student sub-groups by gender, race, ESL status, poverty levels, and special needs will be made via MANOVAs, which will also be used to identify any significant differences in pre/post assessment scores. Sub-group analyses will be conducted on each of these populations. Comparisons with national and local norms (when available) will also be conducted, using *t*-tests to determine if there are significant differences in the pre-assessment and national/local norms. The same analysis will be conducted using the post-assessment scores for each major group.

Performance Feedback & Periodic Assessment Processes

The evaluation plan involves a continuous process of systematically gathering, analyzing, and interpreting data – information upon which decisions will be made relative to the effectiveness and efficacy of the project. See the logic model for a detailed plan, including the timeline, for these processes. From these assessments, strategies will be developed to refine, modify, or improve the program. Processes and procedures for ensuring feedback and continuous improvement include: daily monitoring of instruction (curricula fidelity checks); weekly feedback sessions with teachers to maintain the implementation of practice over time; quarterly summaries of all evaluation data, including student progress monitoring. These procedures will enable staff to use data to continually monitor and inform decisions about program strategies, providing appropriate instruction for every K-8 student and teacher candidates.

Furthermore, *Heritage 105* is using a multi-tiered process and strategy system based on best practices in continuous improvement that focus on four areas. **First**, we will intentionally cultivating in staff, teacher candidates and teachers the skills necessary to transform data into knowledge. PD activities will have a strand where teachers are encouraged to use existing and new data to increase their knowledge to make evidence-based decisions. Staff will be given ongoing opportunities to learn the necessary questions regarding data, how to analyze data accurately, and how to apply data result appropriately and ethically. **Second** is the planned acquisition of data. The evaluator will work closely with teachers to explain how to collect quality data. All data will be intentionally collected whether through informal observations or standardized assessments. This approach aligns data inquiry to planning and decision-making processes and will produce answers to specific questions, evidence to support project goals and information that sheds light on identified problems. Targeted inquiry will keep data analysis on track, as well as ensure that information is fed back into the planning process and that key decision-makers get timely an-

swers to their questions. **Third** is the organization and access to data. *Heritage 105* will use EADMS, an electronic data management system, whereby assessment information can be uploaded and accessed by staff and teachers via the Internet. Scores and individual and classroom profiles will be made available to teachers via computers in each classroom. CSTP will meet with teachers to discuss how assessment information can be used to make modifications in the instructional program. The evaluator will meet with HU and LEA staff on a monthly basis to determine what program changes are needed to enhance performance. **Fourth**, *Heritage 105*'s continuous improvement process is concerned with the purposeful and ethical use of information for improving teaching and learning. Appropriate and ethical use of data necessitates that we take necessary precautions and steps to ensure that data is accurate, valid, and reliable and that the analytical process is complete, equitable, and fair. Continuous improvement information will be shared with staff to inform planning and decisions. The results will be used to identify progress, explore problems, and target strategies for change. As such, the project will successfully transforms data into information and apply that information to improvement.

SIGNIFICANCE OF THE PROJECT

Likelihood that the Project will Result in System Change & Improvement

Tangible systems changes and improvements at HU will be anticipated as early as the 2012-13 academic year and will involve institutionalization of the proposed model. Tangible systems changes and improvements at the LEAs will be: 1) The leadership development of teachers will infused within each LEA through the opportunities that will be afforded by CSTP; the UW assessment team will train teacher candidates and core teachers on the implementation of assessments and the collection of data so that schools are able to provide data driven instruction. The most profound changes will occur in the HU teacher preparation program which is likely to move to a team-based TLT model and, in schools who choose to adopt the model. In the latter

case, classroom teachers will move from annual responsibility for learner growth to multi-year responsibilities; from working in isolation to working in strong team; from considering parents to be available for parent-teacher conferences to seeing parents actively engaged in the learning process and knowledgeable about what strategies are effective with their child. Core teachers will continuously develop their skills and capacity by helping new teacher candidates become competent in content, pedagogy and professional dimensions of an educators life. This new energy will have a positive impact on teacher retention in high need schools. Lastly, if the project anticipated outcomes occur, the biggest change will be for K-8 students who have been trapped in a cycle of inadequate learning. These students will move from surviving to thriving.

