



# PROGRAM EVALUATION

## Three Rivers Teacher Quality Partnership Project

Award # U336S180013

### Abstract

The 3RIVTQP project implemented through Three Rivers Education Foundation supports a partnership of professional educators focused on developing and implementing a teacher residency program in special education and secondary STEM by providing mentoring and coaching to support and retain teacher Residents during a two-year induction program, thus positively impacting high-need school districts in New Mexico.

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## **Purpose**

The purpose of this program evaluation is to examine the effectiveness, efficacy, and fidelity of the Teacher Quality Partnership federal program granted to Three Rivers Education Foundation in 2018. To accomplish this purpose, the evaluation draws from the Project Narrative, Annual Performance Report, Data Verification (DVS) report, Residents' surveys, and input and data from the project staff.

## **Program**

The Three Rivers Teacher Quality Partnership (3RIVTQP) is a federally funded grant project awarded to Three Rivers Education Foundation (TREF). TREF has a nearly 15-year history as a non-profit whose mission is to “support excellence in education design, practice and research” with programs throughout New Mexico and in areas of Texas, Arizona, Colorado and Utah.

The Absolute Priority is to provide a partnership to carry out an effective teacher residency program, with Competitive Preference Priorities of Special Education and STEM education and computer science and effective instruction in schools.

3RIVTQP provides a multi-faceted program. The goals of the program are:

Goal 1: Establish, increase collaboration, and sustain a Partnership with Institutions of Higher Education (IHE) and Local Education Agencies (LEAs) to develop and implement teacher residency programs that impact high-need school districts.

Goal 2: Provide a residency program in high-need LEAs for 45 participants in special education and secondary STEM.

Goal 3: Retain and support teachers during a two-year induction program

The Logic Model, developed for the grant submission clearly delineates the relationship of these goals to the objectives, strategies, actions and outputs set forth for this project (see Appendix A).

The 3RIVTQP stated project activities are:

- 1) Establish and sustain a partnership, and increase collaboration among professional educators from IHEs and LEAs to develop and implement a teacher residency program impacting high need, high-poverty school districts;
- 2) Improve the quality of novice teachers through residencies and expanded access to quality professional development, support, and mentoring;
- 3) Increase the rigor and depth of experiential components in educator training programs at IHEs;
- 4) Recruit highly qualified individuals that demographically represent the district population;
- 5) Enrich professional development opportunities for core groups of teachers in participating schools;
- 6) Improve student achievement;

In short, 3RIVTQP is designed to bring a team of committed partners together to create a dynamic collaborative system in which university faculty provide subject-matter and pedagogical expertise, teacher mentors support and guide resident teachers (Residents), program staff conduct professional development and ensure that activities reflect the diversity of the communities participating in the project, and project management and evaluation services continuously monitor and inform all entities of progress and operation.

In order to ensure the efficacy and effectiveness of the 3RIVTQP, the staff utilize a multi-faceted approach to attain stakeholder feedback and program data. The following list is an example of data reviewed and analyzed.

- Site-based progress assessments
- Feedback from principals and mentors
- 3RIVTQP residents' surveys
- Master's degree completion or progress
- Pre-test and post-test results
- Professional Development evaluations
- Teacher Licensure Outcomes
- Oral interviews with 3RIVTQP Residents

- Coaching and mentoring contact logs

This continuous feedback model allows for clear communication and allows for modifications as needed. After a thorough analysis of the feedback, survey results and the pre-test/post-test data, the 3RIVTQP staff utilize the Plan-Do-Check-Act (PDCA) cycle, also known as the “Deming Cycle,” to insure continuous program improvement.

The Three Rivers Education Foundation implements a rigorous hiring process to ensure that all 3RIVTQP staff members are certified and highly motivated to meet all the identified program needs and the identified needs of the 3RIVTQP Residents.

Currently, the 3RIVTQP staffing plan to support the Residents is as follows:

- 3RIVTQP Project Director/PI: Dr. Linda Coy
- 3RIVTQP Executive Coordinator: Bobbie Zemanek-White
- 3RIVTQP Field Coach & PD: Patricia Martinez-Lopez
- 3RIVTQP District Mentor Teachers - (2 for each Resident)\*
- 3RIVTQP District School Principals - (2 for each Resident)\*

(\* The 3RIVTQP model is unique in that the Residents spend their first semester in either an elementary Special Education (SPED) or a middle school STEM (science, technology, engineering, mathematics) classroom and then they spend their second semester at a secondary SPED or high school STEM classroom respectively.)

The 3RIVTQP Project and Field Director have established positive relationships with officials representing the six partnering school districts and the program’s university partner Eastern New Mexico University.

### **Project Accountability**

3RIVTQP goals, objectives, and outcomes are clearly specified and measurable. The program was designed to serve 45 Residents over a five-year period. Adjustments were made to the original number of participants in year-one due to a funding reduction. The final number was adjusted down to 41. The first cohort was reduced from 9 to 5 but the program was recently

approved once again to serve a total of 45. Adjustments will be made to each subsequent cohort as the program progresses.

(Appendix B is the documents prepared in preparation for the latest Program Monitoring Call with the US Department of Education’s Program Officer.)

