

Land of Enchantment Teacher Quality Partnership

**Land of Enchantment
Teacher Quality Partnership
(*LETQP*):**

Grant Proposal

from

Questa, NM

New Mexico Highlands University

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OBJECTIVE/PERFORMANCE MEASURE CHART

NMHU COURSE OF STUDY FOR SPED AND EDUCATIONAL
ADMINISTRATION

KEY POSITION DESCRIPTIONS AND RESUME

LOGIC MODEL

SAMPLE NEEDS ASSESSMENT SURVEY

NEW MEXICO TEACHER AND PRINCIPAL COMPETENCIES

A. QUALITY OF PROJECT DESIGN

Northern New Mexico needs qualified and effective teachers and administrators and the partners for this proposal are committed to filling this need. The purpose of the proposed Partnership is twofold: 1) to supply highly qualified SPED teachers to high-need school districts by providing financial incentives, expanding content-knowledge and improving clinical experiences for pre-service and new teachers for sustainability and retention of practitioners; 2) to provide highly skilled administrators to districts in New Mexico that can provide effective instructional leadership at the building level. To that end, the Northwest Regional Education Cooperative #2 (NWREC#2), Central Consolidated School District, Aztec Municipal Schools, Bloomfield Schools, Farmington Municipal Schools, New Mexico Highlands University (NMHU) Department of Education, Northern New Mexico College (NNMC), and the Three Rivers Education Foundation (non-profit education group) propose the creation of the **Land of Enchantment Teacher Quality Partnership** (LETQP). This Partnership will: 1) improve student achievement; 2) improve the quality of novice teachers and administrators through residencies or internships; 3) expand professional development opportunities for all staff; 4) supply greater rigor and experiential components in educator training curricula programs at IHE(s), and 5) recruit highly qualified individuals that demographically represent the LEA population including those that are underrepresented in schools throughout northern NM.

Absolute Priority – Effective Teacher Residency Program

This project will select individuals who are committed to participating in intensive residencies while earning graduate degrees in the areas of special education. The Partnership will work with the Department of Education at New Mexico Highlands University, and Northern

New Mexico College both of which have extensive experience in implementing Native American and Hispanic teacher preparation programs. NNMC is recognized for its Native American and Hispanic student population. NMHU is nationally recognized for serving an Hispanic student population. The Three Rivers Education Foundation will assist project staff in the implementation of the grant while Questa Independent Schools (member of the NWREC#2) will act as fiscal agent. (See letters of support and responsibilities in the appendices.)

Competitive Preference Priority 1 – Student Achievement, Continuous Program Improvement

This project will collect quantitative student performance data from the New Mexico Standards Based Assessment (NMSBA), the Northwest Education Assessment (NWEA) or Learnia short cycle assessments, and quarterly skill assessment in Reading and Math.

Participants' student performance data (treatment students) will be compared with data of students in comparison classrooms with the goal of treatment students meeting or exceeding the performance of comparison students to determine *LETQP* project success.

Competitive Preference Priority 2 – Development of Leadership Programs

The leadership component of the project will serve individuals who are committed to participating in intensive internships while earning graduate degrees in educational administration. The Partnership will work with the Department of Education at NMHU. Participants will receive supplemental professional development coaching and mentoring as they intern as school administrators.

Needs Assessment:

The *Land of Enchantment Teacher Quality Partnership (LETQP)* grant application has been developed on behalf of a Partnership of LEA(s) including the NWREC#2 (composed of

seven rural school districts), the Central Consolidated School District, Farmington Municipal Schools, Bloomfield Schools, and Aztec Municipal Schools. ***Of the 25,695 students impacted by the grant, 22,914 or 89% are in schools that failed to meet AYP.*** Forty-two schools are elementary, 16 are middle schools and 18 are high schools. Of these schools, 60 or 79% failed to make AYP. Of the 60 schools, nine (9) are in School Improvement I, five (5) are in School Improvement II, eight (8) are in Corrective Action, and thirty (30) are in Restructuring. Three of the school districts serve a predominantly Native American student population while six serve a predominantly Hispanic population.

The ethnic composition of the school districts is 33% Native American, 41% Hispanic, and 17% Caucasian.¹ Free and reduced lunch data percentages for the participating LEA(s) combine for an average of 72.25%, whereas the Census poverty data average of 23.63%.² Central Consolidated School District, Chama Valley Independent Schools, Cuba Independent Schools, Dulce Independent Schools, Jemez Mountain Public Schools, Mesa Vista Consolidated Schools, Peñasco Independent Schools and Questa Independent Schools qualify as high-need LEA's per grant criteria. Forty-one schools within these districts are high-need schools due to the free and reduced lunch percentages. The school districts of Aztec, Farmington and Bloomfield are high-performing LEA's that will serve as a resource to the Partnership. All qualifying data is available in chart form in the appendices.

One of the most difficult instructional areas to staff in New Mexico is Special Education. The average turnover rate in Special Education is 27%. New Mexico is ranked sixteenth (A-) for Standards, Assessments and Accountability but is ranked 46th (D-) for student achievement and

¹ New Mexico Public Education website. <http://www.ped.state.nm.us/IT/fs/13/08.09.ethnic.pdf>

² New Mexico Public Education website. <http://www.ped.state.nm.us/IT/fs/11/08.09.free.lunch.pdf>

51st (D+) on chances of success. Students with disabilities gained only 4% in math proficiency, 2% in reading and 6% in science between 2005 and 2009.³ State assessment data indicates a 9.48% proficiency level in reading for identified SPED students and 6.11% proficiency level in math for qualifying districts in the Partnership. These data indicate a need for strong teachers who are able to differentiate instruction to meet students' diverse needs and manage casework effectively, as well as leaders who will ensure continual growth in all student populations.

The Partnership represents an array of educational resources that will allow the *LETQP* to combine quality planning and management with access to significant services while serving a broad cross-section of northern New Mexico schools and students. Northern New Mexico education systems face critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Shortages have resulted in unqualified teachers being placed in SPED classrooms with limited or no training with students being directly impacted. There are limited incentives to offer education professionals to work in locations that are depressed and remote. Current circumstances offer little hope that local districts will be able to effectively meet this demand.

While describing the *LETQP* participants and project, it is noteworthy that the efforts of the *LETQP* will not occur in isolation. Previous attempts to remedy teacher shortages have been instituted. The NWREC#2, Farmington Municipal Schools, Bloomfield Schools and several partner organizations were participants in a Transition to Teaching initiative aimed at mid-career professionals and alternative licensure, as well as a previous Teacher Quality Enhancement Recruitment program. Although successful, the efforts do not completely fill the need for

³ Garcia, Veronic, Ed. D., *An Overview of Education in New Mexico*, Retrieved 29 June 2009 from <http://www.ped.state.nm.us>

qualified teachers in the area, particularly the need for teachers licensed in Special Education, prompting the plan outlined herein. The data, research, and strategies from the successful Transition to Teaching (T2T) and Teacher Quality Enhancement (TQE) projects' focus groups will be applied where appropriate to the *LETQP*. Focus groups and surveys of beginning teachers were conducted in regards to teacher preparation. The results indicated that beginning teachers do not feel prepared to meet the challenges of differentiated instruction during their first years of teaching. In fact, it is the communication and collaboration between entities, and the data from the T2T project that have determined the need for the following additional strategies in addressing current and future shortages and the need for highly qualified teachers:

- The need to increase collaboration among professional educators from area IHE's and LEA's to intensify teacher education programs impacting rural schools,
- The need to prepare pre-service teachers by providing access to stronger content knowledge, an extended internship experience, financial incentives, and
- The need to support beginning teachers through additional focused professional development.

Testimony and survey responses of administrators participating in T2T and TQE sponsored professional development describe a need for more rigorous, site-based preparatory activities. Average tenure for school principals is five years. With this turnover rate, effective administrators are in great demand, not to mention those who are well prepared to face the challenges of the twenty-first century.

The identified needs become the basis for the goals, objectives, and activities of the *LETQP*, which will focus on the following: 1)institutional collaboration, 2)pre-service teacher

residencies, 3)administrative internships, 4)expanded training, 5)mentoring, 6)clinical experiences, and extended support beyond pre-service experiences in the activities and outcomes for the initiative.

Teacher Residency Program:

The teacher residency model is adapted from the Boston Teacher Residency⁴ program. Teacher residents will spend 60% of the day: 1) working with a master teacher integrating pedagogy with the practical demands of classroom instruction and management; 2) receiving professional development focused on needs of new teachers; and 3) coaching. Residents will be expected to serve as a “fellow” teacher in the classroom under the guidance of the master teacher thus allowing for a more realistic year-long experience while observing a master teacher. Residents will spend the remaining 40% of the day completing coursework from the masters program. Cohorts of 10 SPED residents will be recruited and will progress through the program for the first four years of the grant.