Extent to which the Project will Build Local Capacity

Utilizing the content experts at ESD 105 and staffing them through the HU School of Arts and Science will ensure that it is building capacity within that department to engage in working with the School of Education on content expertise. Additionally, using the experience of core teachers to help prepare new teachers through TLTs will strengthen and support current in-service teachers and provide strong teachers an incentive to stay and work in a progressive school focused on making a dramatic difference for learners. Parents involved in the project will become stronger advocates for requiring schools to meet the academic needs of their children. This latter development will raise the level of parent involvement and consequently, the expectations learners have for themselves. Lastly, new teachers who are graduates of *Heritage 105* will enter teaching vastly more prepared than their traditionally prepared counter-parts. Graduates will have deep knowledge of the district's priorities, curriculum and culture. They will already be well versed in professional relationships and will know how to design and implement learning programs that result in student gains. Most importantly, they will understand that teachers must work together to transition students from one grade to the next if the achievement gap is to be eliminated.

Likelihood & Magnitude of Expected Results & Outcomes

As outlined in the needs assessment, the needs of Native American and Hispanic communities are considerable and the magnitude of creating a teacher preparation program of excellence, and also creating institutional changes that continually recruit Native Americans and Hispanics to be teachers, will change the trajectory of children's learning, and their lives. *Heritage 105* will provide underrepresented youth a path to school success, and thus the likelihood of college education, by incorporating supportive learning environments, effective instructional and structural practices. The project is designed to decrease the middle school dropout rates and middle school success rates of underserved youth. This model also impacts the cycle of poverty in low-income communities by providing students an opportunity to succeed which will serve as a model for future learners and future generations.

The costs of the program are negligible compared to the cost of not, or inadequately, educating young children. Additionally, over the course of five years, the project will increase the knowledge and skills of 40 lead teachers; and 60 pre-bach and 60 MIT teacher candidates will be trained to the highest levels of quality. Overall it will transform 40-60 classrooms into "Centers of Excellence" in this rurally isolated region of Washington. As a demonstration site, *Heritage105* will produce outcomes that will inform research in the areas of: higher education reform, teaching as a team endeavor, the importance of continuity of teachers and instruction across grade levels, the impact of parent-involvement, electronic systems and supports, and field-tested techniques and processes.

There are a multitude of long-term impacts. First, Heritage105 will prepare high-quality teachers who will impact the learning of children across our rurally isolated county, especially in hard-to-staff schools. Second, Heritage University will actively work to meet the critical need to increase the number of teachers of Hispanic and Native American teachers. Third, the collabora-

tions between institutions will maximize the use of resources for other programs. The breadth and depth of *Heritage 105* partners, combined with the diversity of the campuses involved, allows for a statewide approach to generate scientifically-based and up-to-date knowledge around what is needed to provide children, especially those at risk of educational failure, with access to high-quality teachers.

Studies provide clear evidence of the rising number of beginning induction programs under development at state and district levels. While researchers have amassed a large and growing body of qualitative reporting about the rationale for, and impact of, such programs, only a small number of quantitative studies exist. Several researchers present cautionary arguments, citing that the lack of empirical, quantitative data and the interdependent nature of "effective practices" in schools, thus leaving conclusive, data-rich analysis of the impact of mentoring and/or teacher induction currently beyond reach[43]. As such, since *Heritage 105* has been intentionally designed as a demonstration grant, it will inform traditional induction programs and offer a new model for merged pre-service and in-service induction. This will profoundly impact the overall future course of induction programs both state-wide and across the nation.

Potential for Continued Support & Sustainability

Heritage 105 is a bold approach to teacher preparation and PD support. Since it is new, and it is a project whose outcomes *can be imagined but not yet documented,* funds are needed to support the candidates, the core teachers and the faculty of HU and ESD105. As the project demonstrates impact in years three, four and five, funding costs will be shared and, by year 6, the need for federally funded support will end. Budget projection calculations lead us to believe that the model will be totally self sufficient by year 6. This calculations is based on our belief that the model will have such favorable outcomes that teachers will elect to be prepared through the *Heritage 105* model, and districts will prefer to hire graduates who have such a substantial grounding in

teaching. We are equally confident that our desire to follow the initial 700 students in the project through their high school and college experiences will be funded by other agencies who are invested in Washington State's ability to educate and graduate students who are ready for college and ready for the world of work steeped in mathematics, science and technology.