Recruits have earned a bachelor’s degree and are eligible for New Mexico teaching licensure. They will be offered a fifth-year **internship** with a graduate program to provide stronger **content knowledge**, extended **support**, and **financial incentives**, with success measured by completion of the graduate program, meeting all state licensure requirements, and placement in high-need schools. These goals will be accomplished by —

- Instituting a **recruitment plan** (identifying candidates based on a minimum undergraduate GPA of 3.0, 2 letters of recommendation from IHE faculty or previous

⁴ Retrieved 13 July 2009 from <http://www.edutopia.org/schools-of-education-boston>

- employers, passage of the NMTA basic skills assessment, admission to NMHU graduate program, a successful interview with grant committee utilizing a rigorous screening instrument (Joyce and Haberman), a requirement to work in an *LETQP* affiliated LEA for a period of three years), organizing a one-stop information center, and maintaining an informational, best-practices website,
- Providing **40 (10 per year) living wage stipends of [REDACTED] (including benefits)** for program recruits; which equates to first year teacher salary in New Mexico,
 - Providing a residency experience with a master teacher while recruit completes graduate coursework,
 - Arranging for **staff coaches and IHE field coach** to support residency experiences,
 - Providing two years of research-based **induction support** for 40 beginning teachers, and
 - Providing on-going monthly professional development.

A teaching resident's journey through the *LETQP* program will be as follows. Upon selection and contractual agreement for the scholarship and acceptance of program rules and guidelines, the participant will enter (or continue) the state-approved graduate course of study in Special Education at NMHU while at the same time participating in an intensive residency with a master teacher (See Course of Study in appendices). The participant will be supported by *LETQP* staff through meetings and coaching.

At the conclusion of the residency, staff coaches and the IHE field coach will work with recruits to meet New Mexico licensure requirements including passage of teacher assessments. The project coordinator will collaborate with Partnership districts to identify vacancies, and will

provide the information to participants to assist in placement. Priority will be given to residents as vacancies occur within the Partnership.

During the first two-years of teaching, practitioners will receive monthly professional development and coaching visits (from **both the IHE field coach and staff coaches**) to support new teachers. By the end of a two-year period of teaching, mentoring, and professional development support, the teacher will have acquired an extensive pedagogical and managerial toolbox to positively impact student achievement. They will achieve the “meets competency” level of performance on all New Mexico level I teacher competencies.

Administrative Internship Program:

The pathway for an administrative intern will be very similar to that of a teacher resident. However, individuals will be required to take a one-year leave from teaching in order to complete the internship. Potential administrative candidates will be recruited and contracted for a **year-long internship** and graduate program to provide hands-on field experiences, extended **support**, and **financial incentives**, with success measured by completion of the graduate program, meeting state administrative licensure requirements, and placement in high-need schools, specifically and initially by—

- Instituting a **recruitment plan** (successfully completed 2 years as a level II teacher, two letters of recommendation from current school administrators, acceptable score on principal perceiver instrument, successful interview with grant committee, admissions to the NMHU graduate program, requirement to apply for administrative vacancies in rural, high-need partner LEA’s), organizing a one-stop information center, and maintaining an informational, best-practices website.

- Providing **40 living wages of [REDACTED] (including benefits)** for program recruits; which equates to school leader salary.
- Providing an internship experience while completing graduate coursework.
- Arranging for coaches and IHE field coaches to assist with the internship experiences to improve leadership skills among participants.
- Provide two years of research-based **induction support** for 40 new administrators as measured by 100% participation in induction activities and documentation of coaching contacts.
- Providing on-going professional development through monthly workshops and a yearly administrators' academy.

Administrative interns will spend 60% of the day performing duties under the supervision of a master principal while 40% of the day will be utilized to complete graduate coursework with NMHU (See appendices for course of study). When the intern becomes an administrator of record, he/she will be provided with two coaching sessions each month that will include discussions on the topics provided through the workshops as well as the current needs of the participant. Attendance at an annual Administrators' Academy will be required for all interns.

Topics for the Academy will be identified through a survey completed by LEA partners.

Presenters will be selected from experts within the Partnership as identified by their organization.

(i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition;

There are several exceptional program elements that will be unique to the *Land of Enchantment Teacher Quality Partnership*.

- In the project service area, no other IHE is offering intensive year-long teaching residencies or administrative internships, nor is there the significant support being offered through this proposal to ensure participants remain in the teaching or administrative fields.
- Teaching residents will have exposure to participating in professional learning communities that provide forums for the discussion of student data and the strategies that will need to be implemented to address deficit areas.
- Clear criteria for master teachers (known as a cooperating teacher in traditional programs) is not established by IHE personnel. This proposal identifies clear criteria for a master teacher. These criteria include holding a level II or III New Mexico state teaching license and a recommendation from the site principal stating this individual is well-versed in planning, preparation, providing engaging instruction, collaborating to improve instruction based on the analysis of data for student gains, and has training and experience in core reading and math strategies utilized by the school. In the REC#2 alone, there are twenty-seven (27) level II and III teachers that can serve as a master teacher making this a viable criterion. The master teacher will receive a [REDACTED] annual stipend from grant funding to support the teacher resident, as well as the opportunity to utilize leadership skills that are a part of the competencies for level III teachers. The additional assistance in the classroom from a competent and professional adult is an additional incentive for master teachers to participate.
- Clear criteria for master principals will be established for the first time. A master principal will be recommended by the district administration as an instructional leader

- at the building level, as well as an individual that provides effective management strategies from which the intern may learn. The master principal will receive an annual stipend of [REDACTED] to support administrative interns.
- The concept of absolute immersion through an administrative internship is a novel approach. Typical internships must be done outside of normal teaching responsibilities. In this proposal, the administrative interns will be expected to participate fully in all activities and events that a public school administrator must negotiate. Experiences that an intern is expected to observe and participate in include:
 - Instructional Leadership: staff development, evaluation, curriculum
 - Managerial Leadership: fiscal management, laws and regulations, transportation, parent/community relations, discipline, facility maintenance, extra curricular activities, safety, district policies and procedures, scheduling, time management.
 - This project will establish performance matrices and compile sets of comparative data between project participants and those traditionally trained practitioners. Student achievement data will be used as the primary indicator of project success over the five-year span of the grant.
 - The creation of a **Professional Development Schools Group** with participating grant partners and IHE's will be a unique attribute of this project. The group will develop and monitor Partnership activities and progress by analyzing student data to drive future core content experiences, professional development activities, as well as field-

based teaching experiences. This will be the first time a group of this nature will analyze student data to plan professional development opportunities.

- Note, that while current education programs from participating IHE's include technology components, greater emphasis on technology for isolated, rural school settings and for delivery of professional development to such settings are envisioned, with NMHU taking the lead through Interactive Television (ITV) technology and on-line coursework to provide graduate level programs to participants. All *LETQP* instructors and coaches will be charged with setting the example for technology-enhanced delivery of information and content. ITV, synchronous (chat) and/or asynchronous web-based activities will familiarize students with technology through application so that they in turn will be technology literate and functional.

(ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services;

The **impact** of the project will be twofold. **First**, more effective teachers and administrators will be available to fill vacancies with qualifying Partnership LEA(s) who will be able to impact student achievement more quickly. The National Council for Accreditation of Teacher Education provides research that shows that well-prepared teachers are more likely to remain in teaching and will produce higher student achievement.⁵ By providing coaching support from both the IHE field coach as well as the staff coach, pre-service and novice teachers and administrators will be more effective more quickly than an individual that does not receive support beyond the district-assigned mentor or student teacher supervisor that is more typical for

⁵ Retrieved 13 July 2009 from <http://www.ncate.org/documents/resources/teacherEffective.pdf>

preparation and induction programs. Research by Joyce and Showers supports the proposition that coaching added to professional development ensures a 70%-90% probability that the knowledge will be applied in the classroom.⁶ Targeted professional development based on the identified needs of the Partnership will impact the knowledge, experience, and application of skills for resident and intern cohorts by providing time for reflection and discussion.