Additional components of sustainability that will be carried on beyond the life of the TQP funding are: 1) The PD plan utilized by the Project will build local capacity by developing a leadership cadre (Project coordinators, coaches, and model teachers) whose knowledge will remain and serve the community once the project funding is gone. During the grant period, the Advisory Board will actively work to identify sources for continued funding of TQP activities.

QUALITY OF THE MANAGEMENT PLAN

Adequacy of the Management Plan

HU 105's full-time project director (McGuigan), and ESD's .5 dedicated co-direcotr (Geaudreau) will assume the role of the project's "single-point of accountability." The project leadership team, which meets twice monthly, will be the structures employed to ensure project fidelity; it will be composed of the Director, the co-director, the CSTP lead, principals from participating schools and a parents; it will be the directors' responsibility, in conjuction with the leadership team, to identify and implement the essential control functions, oversights, and elements necessary to ensure effective program implementation. It will utilize on-going planning, staff supervision, financial accountability, communications, management of information, sharing resources, evaluations, and continuous improvement mechanisms. Additionally, a multi-agency, multi-disciplinary Advisory Board will be developed to oversee and advise *Heritage 105*; it will feature consensus-based decision-making with staff, professors, teachers, families, and directors. The purpose of the Advisory Board is to: 1) ensure fidelity around implementation of reform efforts, curriculum, assessments, and PD; 2) provide opportunity for the project to rapidly and ef-

fectively respond to programmatic course corrections; and 3) systematically inform partners/stakeholders of timely implementation of program progress and administrative activities. Meetings will occur on a quarterly basis and the Advisory Board will consult to elect the chair. These systems and process models will ensure high-quality products and services are delivered.

The leadership team will oversee implementation of the logic model (pg. 49-50), which includes detailed objectives, measures, benchmarks, and timelines. The timeline reflects a ramp-up period between the dispersion of fund and September 2010 (when fall quarter begins) that will be used to prepare all stakeholders for systematic integration. Though the management plan has been designed for all five years, flexible process measures are in place so that organic changes can easily occur over the course of the project based upon outcomes. The logic model and management plan have been approved by all key partners; key positions have all been classified; and the program director, coordinator and, evaluator are ready to begin. As such, *Heritage 105* is in an excellent position to facilitate effective and systematic program integration immediately, which is in line with ARRA requirements.

QUALITY OF PROJECT PERSONNEL: High-quality implementation and management of *Heritage 105* is dependent on knowledgeable, dedicated, and flexible staff and requires very distinct skill sets in content expertise and organizational capability. Staff will represent expertise in research, teacher development, overall systems implementation, project management and program implementation – particularly working with at-risk children. The table below outlines the qualifications and requirements for each of the key personnel involved.

Key Personnel, Consultants & Subcontractors Responsibilities
HU PI: Corrine McGuigan - 1 FTE (Resume included for **qualifications**)
Serve as Director and PI; assume oversight responsibility for all project priorities, implementation schedules, training activities, candidate support, core teacher support, parent engagement programs, budget and evaluation; serve as the co-chair of the project leadership team and co-facilitate the advisory board; act as the "point of contact" for all project communications.