Second, as a consequence of interns and residents being placed in high-need schools, both climate and student achievement will be impacted. The most recent, research-based strategies will be integrated through the residency model that could potentially impact student achievement. The infusion of novel strategies will promote a professional learning community resulting in great synergy. According to Peter Senge (*The Fifth Discipline*), this professional learning community is one "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together".⁷ McLaughlin and Talbert state, "School-based teacher learning communities align with current empirical evidence of the most effective professional development strategies... Researchers agree that teachers learn best when they are involved in activities that: (a) focus on instruction and student learning specific to the settings in which they teach; (b) are sustained and continuous, rather than episodic; (c) provide opportunities for teachers to collaborate with colleagues inside and outside the school; (d) reflect teachers' influence about what and how they learn; and (e) help teachers develop theoretical understanding of the skills and knowledge they need to learn."⁸

⁶ Retrieved 13 July 2009 from [http://www.plsweb.com/resources/products/books/ch01_\(pt%201\).pdf](http://www.plsweb.com/resources/products/books/ch01_(pt%201).pdf)

⁷ Retrieved 13 July 2009 from http://www.sedl.org/change/issues/issues61/collective_creativity.html

⁸ McLaughlin, M. & Talbert, J. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teachers College Press.

The **impact** of this project will ultimately be on the students who will be the beneficiaries of sound instructional techniques.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

In the rural school districts represented in this Partnership, quality professional development is limited or nonexistent. Surveys conducted through the T2T and TQE programs indicate that new teachers are ill-prepared to meet the demands of the classroom. The goal of this project is to ensure that professional development and training services will be of sufficient **quality, intensity** and **duration** to meet the needs of the new teachers entering the profession. All residents and interns will spend 40% of each day completing coursework requirements for the graduate degree through NMHU. To overcome the barrier of large distances that the grant area will cover, instruction will be provided via Interactive Television (ITV) so that courses offered are accessible on-site for participants that could potentially be over 200 miles away.

During the program, teaching residents will attend monthly professional development opportunities provided through the grant utilizing personnel from the high-performing LEA's, experts from qualifying LEA's, NMHU and NNMC. Topics for monthly teacher workshops include reading strategies, IEP protocols and procedures, data analysis integrated with instructional decisions, ESL, integration of music/movement and fine arts into the classroom, Response to Intervention, science instruction and Professional Development Dossier assistance (a requirement for all New Mexico teachers to move to the next level of licensure). Professional

development will be made available to all teachers in the Partnership with the goal of **strengthening** content knowledge and teaching skills to **impact** student achievement.

After completion of the residency, the novice teacher will be provided monthly on-line professional development through a program called PD360⁹ to be used in concert with staff coaches. This program has over 200 hours of **researched-based** video instruction allowing the novice teacher to explore areas of concern or interest as determined collaboratively with the coach. The PD360 program was selected to allow participants in remote districts to access current, research-based information. The program provides embedded learning for participants based on areas of need. Examples of actual techniques are provided through videos from experts such as Rick DuFour, Michael Fullan, Thomas Guskey, Art Costa and Mike Schmoker. A reflection tool ensures application of the skill with a pursuant email that requires the participant to respond to the application of the strategy within the classroom. A facilitator's guide is also provided which will allow mentor teachers or building leaders to develop the video topic as part of a professional learning community discussion. Supporting the second-year teachers during the preparation of a Professional Development Dossier will be another important component offered to participants for progression in the New Mexico 3-Tiered Licensure System.

Professional development for administrative interns will include the topics of school climate and culture, time management, decision-making, summative and formative evaluations, recruiting/supporting/inducting new teachers, data analysis and professional learning communities.

The coordinator for the program will identify presenters for activities based on the needs of Partnership districts and the recommendations of district personnel. Presenters will be expert

practitioners identified by the Partnership to ensure high-**quality** presentations. While the emphasis of the presentations will be on providing research-based practices, it will also be essential that the presenter articulates how to apply the technique from a practitioner's perspective.

The teacher residencies and administrative internships will be **intense** experiences for respective participants. Both residents and interns will be able to put theory into immediate practice on a daily basis in a supportive environment. According to Fullan, "Districts in the forefront of professional development promote 'learning in context' – not just through workshops but through daily interactions in cultures designed for job embedded learning...Capacity building...is not just workshops and professional development for all. It is the daily habit of *working together*, and you can't learn this from a workshop or course. You need to learn by doing it and having mechanisms for getting better at it on purpose."¹⁰ **The opportunity to observe, work with, and reflect jointly with an experienced and effective teacher or administrator cannot be equaled in a traditional preparation experience.** This will better prepare participants for their first year of teaching or administration.

Coaches will ensure that professional development activities are not single occurrences where strategies may only be transferred to the classroom 5% of the time (Joyce and Showers). The coaches will reflect with recruits on how they are applying the strategies learned through professional development activities and what results they are experiencing. Professional development is of sufficient **duration** that both participants and the students will benefit.

⁹ Retrieved 2 June 2009 <http://www.schoolimprovement.com/pd360-info.cfm>

¹⁰ Fullan, M. (2005). *Leadership and sustainability: system thinkers in action*. Thousand Oak, CA: Corwin Press.

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The *LETQP* partnering entities create a substantial organization for achieving outcomes with potential for both **synergy** and **modularity**. The combined actions will create the services and activities –and the energy and dynamics – necessary for success, while their flexibility in fulfilling needed roles and tasks will create consistency and program integrity over time: Program continuity need not be interrupted due to the circumstances of a single participating organization.

New Mexico Highlands University is an institute of higher education (IHE) located in Las Vegas, New Mexico, with a branch campus in Farmington, New Mexico. The NMHU Department of Education offers state-approved teacher preparation and educational administration programs at the graduate level. NNMC in Espanola will support the grant by providing staff development to the LEA’s based on needs identified as a result of monthly PDS group meetings. NMHU staff will be the core trainers for participants by providing sound, state-approved coursework for teacher/administrator degrees and certification. NNMC *LETQP* activities supplement the core teacher education program, allowing for the immediate start-up and seamless integration of all professional development. A chart depicting responsibilities is as follows:

Partner	Responsibility
Questa Independent Schools	Fiscal agent
New Mexico Highlands University	Graduate coursework in SPED and Educational Administration
Northern New Mexico College	Professional Development in the content areas
Three Rivers Education Foundation	Grant administrator
Farmington, Bloomfield, Aztec School Districts	Resources to Partnership

The collaboration between IHE's and LEA's entities stress the integration of professional teaching skills with academic content. One link created by project staff will be the **Professional Development Schools Group (PDS)** that will meet monthly to strengthen teacher preparation. The group will bring together IHE and LEA personnel from within the Partnership (including the members that are considered high performing by grant definition). The PDS group will recommend methods to strengthen teacher and school leader preparation programs utilizing formative and summative student achievement data and the external evaluator report and recommendations. The group will provide governance for the day-to-day functioning of the *LETQP*. The *LETQP* Director and Coordinator will report to the PDS group on a monthly schedule

The project will create a cadre of **coaches** to bolster pre-service and beginning teacher content-knowledge and novice administrator leadership skills. This plan will be implemented in a way that mitigates the conflict between resistance to change in education programs and the need to meet teacher/administration shortages. While the professional development schools group meetings will foster changes within the participating entities, program components such as coaching will be held up as examples of desired changes. **Three staff coaches** will be hired by the project to work with the resident teachers and administrative interns in a coordinated approach with the IHE's, and to work with the newly-placed teachers and administrators during their initial two years. Test preparation strategies for all recruits will be available. Monthly meetings for project partners to discuss appropriate changes in existing programs will foster institutional improvements in teacher/administrator preparation and clinical experiences.

Both coaches and the IHE field coach will provide services founded on two models:

Cognitive CoachingSM which is defined “as a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities. In other words, Cognitive CoachingSM enables people to modify their capacity to modify themselves.”¹¹ A second support will be made available based on the Peer Assisted Leadership Services (PALS) model used by the National Association of Elementary School Principals. This model “is designed to engage...experienced principals to give back to their profession by supporting new...principals through mentoring.”¹²

Working one-on-one, all coaches will supplement successful state required mentoring programs but with different goals in mind. Whereas state mentor programs provide new teachers with information about the daily workings of the school, promote knowledge about the families and community, and provide emotional support, coaches will: 1) strengthen content knowledge, 2) expand instructional strategies, 3) promote reflective practices, and 4) facilitate the application of what has been gained through coursework and professional development. Coaches will meet with the residents and interns two times per month to gauge student progress based on various student data including short cycle assessment results, daily performance on assignments and anecdotal evidence.

The PDS group composed of practitioners from all participating entities will be involved in *LETQP* governance. Specific responsibilities are listed in the work plan. Program personnel (**Director, Coordinator, coaches and IHE field coach**), along with the **LEA personnel**, will establish links between the LEA's and the IHE's. The IHE field coach will facilitate

¹¹ Retrieved 29 Mar. 2009 from <http://www.cognitivecoaching.com/overview.htm>

¹² Retrieved 29 Mar. 2009 from http://www.naesp.org/Peer_Assisted_Leadership_Services.aspx

communication and program elements with NMHU and NNMC. Coaches will be recruited for their expertise in working with teachers and/or administrators.