ESD 105 Co-PI: Terrie Geaudreau - .5 FTE (Resume included for **qualifications**)
Work along-side the director, assisting with responsibilities; act as the lead contact within ESD 105 and \ assume responsibility for cross ESD 105 and Heritage communications.
HU Faculty: Buckley/McDaniels/Varied – 3 FTE (Resume included for **qualifications**)
Oversee the candidate's knowledge and skills in all K-8 standards; support bilingual and ESL instructional strategies and participate in the TLT Wednesday meetingsf.
Standards V/Pedagogy Specialist: TBD - .75 FTE
Ensure candidates and core teachers meet or exceed the state standards for pedagogical competence. Much of this work will center on identifying instructional strategies that enable each learner to reach or exceed learning benchmarks.
Math/science/literacy specialists: TBD - 1 FTE each
Work with TLTs (candidates and core teachers) to ensure that each member of the team is competent in instructional goals, strategies and possibilities in math/science instruction. For TLT members seeking advanced math and science endorsements, these specialists will help design a competency-based set of practices which will lead to math or science endorsements.
PD Mentor: Jeanne Harmon and CSTP – 1 FTE (Resume included for **qualifications**)
Serve on the project's leadership team, oversee all induction activities and oversee communications, priorities, budget, etc., related directly to the induction component of the project.
Administrative Assistant's: TBD – 1.5 FTE
Provide project office support, maintain budget records and program activities information; enter data for evaluation, assist in creating classroom and family materials; coordinate student assessment schedules, materials, and interim data collectors.
Point of Contact External Evaluator: Dr. Marge Plecki, Ph.D. – 0.10 FTE (Resume included)
Provide consultation in the areas of: best research informed instructional practices in developing the literacy instruction of early childhood educator; effective personnel preparation in early childhood education; and efficient assessment and progress monitoring systems to better tailor instruction to individual students. Additionally, Susan will provide editorial review of the various written reports that will be disseminated to the early childhood educators, program administrators, parents/caregivers, funding agencies, and educational journals.
Co-External Evaluator: Dr. Ann M. Elfers, Ph.D. – .40 FTE (Resume included)
▪ Act as the official liaison between the University of Washington and the research sites; represent the UW on the advisory board; conduct grant related training and advising; develop and implement of quantitative analyses plans; collaborate with partners in the development of an efficient evaluation plan utilizing both quantitative and qualitative methodologies; train assessors to criterion on a variety of standardized/norm-referenced assessments; monitor the fidelity of assessment regiment (inter-rater reliability checks, etc.); lead meetings to discuss annual results with educators, families, and funding bodies; perform quantitative analysis of collected data using standard multivariate models; disseminate results to partners

Fiscal Management/Fidelity: The Grants Financial Management Office within HU will oversee the integration of funds from other sources and direct the intended use of all grant funds. With regards to the proposed budget, it was calculated by developing a detailed *pro forma* that took

into account all activities from the project work plan. All parties carefully calculated and reviewed the proposal line items to ensure the costs adequacy, appropriateness, and necessity. All costs for PD, including salary scales for project personnel, and evaluation activities are in keeping with usual rates and were equitably calculated to ensure that the work is of high quality, on time, and within budget. Earmarked funds are included for necessary supports: college credits, coaches, stipends, technologies, substitutes to release teachers for coaching meetings, quality materials, and supporting full participation for participants' success. HU, the fiscal agent, meets the standards of accounting and financial reporting as established by the Governmental Accounting Standards Board and the accounting and management standards of the Federal Government OMB A-133 circular. *Heritage 105* will use an accrual basis of accounting and is audited annually by external certified professional accounting firms, who reports to the President of the University and the Board of Directors. The Project Director will work closely with the HU fiscal office to provide the partner management teams with monthly fiscal data, ensuring fiscal fidelity and integrity to insure the project operates within the approved budget and grant guidelines. HU's accounting system is designed to track grant expenses and revenue, keeping each grant separate. HU tracks grant expenses in over 45 different grants and cost codes, each with their own self balancing revenue and expense codes. Federal drawdowns are processed on a cost reimbursement basis after expenses are documented and paid. All of these systems and processes also show capacity to distinguish ARRA funds from any other funds, should *Heritage 105* be funded through this act. As it pertains to the Advisory Board, a fiscal officer will be present during the quarterly meetings to ensure fiscal fidelity and to provide guidance on budgetary issues.

Feedback & Continuous Improvement Processes & Procedures

Under the "Evaluation Plan," detailed processes have been established for both the collection of data as well as they ways in which it will be used to ensure feedback and continuous improve-

ment in the operation of *Heritage 105*. With regards to how that data will specifically be used, a feedback loop will be developed that both monitors and informs progress for management, professors, teachers, and students. All information will be compiled into quarterly reports, which will include: 1) work accomplished over the past reporting period; 2) results from the ongoing assessment process; 3) expectations for the next reporting period; 4) changes that will be made to implementation based on assessments; and 5) changes considered for the future and assigned staff responsible for implementation of those agreed upon changes. At the end of each project year, the director and evaluator will review all evaluation data and reports to collectively develop annual reports containing year-end evaluation findings and the annual performance report, recommendations for improved or modified programming, and an action plan to implement the changes for the next year. By providing the Advisory Board and stakeholders with timely information, the evaluation will provide a foundation for ongoing improvements, sustainability, and replication. Quarterly Advisory Board meetings and monthly progress reports by the Project Director will provide a major source of continuous feedback. The monthly Advisory Board gatherings will always ended with an informal needs assessment, allowing the teachers at the table to make known their needs. These topics will then be incorporated into the review plan for the following Advisory Board meetings, giving new teachers a sense of empowerment and fulfillment.