Key Components to Maximize the Effectiveness of the Program:

Data collected from the needs assessment in consultation with program partners (see needs assessment in appendices) informed the development of the **program goals: (1) Establish, increase collaboration, and sustain a Partnership of professional educators from IHE's and LEA's to develop and implement teacher residency and school leadership intern programs impacting high-need school districts, (2) Identify and recruit 40 SPED potential teachers to participate in a teacher residency program to impact education in high-need LEA(s), (3) Retain and support participant teachers during a two-year induction program, (4) Identify and recruit 40 potential school leaders to participate in an internship program to impact education in rural high-need LEA(s), and (5) Retain and support participant school leaders in rural high-need LEA(s) during two-year induction program.**

The project's **Coordinator** will design and implement an application process based on the successful model used for the local Transition to Teaching program. *LETQP* will focus on recruitment of potential teachers from the undergraduate programs at NMHU, University of New Mexico – Farmington and Taos campuses, San Juan College Alternative Licensure Program, Northern New Mexico College's alternative licensure program, Dine' College, Adams State College, and Fort Lewis College in Durango, CO. These strategies will enhance the potential for acquiring teachers willing to work for the LEA's on a long-term basis *and* will align with the demographics of the schools and communities with a focus on underrepresented populations.

Living wages (██████ for teacher residents and ██████ for administrative interns) are based on current New Mexico teacher and administrative salaries and benefits. Administrative interns will be required to take a one-year leave of absence from current positions in order to complete the internship. The living wage meets the basic needs of the recipients and increases success by reducing external distractions.

During the internship and first two years as a teacher of record, the IHE field coach will collect data on the participants' students' composite scores on the New Mexico Standards Based Assessment, the NWEA or Learnia short cycle assessments, and quarterly skill assessments in Reading and Math. The NWEA/Learnia and quarterly assessment scores will analyzed only by the PDS group and the IHE field coach to determine short-term effectiveness of the program (formative assessment). The NMSBA scores will be compared with the special education Reading and Math achievement scores of comparison students using a t-test approach for independent groups. The comparison will be conducted through a one-way test with the null hypothesis being "Student scores of participants will be the same or better (\geq) than those of non-participants". This will become the summative data for analysis of program effectiveness. The results will be provided to the PDS Group, director, coordinator and evaluator for analysis as to program effectiveness.

The program will apply current best practices based upon research on monitoring and induction processes as outlined by Barry Sweeny. These practices have been applied in the region through the Transition to Teaching grant program and will be applied by the *LETQP* for mentoring and for coaching where applicable. Barry Sweeny suggested that effective induction programs should address three purposes: orientation, improvement of instruction, and changing

the norms.¹³ His teaching categories, outlined in Best Practices in New Teacher Mentoring and Induction¹⁴ include expectations, practice, management, and relationships. These best practices will be integrated in the project.

Content knowledge is a critical factor in the formula for educational success. Linda Darling-Hammond's research on the effect of teacher qualifications related to student achievement,¹⁵ discovered: (a) training focused on the analysis of learning and methods for teaching specific content to diverse learners appears to lead to effective practices; (b) teachers having a solid background in the subject matter and the methodology to teach were more successful; and (c) the knowledge and skills of the teacher have at least the same impact as the individual demographics of the students.

With this research to inform program components, the *LETQP* will institute coaching as part of the teacher residency and administrative internship. Coaching will be based on successful strategies and models; e.g. the Boston Plan for Excellence/Collaborative Coaching & Learning. These models will guide the structure of *LETQP* coaching. Additionally, Gamoran's research¹⁶ on sustainability, which identified components of integration, linkage, organizational integrity, and synergy, will be applied throughout the structure and activities of the *LETQP*, as will the Concerns-Based Adoption Model (CBAM) as articulated in Taking Charge of Change by Shirley M. Hord, et al.

¹³ Characteristics of Successful Mentoring Programs 1998, available online at <http://www.isdc.org/3M.PurposeGrid.html>

¹⁴ 1999, available online at <http://www.teachermentors.com>

¹⁵ Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers 1999, Center for the Study of Teaching and Policy, University of Washington, p. 15

¹⁶ 1996, NCILA, Vol. 2, No. 1, Wisconsin Center for Education Research, School of Education, University of Wisconsin

Program staff will develop and implement sustained professional development, intensive induction services, and other strategies that have proven effective in supporting and retaining educators. Members of the Partnership anticipate that the *LETQP*'s program will result in an increase in highly qualified, effective teachers and administrators in high-need schools that will affect student performance due to the immersion of participants in a rigorous three-year process.

B. QUALITY OF THE PROJECT EVALUATION

Dr. Irma Arellano, IDEA Educational Consultants, will be the independent evaluator for the *LETQP* grant (See resume in appendices). Dr. Arellano has been the evaluator for a Teacher Quality Enhancement grant for the past four-years and has over 20 years experience in evaluation and assessment at both the college and pre-collegiate levels. As the outside evaluator, Dr. Arellano will work with the project staff to establish benchmarks for evaluating project activities. Benchmarks will be aligned with the project performance measures.

Appropriate quantitative and qualitative data will be collected on each objective of the grant depending on the activity to be measured (See **Objective/Performance Measure chart in appendices**). The data collected will provide project staff, the external evaluator and *LETQP* partners with formative and summative information for project review and modifications as needed. The project performance measures will be utilized throughout the implementation of the *LETQP* program to ensure full-compliance and that GPRA indicators are met.

(i) The extent to which the methods of evaluation include the use of objective measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;

Purpose, Goals and Objectives

The purpose of the project is to 1) facilitate the creation and implementation of a model teacher **residency** and **support** program for individuals with a strong academic or professional background, 2) **collaborate** with high-need LEA's to provide professional development, and 3) **support** a school leadership **intern** program. A strong emphasis will be on the collaboration between the Partnership LEA's and IHE partners to develop, implement and support the program. The focus of the **teacher residency program** will be in Special Education (SPED). This decision is based on the needs assessment data collected from the partners (see appendices). An increased emphasis during the residency program and two years of induction will be on high quality research based professional development to strengthen content knowledge, teaching skills, and integration of technology, coaching and mentoring. The residency will be supported financially by providing a living wage. The **school leadership internship program** will be focused on developing strong instructional leaders, while participants complete a master's program, by providing financial, mentoring and research-based professional development support.

PERFORMANCE MEASURES

Project Goal (GOVERNANCE) 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHE's and LEA's to develop and implement teacher residency and school leadership intern programs impacting high-need school districts.

Objective 1.1: Establish and sustain monthly planning sessions with partners and program staff for implementation of the *LETQP* teacher residency, professional development, and school leadership intern program.

Performance Measure 1.1.1: By January 29, 2010 the Professional Development Schools Group (PDS) shall be organized consisting of a representative from each of the school district partners, NMHU, and the Three Rivers Education Foundation. Officers will be elected and a sub-committee appointed to formulate the rules and regulations for the organization.

Performance Measure 1.1.2: By January 29, 2010 (and annually thereafter) the Project Director and the IHE field coach from NMHU shall present the PDS group with a plan for the next year's residency master's courses and administrative intern's licensure program.

Performance Measure 1.1.3: By January 29, 2010 a schedule of monthly planning sessions, action plan for project implementation and meetings with the external evaluator will be established and approved by the PDS group.

Performance Measure 1.1.4: By February 26, 2010 the PDS group shall approve organizational policies and regulations for governing the program. A sub-committee shall be appointed to interview potential teacher residents and administrative interns.

Objective 1.2: Provide a monthly forum (PDS group) for *LETQP* partners to collaborate on the implementation of the teacher residency educator preparation and leadership intern program.

Performance Measure 1.2.1: By March 31, 2010 and annually thereafter, the following will be collected: an action plan, signed memoranda of understanding (MOU), sign-in sheets, and agendas.

Objective 1.3: Collaborate with LEA school leaders to identify opportunities to support, provide and/or intensify training and professional development for all teachers in the areas of content knowledge, reading and Special Education.

Performance Measure 1.3.1: as measured by an action plan and training topics schedule to be developed no later than March 31, 2010 and updated annually.

Goal (TEACHER RESIDENCY) 2: *Identify and recruit 40 SPED potential teachers to participate in a teacher residency program to impact education in high-need LEA(s)*

Objective 2.1: Recruit and select participants through a rigorous application review and personal committee interview for teacher residency experience including a master's degree program.