MANAGEMENT PLAN: LOGIC MODEL & TIMELINE			
Objectives	**Measures & Benchmarks**	**Timeline**	
		Start	**Comp.**
Goal 1) Address all GPRA requirements			
Ensure 95% of K-8 teacher candidates attain initial certification/licensure by passing all necessary assessments and attain a bachelor's or MIT degree within 18 months (2 academic years).	Establishment of goals directly related to Standard V proficiencies for each TLT candidate-teacher; candidates-students pass WEST-E (end of 1st year) and PPA monthly assessments	September 2010	2 academic years post
Increase the percentage of beginning teachers who are retained in teaching in the partner high-need LEA three years after initial employment from current baseline average of 77.8% to 95%. (Data: 2008-09)	100% of HU105 graduates accept jobs in the high needs districts served by ESD 105; 100% will remain in teaching in at least 8 years following graduation	May 2012	On-going
Improved scaled scores for initial state certification or licensure of teachers at Heritage from current baseline average of 40 on WEST-E to 50 on WEST-E	50% of graduates will have a mean score 10 points above expected performance; 40% will reach mean score on their 1st attempt; 10% by 2nd	May 2012	O-going
Attain a benchmark cost for retention in the partner high-need LEA three years after initial employment.	100% of HU105 graduates will remain in service to high need LEA s	May 2015	On-going
The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period	These non-project students will complete certification requirements by May 2010.	Sept 2009	May 2010
The percentage of beginning teachers who are retained in teaching in the partner high-need LEA one year after initial employment: 85% (2007-08).	100% of HU105 graduates remain employed in high need schools and districts	On-going	
Goal 2) Address the data requirements as listed in Section 204(a) of the HEA			
Increase Achievement for all prospective and new teachers (as measured by Heritage) to a score of 50 on the WEST E and high proficiency scores (exceeding "met standard" on the PPA (local and national instruments)	HU105 graduates score 20% higher than acceptable pass rate on WEST-E; exceed acceptable "met scores" on the PPA national and local instruments	May 2011	On-going
Increase the teacher retention in the first 3 years at the partnering LEAs from the current baseline of 50% to 90%	HU105 TLT members will remain in district service for at least 8 years	May 2010	On-going

Increase the percentage of highly qualified teachers hired by the partnering LEAs from the current baselines to 100%	Districts that employee HU105 graduates will increase their percentage of highly qualified teachers by a percent equal to the hire of each new teacher.	May 2012	On-going
Increase the percentage of highly qualified teachers hired by the high-need LEAs who are members of underrepresented groups from the baseline of >5% to a minimum of 15%	Recruit, prepare and graduate HU105 who represent underrepresented groups, primarily Hispanic and Native American.	January 2010	On-going
Increase the percentage of highly qualified teachers hired by the partnering high-need LEAs who teach high-need academic subject areas from the current baseline 100%	HU105 graduates will receive endorsements in one of the high-need categories: bilingual education; English as a second language; math or science	January 2010	On-going
Increase the percentage of highly qualified teachers hired who teach in high-need areas from the baselines to 100%	100% of HU105 graduates will be hired by districts identified as "high need"	May 2012	On-going
Increase the percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning, from the current baseline of 90% to 100%	TLT members will achieve high levels of proficiency in the uses of technology and will be available to assist with non-TLT teachers in the school who need to obtain these competencies	September 2010	End of grant
Increase the percentage of teachers trained to use technology to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement from the current baseline of 90% to 100%	HU105 TLT members will achieve high levels of proficiency in the uses of technology and will be available to assist with non-TLT teachers in the school who need to obtain these competencies	September 2010	End of grant
Goal 3) To realize successful management and execution of the project as planned to achieve project goals			
Hold quarterly steering committee meetings	Meeting minutes, action plans	Spring '10	Ongoing
Meet all benchmarks and goals	Annual and final TQP reports	Summer, annual	
Complete quantitative and qualitative review	Results from external evaluator	Spring '10	Ongoing
Report GPRA and Section 204(a) guidelines	Annual/final report	Summer, annual	
Goal 4) Implement a thorough assessment and evaluation plan to screen and monitor the progress of students, teacher candidates, teachers, classes, and measure the overall success of *Heritage 105*			
Refine project evaluations design	Advisory Board minutes	Spring '10	Ongoing
Complete initial baseline/screening assessments of **100%** of children, teachers, teacher candidates and enter data	Screenings completed; results entered into EADMS	Upon notification	
Complete annual evaluation report; submit report to USDE and share results.	Annual report completed and shared; Advisory Board minutes	Summer, annual	
Collect year-end data on all goals and benchmarks.	All year end data collected; Adv. Board minutes	Spr, Ann.	Ongoing