Performance Measure 2.1.1: By March 1, 2010 advertisements and announcements shall be made of application procedures.

Performance Measure 2.1.2: By April 15, 2010 interviews will be scheduled.

Performance Measure 2.1.3: By June 2010 cohort #1 and annually thereafter a total of 40 participants will be enrolled in the program as a result of meeting the following criteria: minimum GPA 3.0, passed NMTA Basic Skills Assessment, 2 letters of recommendation, and interview.

Objective 2.2: To provide expanded and stronger teaching experiences through teacher residency school format and a graduate degree program in SPED.

Performance Measure 2.2.1: Within two years of starting residency, 95% of participants will obtain a master's degree, pass 100% of required state teacher exams and obtain NM Level I teaching license (**GPRA 1,3, 5i**)

Objective 2.3: To provide 40 SPED teacher residents with high-quality professional development conducted by university staff from the Department of Education, LEA personnel and *LETQP* staff to include strong content knowledge, integration of technology, ESL teaching methodologies, and the use of data/research to improve classroom knowledge and teaching skills.

Performance Measure 2.3.1: By August 20, 2011 and annually thereafter, 100% of participants will attend six trainings as measured by pre/post Concerns Based Adoption Model (CBAM)¹⁷ and earned thirty semester hours of graduate credit from NMHU.

Objective 2.4: With NMHU, provide research-based coaching support for 40 SPED residents.

Performance Measure 2.4.1: By June 2011 and annually thereafter residents will participate in 20 coaching sessions as measured by completion of a collaborative assessment log focused on NM teaching competencies developed by project staff.

Goal (NOVICE TEACHER AND ACADEMIC ACHIEVEMENT) 3: *Retain and support participant teachers during a two-year induction program*

Objective 3.1: In collaboration with LEA and NMHU, provide two years of research-based mentor and induction support for novice teachers.

Performance Measure 3.1.1: By June 2011 and annually thereafter 100% of novice teachers will participate in 20 coaching sessions measured by completion of a collaborative assessment log focused on NM teaching competencies developed by project staff.

¹⁷ Hord, Shirley, et al, Taking Charge of Change, 1987, Association for Supervision and Curriculum Development.

Performance Measure 3.1.2: After completion of one year of teaching, 80% of participants will remain in high-need partner LEA of initial employment (**short-term performance GPRA 5ii**).

Performance Measure 3.1.3: After completion of three years of teaching, 80% of participants will remain in high-need partner LEA's. (**GPRA 2,4**).

Objective 3.2: Collect NMSBA, NWEA/Learnia, and quarterly skills-based Reading and Math scores on students taught by first year teacher participants and compare to the comparison classrooms to calibrate program quality and *student academic achievement*.

Performance Measure 3.2.1: After completion of one year of teaching, 70% of participants' students' NMSBA, NWEA/Learnia, and quarterly skills-based reading and math scores will equal or exceed those of the comparison group.

Goal (SCHOOL LEADERSHIP) 4: *Identify and recruit 40 potential school leaders to participate in an internship program to impact education in rural high-need LEA(s).*

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

Performance Measure 4.1.1: By March 15, 2010 the procedures for application shall be advertised.

Performance Measure 4.1.2: By April 15, 2010 interviews will be scheduled.

Performance Measure 4.1.3: By June 2011 cohort #1 and annually thereafter, identify 10 participants (40 total) based on the following criteria: two years successful teaching experience as a level two teacher, two letters of recommendation from district

administrators, passing score on Principal Perceiver instrument, interview and contract to apply for administrative openings within a rural high-need partner LEA.

Objective 4.2: To provide expanded and stronger leadership experiences through internship format and a graduate degree program in educational administration.

Performance Measure 4.2.1: Within two years of starting internship, 80% of participants will obtain master's degrees, pass NM Administrator Assessment and obtain NM Level 3B school leadership license.

Objective 4.3: To provide 40 school leadership interns with high-quality professional development conducted by university staff from the Education Department, LEA personnel and *LETQP* staff to include strong content knowledge, integration of technology, and the use of data and research to improve student learning.

Performance Measure 4.3.1: By June 2011 and annually thereafter, 100% of participants will attend six training workshops as measured by sign-in sheets and workshop evaluations.

Objective 4.4: With NMHU, collaboratively provide research-based coaching support for 40 school leadership interns.

Performance Measure 4.4.1: By June 2011 and annually thereafter, 100% of interns will participate in 20 coaching sessions as measured by completion of a collaborative assessment log focused on NM principal competencies.

Goal (NOVICE SCHOOL LEADER) 5: Retain and support participant school leaders in rural, high-need LEA during two-year induction program.

Objective 5.1: In collaboration with LEA and NMHU, provide two years of research-based mentor and induction support for novice administrators.

Performance Measure 5.1.1: By June 2011 and annually thereafter 100% of novice administrators will participate in 10 coaching sessions as measured by completion of a collaborative assessment log focused on NM principal competencies.

Performance Measure 5.1.2: After completion of one year as an intern school administrator, 80% of participants will remain in rural high-need partner LEA of initial employment.

Performance Measure 5.1.3: After completion of three years as a school administrator, 70% of participants will remain in rural, high need LEA's.

Objective 5.2: In collaboration with LEA and NMHU, provide one Administrators' Academy annually for leadership professional development.

Performance Measure 5.2.1: By February 2011 and annually thereafter, 90% of novice administrators will attend the Administrators' Academy as measured by sign-in sheets and academy evaluation.

(ii)The extent to which the methods of evaluation address the evaluation requirements in section 204 (a) of the HEA;

All criteria noted under section 204 (a) of the HEA will be tracked through a participant database over the lifetime of the project. This information will be obtained through coaching contacts and surveys of recruits.

Teacher effectiveness will be evaluated by several methods. The first method will be the observation by program coaches and master teachers/principals of the application of skills

garnered through monthly professional development. These will be correlated with the New Mexico Level I teaching or principal competencies and **documented** on a collaborative assessment log (see appendices for Level I NM teaching and administrative competencies). Annual surveys, peer group meetings and focus groups will also be conducted to collect **formative, qualitative data** in regards to teacher effectiveness. **Formative and summative student performance data** will be compiled annually by the IHE field coach to analyze the success of participants' students. This will include a t-test analysis for independent groups in regards to the NMSBA data to reject or not the null hypothesis that "student scores of participants will be the same or better (\geq) than those of non-participants."

(iii)The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;

A chart that correlates the project objectives with the evaluation methods and data sources the project staff and evaluator will utilize during the implementation of the LETQP project can be found in the appendices. The monthly PDS group meeting provides a forum for performance feedback and assessment of progress towards intended outcomes. The Director, in collaboration with the Coordinator, IHE field coach and staff Coaches, will provide "present levels of performance" data at each meeting. This information, along with formative and summative qualitative and quantitative data, will be provided to the external Evaluator to analyze for adjustments and modifications as needed. Recommendations and feedback from the Evaluator will be implemented accordingly. This **Plan-Do-Study-Act cycle** will be repeated throughout the life of the grant to ensure all intended outcomes are met.

C. SIGNIFICANCE OF THE PROJECT

1. The secretary considers the significance of the proposed project.

To address the need for improvement in several New Mexico School Districts this proposal will create a unique fifth year program for Special Education teachers and a licensing program for promising administrators. This need will be addressed through the development of strong mentoring programs with extended support and tracking strategies, and participant acquisition of expanded content knowledge through university preparation programs. This proposal promises to bring LEAs and higher education together with the simultaneous provision of cooperative, coordinated, yet independent programs for preparation and induction of new teachers and administrators.

2. In determination the significance of the proposal project, the Secretary considers the following factors. (i) The likelihood that the proposed project will result in system change or improvement.

Systemic change will occur throughout the evolution of this project in the area of teacher training, hiring, and induction. Resident teachers will be recruited to serve in the classrooms working in realistic settings with real students. They will be assigned to work with master teachers who have proven records of achievement with students who have exhibited little academic success. Candidates for the resident teacher positions will come from persons with strong academic backgrounds and dynamic skills in human relations. School districts will have the opportunity to observe these characteristics before the prospective teacher enters the classroom for the first time. This will bring a new emphasis on sustained higher education involvement with a university faculty member being involved in new teacher development over a

period of three years. The residency will be reflective of the day-to-day responsibilities participants will face. The resident will have the opportunity to be mentored by the master teacher, and be coached by the IHE field coach and staff coaches.

As the residents experience the daily responsibilities of working with special needs students, they can tailor individual programs that will result in increased student achievement. Special Education students traditionally lag behind other students in most New Mexico schools. Short cycle assessments will be administered on a more frequent basis. The master teacher and resident will be able to work together utilizing these assessments for timely adjustments. The imbedded professional development for the resident "...derives from the assumption that learning is essentially a collaborative rather than an individual activity – that **educators learn more powerfully in concert with others** who are struggling with the same problems – and that **the essential purpose of professional development should be the improvement of schools and school systems**, not just the improvement of the individuals who work in them."¹⁸ Imbedding these practices in daily routines will lead to **systemic change and improvement**.

The university will have the opportunity to use the evaluations from this project to make adjustments in their own processes. With the IHE field coach making routine visits to the classrooms of participants, they will be able to coordinate their own research-based instruction with conditions they observe in a real classroom setting. The IHE field coach will become a learner as well as a teacher.

Administrative interns will have opportunities to participate in training in live situations similar to those of the residents. Research indicates that in order for a school to support change

¹⁸ Elmore, R. (2003). *Knowing the right thing to do: school improvement and performance-based accountability*. Washington, DC: NGA Center for Best Practices.

and constant improvement, the principal must be an instructional leader. This project offers an opportunity to learn from a successful administrator on a first hand basis before actually assuming a leadership position. The intern will respond to routine administrative tasks. The interweaving of theory and practice will result in a more comprehensive learning experience in a safe, supportive environment.

The interns will be selected from a pool of teacher applicants who have exhibited strong leadership skills. They will be expected to show high levels of interpersonal skills, which are necessary for successfully working with parents, teachers and students. The master principal will be one who has a documented high level of academic achievement in a school where student profiles might be similar to those in other schools not witnessing similar success. The intern will have the opportunity to observe first hand why the successful administrator and the successful school might be different. They can use this information to adapt their own leadership style and personality toward making similar **improvements**.

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

Local capacity will be developed and improved from both the LEA and the higher education perspective. The LEA will recognize the importance of a strong mentoring and induction processes as a result of hiring better-prepared residents, and will adjust practices accordingly. These improvements, along with better recruitment techniques, will prove to be cost saving measures as the retention of teachers is increased and instruction is improved.

As a result of participant success in the project, the IHE will transform delivery of instruction to pre-service teachers from a traditional student teaching model to a residency model

with collaborative support from all entities. Continuity between coursework theory and classroom application will be developed in a clinical setting. As the IHE field coach has the chance to visit highly successful practicing teachers working directly with students, he/she will be able to share and incorporate optimal experiences for future implementation. The IHE field coach will provide venues for discussions to occur between IHE staff and participants to ensure the rigor and relevance of the program as well as effectiveness of the project itself. The result will be improved pre-service educator instruction that will be **sustained** and **institutionalized**. The precedent for continued partnership between LEA's and IHE's will be compelling based on the successes and benefits of the program.

(iii) The importance of magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement;

Educators have long dreamed of cloning master teachers. This project allows the residents to work directly with a successful master teacher for one year and be followed for an additional two years as they become teachers. This will become more than the traditional model of student teaching. The extended collaboration with university personnel will prepare teachers ready to produce new and phenomenal results with high-needs students. The residents will have the opportunity to try out new ideas with small groups of students making their own hypothesis and accepting or rejecting them. The rejection of failed ideas will be stressed along with the further development of successful ones.

The fostering of administrators ready to be instructional leaders will produce higher academic achievement results. As these interns witness the interaction between the successful master principal with parents, students and faculty members, they will develop ways of

instructional improvement that would have taken years to develop on their own. They will learn that administration is more than planning. It is a role that requires high-level skills to achieve implementation. The results of these internships will reduce failure in the new administrator and make him/her available to high-need students for many years.

(iv) The potential for continued support of the project after Federal funding ends, including, as appropriate the demonstrated commitment of appropriate entities to such support.

The results that are attained in the LEAs will garner support for their sustainability. The recruitment of mature persons into the teaching fields and providing on-job assistance will prove to be superior to that of existing processes in teacher education. Having new administrators fully prepared to be instructional leaders on their first day of work will produce tremendous academic improvement. Adjustment will be made by the university to carry information gained during the project into their regular administrative and Special Education courses as well as continuing similar cohorts.

The process of revising coursework has already begun at NMHU. All IHE institutions in the state of New Mexico are being required to revise educational administration programs. NMHU is currently exploring how to provide more enhanced, in-depth internships that provide hands-on administrative experiences. Staff recognize the need for improving core and elective courses that are offered. This revision effort demonstrates the commitment the IHE partner has to reforming current pre-service education practices in New Mexico and is indicative of

The state of New Mexico has begun to research five-year teacher preparation programs similar to California. Data will be collected in this project to support this idea. Through the

attainment of a master’s degree and participation in a fifth year residency, improvement will be documented as the new teacher is followed for three years while they practice the profession.

The project director and staff of a 2005 Teacher Quality Enhancement project have been focusing on teacher preparation reform as key component. This focus has led to the initiation and beginning implementation of a Professional Development Schools clinical model in collaboration with NMHU and other universities in New Mexico. MOU(s) have been developed and the implementation process is underway. This project will provide the opportunity to “practice and implement” this model that is currently in its infancy. Based on current work progress and successful development of relationships and collaboration between K-12 and higher education, it is feasible that the clinical model will be carried forward after the completion of the LETQP project. The project compliments and strengthens the work currently being undertaken to institute the full implementation and future support of the model for teachers and administrators.

D. QUALITY OF MANAGEMENT PLAN

(i) Management Plan Designed to Achieve Goals:

Please see the work plan for activities, responsibilities, timelines, milestones and outcomes. A logic model is also available in the appendices.

Goal (GOVERNANCE) 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHE’s and LEA’s to develop and implement teacher residency and school leadership intern programs impacting high-need school districts.

Work Plan, Objective 1.1: Establish and sustain monthly planning sessions with partners, program staff, and interested parties for implementation of the LETQP teacher residency, professional development, and school leadership intern program.			
Activities	Benchmarks	Timeline	Responsibility
Activity 1.1.1: Meeting of partner representatives to establish plan and	Formation of PDS group.	Complete by January 29,	Questa Supt.

strategies for <i>LETQP</i> .		2010	
Activity 1.1.2: Develop & advertise job descriptions for Program Director & key staff	Director & key staff positions filled with qualified individuals	Complete by February 12, 2010	PDS group
Activity 1.1.3: Work with partners to establish an action plan for year one	Plan in place and distributed	Complete by Jan. 15, 2010	Director, PDS group
Activity 1.1.4 Meet monthly to review program implementation and compliance.	Reports indicative of sound implementation.	Ongoing, Jan. 2010- Dec. 2014	Director, staff, and PDS group
Activity 1.1.6 Implement action plan applicable to grant initiatives.	Grant components implemented on time and with success.	Ongoing, Jan. 2010-Dec. 2014	Program staff
Activity 1.1.7: Hire external evaluator, review data collection processes.	Evaluator report	April 2010	Director, staff, & Committee
Outcome: Sustainability plan creates effective Partnership as measured by program implementation and evaluation reports.			
Work Plan, Objective 1.2: Provide a monthly forum (PDS group) for <i>LETQP</i> partners to collaborate on the implementation of the teacher residency educator preparation and leadership intern program			
Activities	Benchmarks	Timeline	Responsibility
Activity 1.2.1: Identify representatives from each entity to serve on PDS group.	PDS formed, two meetings completed, MOU's on file	Complete by March 19, 2010	Director, Coordinator
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings.	Held monthly	By Jan. 29, 2010 annually	<i>LETQP</i> Staff
Activity 1.2.3: Establish organizational policies and regulations for program governance.	Policies and regulations on file	By Feb. 26, 2010	<i>LETQP</i> Staff

Work Plan, Objective 1.3: Collaborate with LEA school leaders to identify opportunities to support, provide and/or intensify training and professional development for all teachers in the areas of content knowledge, reading and Special Education			
Activities	Benchmarks	Timeline	Responsibility
Activity 1.3.1: Develop and implement needs survey of members of Partnership.	Survey and results on file	By February 19, 2010	Coordinator
Activity 1.3.2: Develop and implement professional development plan in conjunction with grant initiatives.	PD plan published & distributed	By March 31, 2010 annually	PDS group
Outcome: Measured by the attendance of grant partners, other LEA(s), and other interested parties and by successful implementation of subsequent professional development plan annually			

Goal (TEACHER RESIDENCY) 2: Identify and recruit 40 SPED potential teachers to

participate in a teacher residency program to impact education in high-need LEA(s)

Work Plan, Objective 2.1: Recruit and select participants through a rigorous application review and personal committee interview for teacher residency experience including a master's degree program			
Activities	Benchmarks	Timeline	Responsibility
Activity 2.1.1: Develop detailed recruitment plan and scope of work.	Completed plan w/ scope of work, etc.	March 2010	Coordinator & Partners
Activity 2.1.2: Develop website, printed flyers, posters, brochures, PSA's, and other recruitment items.	Fully functional web site; printed information	March 2010	Coordinator
Activity 2.1.3: Establish application system and means of technical support.	Completed application packet available online & disseminated	March 2010	Coordinator
Activity 2.1.4: Recruit participants from LEA and IHE Communities	Master list of recruits;	June 2010	Coordinator
Outcome: Interview committee records, recruit database reflective of 10 individuals annually through 2013. Measured by program completion, meeting licensure requirements, placement in high-need schools, and greater content-area/management skills shown through collaborative assessment logs.			