[1] DSHS, 2008

[2] Bureau of Labor Statistics, 2009

[3] Yakima County Department of Community Services, 2007

[4] MSHS Region XII Program Information Report (PIR) data, 2007

[5] Reading and Native American Learning Research Report, OSPI June 2000

[6] Indian Health Services, 2008

Yakama Nation Head Start Community Needs Assessment, 2008

[7] Yakama Nation Head Start Community Needs Assessment, 2008

[8] Armour-Thomas, Clay, et al. (1996). *What Matters Most: Teaching and America's Future.* National Commission on Teaching & America's Future.

[9] American Community Survey, 2008; DSHS, 2008

[10] Dee, Thomas (2005). "A Teacher Like Me: Does Race, Ethnicity or Gender Matter?" *American Economic Review* 95(2), pg. 158-165.

[11] U.S. Department of Education, National Center for Education Statistics. (December 2000.) "Monitoring Quality: An Indicators Report," Figure 2.3. Washington, DC.

[12] Clark, 2005; Wilson, Floden, Ferrini-Mundy, 2002; and Hammond, 2002, 2004, 2005, 2007
[13] Jackson, Bruegmann, 2005; National Bureau of Economic Research, 2007
[14] Ingersoll, 2004
[15] Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high quality new teachers*. Washington, DC.

Fideler, L. F., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers, Inc.

[16] Johnson, Susan Moore. (2004). *Finders and Keepers.* Jossey-Bass.

[17] Annette L. Breaux and Harry K. Wong *New Teacher Induction: How to Train, Support, and*

Retain New Teachers.. Harry K. Wong Publications, Inc., 2003.

[18] Feiman-Nemser, Sharon, et al. (2005). *Mentors in the Making.* Teachers College Press.

[19] Judy Carr, et al (2005). *Creating Dynamic Schools through Mentoring, Coaching and Collaboration*. Association for Supervision and Curriculum Development.

Charlotte Danielson. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development.

Thomas R. Guskey. (1999). *Evaluating PD.* Sage Publications.

Tina Blythe, David Allen and Barbara Schieffelin Powell. (1999) *Looking Together at Student Work: A Companion Guide to Assessing Student Learning.* Teachers College Press.

Susan Udelhofen and Kathy Larson. (2003). *The Mentoring Year.* Corwin Press.

Thomas R. Guskey. (2005). *PD That Works: What Makes PD Effective?* Phi Delta Kappan.

[20] *Improving Instruction through Coaching.* Center for Strengthening the Teaching Profession and Office of the Superintendent for Public Instruction, June 2007.

[21] Richman-Hirsch, W.L (2001). Post-training interventions to enhance transfer: The moderating effects of work environments. *Human Resource Development Quarterly*. (12) 105-120.

Ripple, C.H., and Connell, C.M. (2003). *The Training Program in Child Development: A Process Evaluation*. New Haven, CT: The Consultation Center, Department of Psychiatry, School of Medicine, Yale.

Neufeld, B., and Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity*. Providence, RI: Annenberg Institute for School Reform.

Manzo, K.K. (2005). "States and Districts Send Literacy Coaches to the Rescue." *Education Week*. July 27: 20-21.

[22] Justice, L. and Ezell, H. (2002). "Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology*. 11, 17-29.

[23] Ingersoll, R. M., & Kralik, J. (2004). The impact of mentoring on teacher retention: What the research says. Denver, CO: Education Commission of the States. 1–23.
27

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record 103*(6), 1013–1055.