Work Plan, Objective 2.2: To provide expanded and stronger teaching experiences through teacher residency school format and a graduate degree program in SPED			
Activities	Benchmarks	Timeline	Responsibility
Activity 2.2.1: Establish application process for master teachers.	Master teachers identified with proper agreements	March 2010	Coordinator & LEA representatives
Activity 2.2.2: Arrange and assign participants to master teacher.	Matching completed	August 2010	Coordinator & LEA reps.

Activity 2.2.3: Provide living wage for teacher residents and stipend for master teachers.	Distribute & track, funds & activities	August 2010	Director and Coordinator
Activity 2.2.4: Evaluate and collect data on teacher residency.	Summary from Coordinator & IHE field coach	Ongoing after August 2010	Evaluator, Coordinator, Program Dir., PDS group
Outcome: Measured by successful completion with 100% recruits demonstrating improved teacher instruction and management skills as reported through collaborative assessment logs, 95% obtaining a master's degree and appropriate licensure in NM (GPRA).			

Work Plan, Objective 2.3: To provide 40 SPED teacher residents with high-quality professional development conducted by university staff from the Departments of Education, LEA personnel and <i>LETQP</i> staff to include strong content knowledge, integration of technology, ESL teaching methodologies and the use of data and research to improve classroom knowledge and teaching skills			
Activities	Benchmarks	Timeline	Responsibility
Activity 2.3.1: Identify experts within all partnering entities to match professional development (PD) needs identified by PDS group	List of experts on file	August 2010	Coordinator, PDS group
Activity 2.3.2: Publish and distribute PD plan	PDS meeting agenda	September 1, 2010 and annually thereafter	Coordinator, PDS group
Activity 2.3.3: Evaluate and collect data on professional development.	Summary from Coordinator & IHE field coach	Ongoing after September 2010	Evaluator, Coordinator, Program Dir., PDS group
Outcome: Measured by recruit attendance at trainings annually, CBAM measurement for growth in knowledge, application of skills as reflected in collaborative assessment logs			
Work Plan, Objective 2.4: With NMHU, provide research-based coaching support for 40 SPED residents			
Activity 2.4.1: Arrange for IHE field coaches and staff coach to assist resident and master teacher.	Coaches assigned relevant case load	Fall 2010	Coordinator, staff coach, IHE field coach
Activity 2.4.2: Provide professional development for coaches	Attendance at Cognitive Coaching, PALS training	Ongoing after August 2010	Director, Coordinator
Activity 2.4.3: Monitor and evaluate implementation of coaching, including technology components.	Meeting monthly between Coaches, Director and Coordinator to	Ongoing after August 2010	Director, Coordinator, Coaches, PDS group and

	monitor coaching		Evaluator
Outcome: Minimum of 20 successful meetings annually measured by participant satisfaction surveys, collaborative assessment logs , and increased pass-rates for pre-service teachers taking content-area exams on the NM Teacher Assessment.			

Goal (NOVICE TEACHER AND ACADEMIC ACHIEVEMENT) 3: Retain and support participant teachers during a two-year induction program

Work Plan, Objective 3.1: In collaboration with LEA and NMHU, provide two years of research-based mentor and induction support for novice teachers			
Activities	Benchmarks	Timeline	Responsibility
Activity 3.1.1: Staff coach, IHE field coach and district-assigned mentor coordinate efforts	Collaborative assessment log documents joint meeting	September 2010 and annually thereafter	All coaches
Activity 3.1.2: Coaches meet with teacher	Record of 20 contacts annually	Ongoing after August 2010	All coaches, Coordinator
Activity 3.1.3: Monitor and evaluate implementation of mentoring, including technology usage.	Collaborative assessment logs to be completed and turned in each semester	Ongoing after November 2010	Director, Coord., PDS group and Evaluator
Outcome: 100% participation in induction activities and documentation of mentoring contacts, and questionnaires/surveys, 80% participants will remain in partner LEA after 1 year (GPRA), 80% of participants will remain in partner LEA after 3 years (GPRA)			
Work Plan, Objective 3.2: Collect NMSBA, NWEA/Learnia, and quarterly skills-based Reading and Math scores on students taught by first year teacher participants and compare to the comparison classrooms to calibrate program quality and <i>student academic achievement</i> .			
Activities	Benchmarks	Timeline	Responsibility
Activity 3.2.1: IHE field coach identifies baseline data from NMSBA and NWEA/Learnia reading and math scores for sped students	Report on file	October 2010	IHE field coach
Activity 3.2.2: IHE field coach collects data from participant teachers of record	Database developed	January 2011 and annually thereafter	IHE field coach
Activity 3.2.3: Monitor and evaluate student achievement on NMSBA, NWEA/Learning and quarterly skills assessments as an indicator of program success	Final report to be submitted to PDS group, Director, Coordinator, Evaluator	January 2012 and annually thereafter	Director, Coord., PDS group, Evaluator, IHE field coach

Outcome: 70% of participants' students' NMSBA, NWEA/Learnia, and quarterly skills-based Reading and Math scores will equal or exceed those of the comparison group.

Goal (SCHOOL LEADERSHIP) 4: Identify and recruit 40 potential school leaders to participate in an internship program to impact education in rural high-need LEA(s).

Work Plan, Objective 4.1: Recruit and select participants through a rigorous application review and personal committee interview for administrative internship experience including a master's degree program in educational administration			
Activities	Benchmarks	Timeline	Responsibility
Activity 4.1.1: Develop detailed recruitment plan and scope of work.	Completed plan w/ scope of work, etc.	March 2010	Coordinator & Partners
Activity 4.1.2: Develop website, printed flyers, posters, brochures, PSA's, and other recruitment items.	Fully functional web site; printed information	March 2010	Coordinator
Activity 4.1.3: Establish application system and means of technical support.	Completed application packet available online & disseminated	March 2010	Coordinator
Activity 4.1.4: Recruit participants from LEA and IHE Communities	Master list of recruits;	June 2010	Coordinator
Outcome: Interview committee records, recruit database reflective of 10 individuals annually through 2013. Measured by program completion, meeting licensure requirements, placement in high-need schools, and application of skills shown through collaborative assessment logs.			

Work Plan, Objective 4.2: To provide expanded and stronger leadership experiences through internship format and a graduate degree program in SPED			
Activities	Benchmarks	Timeline	Responsibility
Activity 4.2.1: Establish application process for master principals.	Master principals identified with proper agreements	March 2010	Coordinator & LEA representatives
Activity 4.2.2: Arrange and assign participants to master principal.	Matching completed	August 2010	Coordinator & LEA reps.
Activity 4.2.3: Provide living wage for administrative interns and stipend for master principals.	Distribute & track, funds & activities	August 2010	Director and Coordinator
Activity 4.2.4: Evaluate and collect data on administrative internship.	Summary from Coordinator & IHE field coach	Ongoing after April 2010	Evaluator, Coordinator, Program Dir., PDS group
Outcome: Measured by successful completion with 100% recruits demonstrating improved leadership and management skills as reported through collaborative assessment logs, 80% obtaining a master's degree and appropriate licensure in NM.			

Work Plan, Objective 4.3: To provide 40 school leadership interns with high-quality professional development conducted by university staff from the Education Department, LEA personnel and <i>LETQP</i> staff to include strong content knowledge, integration of technology, and the use of data and research to improve student learning			
Activities	Benchmarks	Timeline	Responsibility
Activity 4.3.1: Establish School Leadership Module training sessions	Annual agenda	August 2010	Coordinator, PDS
Activity 4.3.2: Publish and distribute School Leadership Module training plan	PDS meeting agenda	Sept. 1, 2010 and annually thereafter	Coordinator, PDS
Activity 4.3.3: Evaluate and collect data on professional development.	Summary from Coordinator	Ongoing after Sept. 2010	Evaluator, Coordinator, Program Dir., PDS group
Outcome: Measured by recruit attendance at trainings annually, CBAM measurement for growth in knowledge, application of skills as reflected in collaborative assessment logs			
Work Plan, Objective 4.4: With NMHU, collaboratively provide research-based coaching support for 40 school leadership interns.			
Activity 4.4.1: Arrange for IHE field coaches and staff coach to assist intern and master principal.	Coaches assigned relevant case load	Fall 2010	Coordinator, staff coach, IHE field coach
Activity 4.4.2. Monitor and evaluate implementation of coaching, including technology components.	Meeting monthly between Coaches, Director and Coordinator to monitor coaching	Ongoing after September 2010	Director, Coordinator, Coaches, PDS group and Evaluator
Outcome: Minimum of 20 successful meetings annually measured by participant satisfaction surveys and collaborative assessment logs.			

Goal (NOVICE SCHOOL LEADER) 5: Retain and support participant school leaders in rural, high-need LEA during two-year induction program.

Work Plan, Objective 5.1: In collaboration with LEA and NMHU, provide two years of research-based mentor and induction support for novice administrators			
Activities	Benchmarks	Timeline	Responsibility
Activity 5.1.1: Staff coach, IHE field coach and district-assigned mentor coordinate efforts	Collaborative assessment log documents joint meeting	September 2010 and annually thereafter	All coaches
Activity 5.1.2: Coaches meet with	Record of 20 contacts	Ongoing after	All coaches,

principal	annually	September 2010	Coordinator
Activity 5.1.3: Monitor and evaluate implementation of mentoring, including technology usage.	Collaborative assessment logs to be completed and turned in each semester	Ongoing after November 2010	Director, Coord., PDS group and Evaluator
Outcome: 100% participation in 10 coaching sessions, 80% participants will remain in partner LEA after 1 year as an administrator of record, 70% of participants will remain in partner LEA after 3 years			
Work Plan, Objective 5.2: In collaboration with LEA and NMHU, provide one Administrators' Academy annually for leadership professional development			
Activities	Benchmarks	Timeline	Responsibility
Activity 5.2.1: Advertise Administrators' Academy through website, email PSA's	Flyers on file	October 2010 and annually thereafter	Coordinator
Activity 5.2.2: Survey participating entities to determine needs	Survey results	November 2010 and annually thereafter	PDS group, Coordinator
Activity 5.2.3: Identify presenters for Academy based on recommendations of PSG	Database developed	December 2010 and annually thereafter	PDS group, Coordinator
Activity 5.2.4: Hold annual Administrators' Academy	Agenda on file, sign-in sheets, Academy evaluation	February 2011 and annually thereafter	PDS group, Coordinator, Coaches
Activity 5.2.5: Monitor and evaluate implementation of annual Academy	Final report to be submitted to PDS group, Director, Coordinator, Evaluator	March 2011 and annually thereafter	Director, Coord., PDS group, Evaluator
Outcome: 90% of novice administrators will attend the academy			

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;

To facilitate monitoring and evaluation, the Program Director will develop a **process evaluation report monthly** that will be submitted to the **Professional Development Schools Group (PDS group)**. The report will detail the progress of activities in a format which can be easily compared to the work plan and grant components. Outcome data will be assessed and

discussed at monthly meetings to determine the progress and quality of services. Additionally, *LETQP* will use **teacher focus groups, peer groups, and surveys** of all participants to solicit input. Utilizing **cycles for continual improvement** and **PDSA** (plan-do-study-act) concepts such as those in quality management philosophies and Baldrige quality tools, the **staff and PDS group** will continuously **identify strengths and weakness** in the delivery of services and work with all parties to make reasonable modifications for enhanced services.

(iii) The adequacy of mechanisms for ensuring high quality products and services from the proposed project.

Governance will consist of the signature partners (Quest Independent School District, members of the REC#2, Central Consolidated School District, New Mexico Highlands University, and Northern New Mexico College) – and all other partner-participants – providing representatives for the **PDS group**. The group is to meet **monthly**. The PDS group will hire the Director and key staff, will seek input and provide guidance for the hiring of additional staff, will monitor budget and evaluate program benchmarks, and will assist and give input concerning overall program assessment and evaluation. It will also **provide a venue for the networking of education professionals and stakeholders** who will work with the NM Public Education Department and community leaders to enhance the overall quality of the experience of teaching in the rural public school environment.

Both New Mexico Highlands University and Northern New Mexico College are familiar with the needs of the communities that the grant will serve. This will be essential to successful implementation of the activities proposed by the project. Both IHE's work with diverse

populations. This will be an asset as the program prepares educators to work with very similar populations in the public school setting.

Qualifications, Training and Experience of Key Personnel: Project staffing includes a half-time Director, full-time Coordinator, a secretary, three staff coaches and one IHE field coach. Coaches will be hired as the project progresses, while provisions are in place to establish the director, coordinator and secretary positions immediately. This structured format will ensure that high-quality personnel are hired for key positions. The result will be an efficacious implementation of grant activities.

A superior Project Staff is critical to cementing a successful Partnership. Job descriptions and actual/tentative/ideal candidate resumes appear in full in the Job Descriptions of Key Personnel found in the appendices, and in abbreviated form in the Budget Narrative portions of the grant application. This staff structure will ensure that **high quality products and services** will be a result of the project.

The **Program Director** will be paid as a .50 FTE from the program budget and is assumed to have other, similar management responsibilities within the Partnership. The Program Director will work with IHE's, schools, district administrators, PDS group members, and the staffs of participating entities to plan, coordinate, and implement the *LETQP* activities described in the work plan. The Director will be responsible for the hiring and supervision of staff as well as coordinating the PDS group. The Program Director will additionally work with the Evaluator to establish and monitor the assessment and evaluation system for the program, including the development of monthly process evaluation reports. The Director must hold at least five (5) years professional experience in planning and delivering teacher education and professional

development programming in an IHE or LEA environment. The Director must have a Masters Degree in Education or Administration and hold current licensure in the State of New Mexico. The Director has previous successful experience implementing T2T and TQE grants which will provide a strong foundation on which to build the *LETQP* project.

The **Coordinator** will be a full-time program employee and will be responsible for working with the PDS group to develop and implement the recruitment plan and professional development activities. Specifically, the Coordinator will recruit participants and assist in the application process by coordinating a one-stop information center. The Coordinator will work with the partners to expand and improve pre-service activities and implement the teacher residency and administrative internship programs. The Coordinator will be responsible for working with district personnel to establish and monitor the mentoring and induction system that enhances the residency and internship program. The Coordinator will oversee the process of recruiting master teachers and principals, surveying and matching of the masters with teacher residents and administrative interns, and supporting these staff members with professional development and support opportunities. The Coordinator must hold a Master's Degree in Educational Administration and have a minimum of five years experience as a classroom teacher and three years as a principal.

Four full-time **Coaches** will be hired and will provide direct coaching to pre-service teachers and prospective administrators, as well as novice teachers and principals. The coaches will coordinate with district assigned mentors to impact the mentor/mentee relationship and the quality of content instruction including the integration of technology. **Three** of the coaches will be considered **staff coaches** that hold a minimum of a Master's Degree and are well-versed in

collaborating with adult learners. **One** coach will be the **IHE field coach** with a minimum of a Master's Degree that is associated with the Department of Education at NMHU. This individual will assist participants in meshing theory with actual classroom instruction, as well as provide advisement on students' course of study. The IHE field coach will also be responsible for collecting student achievement data for analysis on program implementation and success. Coaches will utilize strategies with program recruits that produce self-directed and reflective practitioners capable of improving student achievement. These will be the sole responsibilities for the IHE field coach making it feasible for him/her to support recruits in the program.

The **Secretary/Office Assistant** (1.0 FTE) will assist the Program Director in developing reports and program materials, will perform record keeping, reception, and basic secretarial work, and will work with lead-LEA finance office to manage payroll processing and purchase orders.

Partner Personnel: Because the *LETQP* is a Partnership and builds upon existing, state-approved programs for teacher education and mentoring, key personnel also include IHE and LEA personnel, instructors, mentors, and master teachers and administrators. The number and diversity of participating partners assures that a pool of qualified applicants will fill these roles. The plan outlined herein represents a reasonable, practical concept for teacher and administrator recruitment, improvement of preparation, and long-term reform of teacher and administrator preparation programs. The program is anchored in the community, has a strong foundation, and is built on previous successes, and utilizes knowledge gained from those successful endeavors to create the current plan. **Mechanisms** are built into the plan to insure long-term change and commitment to improved teacher and administrator education.

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