Darling-Hammond, L. (2005). Educating the new educator: Teacher education and the future of democracy. *The New Educator 1*(1).

[24] Elish-Piper, L. and L'Aller, S. (2007). "Does literacy coaching make a difference? The effects of literacy coaching on reading achievement." *National Reading Conference*. Austin , TX. November.

Reed, M. (2007). "The Literacy Coach: Defining the roles and responsibilities of an evolving profession in reading education." *National Reading Conference.* Austin TX: November.

[25] Brewster, C., and Railsback, J. (2001). "Supporting beginning teachers: how administrators, teachers, and policymakers can help new teachers succeed." Northwest Regional Educational Laboratory. May.

Holloway, J.J. (2001). "Research ling: The benefits of mentoring." *Educational Leadership*. 58(8). 85-86.

US. Department of Health and Human Services. (2003). "Administration for children and families." *The Head Start Guide to Positive Child Outcomes*. Washington, DC. P. 68.

National Education Association Foundation for the Improvement of Education. (1999). Creating a teacher mentoring program.

[26] Clark, 2005; Wilson, Floden, Ferrini-Mundy, 2002; and Hammond, 2002, 2004, 2005, 2007
[27] Jackson, Bruegmann, 2005; National Bureau of Economic Research, 2007
[28] See Elfers, A. & Plecki, M. (2008, April). Analyzing the Career Paths of Teacher Education Graduates. Paper presented at the annual meeting of the American Education Finance Association: Denver, Colorado.

[29] See Plecki, M. & Elfers, A. (2007, April). Retention, Mobility, and Career Pathways of Beginning Teachers. Paper presented at the annual meeting of the American Education Research Association: Chicago, Illinois.

[30] Carol Bartell. (2005). *Cultivating High-Quality Teaching through Mentoring and Induction.* Corwin Press.

The New Teacher Center at the University of California, Santa Cruz. NTC Formative Assessment System, available on the Web at www.newteachercenter.org.

"Study of the Impact of the California Formative Assessment and Support System for Teachers." ETS Research Summary, available on the Web at www.ets.org/research/CFASST.html.

Todd Whitaker. (2003). *What Great Teachers Do Differently: 14 Things that Matter Most.* Eye on Education, Inc.

[31] Fideler, L. F., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers, Inc.

Public Education Network. (2003). *The voice of the new teacher*. Washington, DC: Public Education Network.

[32] Ingersoll & Kralik, 2004; Lopez et al., 2004; Wong, Britton, & Ganser, 2005

[33] Bond, E.A. (1988). *Diversity of Microcomputer Implementations: A Process Perspective*. Journal of Research on Computing in Education. 24: 321-30.

[34] Fullan, M.G. and Pomfret, A. (1977). *Research on Curriculum and Instruction Implementation*. Review of Educational Research. 47: 335-97.

[35] Early Literacy Development: The Case for "Informed Assessment" Johnston, P. and Rogers, R. (2005) Handbook of Early Literacy Research Volume 1. The Guilford Press. New York, NY. P. 380.

[36] Black, P. and William, D. (1998). *Assessment and Classroom Learning*. Assessments in Education. 5: 7-74

[37] Tukey, John. (1977). *Exploratory Data Analysis*. Addison-Wesley.

[38] Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage.

Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.

[39] Krippendorff, Klauss. (1980). *Content Analysis*. Newbury Park, CA: Sage.

Glaser et al. 1967

Strauss et al. 1998.

[40] Glaser, Barney and Strauss, Anselm. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.

[41] Miles, Matthew and Huberman, Michael. (1994). *Qualitative Data Analysis*. Newbury Park, CA: Sage.

[42] Lincoln, Yvonna and Guba, Egon. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage.

[43] Feiman-Nemser, S. (1996). Teacher mentoring: A critical review. ERIC Digest. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

Ingersoll, R. M., & Kralik, J. (2004). The impact of mentoring on teacher retention: What the research says. Denver, CO: Education Commission of the States. 1–23.
27

Lopez, A., Lash, A., Schaffner, M., Shields, P., & Wagner, M. (2004, February 11). *Review of research on the impact of beginning teacher induction on teacher*

quality and retention. Washington, DC: U.S. Department of Education.
28