The US Department of Education has established six Government Performance and Results Act (GPRA) Measures that are applied to all TQP funded programs (the first five are required, the sixth being optional). Those are:

**GPRA 1: Completers**

(certified within 1 year/total graduates (to date))

**GPRA 2: Math/science completers**

(certified with STEM endorsements/total graduates (to date))

**GPRA 3: 1-year Persistence**

(enrolled last year and continuing on/participants last year)

**GPRA 4: 1-year Employment Retention**

(number currently serving in LEA/number hired in the previous year)

**GPRA 5: 3-year Employment Retention**

(number currently serving in LEA/number hired 3 year prior to the current year)

**GPRA 6: Student Learning**

(optional)

Analysis of each measure is based on cumulative data from multiple years. Inasmuch as this is the initial year of 3RIVTQP no complete data can currently be reported at this time. Future evaluations will begin including reports of each measure as that required data become available.

	<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3</b>	<b>Cohort 4</b>	<b>Cohort 5</b>
start	2019	2020	2021	2022	2023
end	2021	2022	2023	2024	
Total Number of Residents in Cohort	5	10			
Number of Residents					

Certified					
Number of Residents Graduated					
<b>GPR 1</b>	<b>percent</b>				
Certified with STEM endorsement					
<b>GPR 2</b>	<b>percent</b>				
Number continuing on to the second year					
<b>GPR 3</b>	<b>percent</b>				
Number serving in the LEA					
Number LEA hired in previous year					
<b>GPR 4</b>	<b>percent</b>				
Number LEA hired 3 years prior					
<b>GPR 5</b>	<b>percent</b>				

In addition to the GPR Measures, there are five parallel research questions identified in the Project Narrative. Those are:

1. To what extent are qualified participants recruited, selected, and retained in the 3RIVTQP project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and masters degree requirements? (GPR 1,2 and 3)
2. What was the quality of the coursework and professional development, and did the residency process, professional development, and IHE preparation programs prepare residents to pass the NMTA and become successful teachers of record in high-need, low-income rural public school classrooms? (GPR 1,2,3 and 6)
3. What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency programs? (GPR 4 and 5)

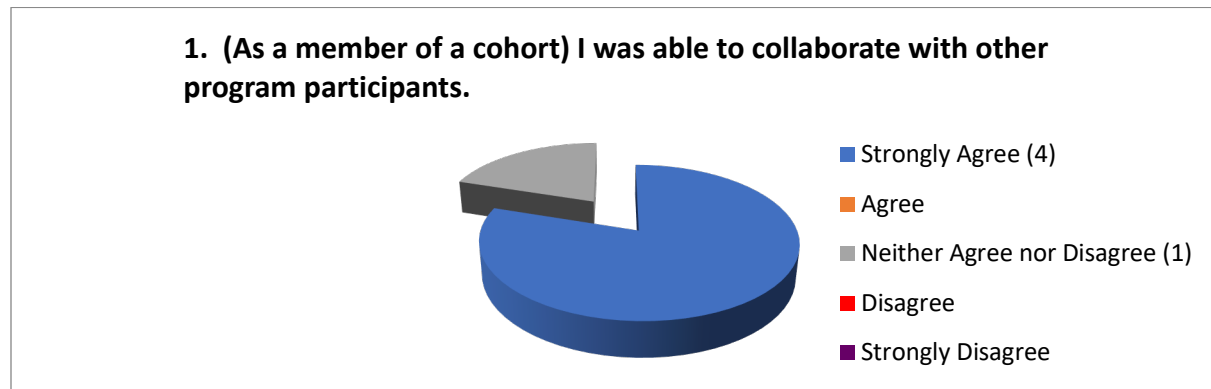
4. Did the induction support process improve the retention rate and teaching quality of participating new teachers? (GPRA 4,5 and 6)
5. How do achievement rates for participating teacher’s students compare to rates for non-participating teachers’ students? OPTIONAL (GPRA 6)

Between the GPRA Measures and the research questions, the effectiveness, efficacy, and fidelity of the program and its components should be easy to validate.

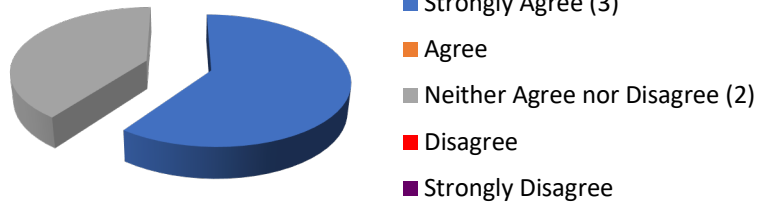
### Resident Survey

A survey of program Residents was conducted in January 2021, to ascertain Residents’ (cohort 1) satisfaction with delivery of program components. All five Cohort 1 Residents responded to each of fourteen statements, for a total of 70 responses to those statements. Using a Likert scale format, 80 percent of the responses were either strongly agreed (51%) or agreed (29%) with the statements. Only 20 percent expressed neither agreement nor disagreement or disagree, and none of the responses strongly disagreed.

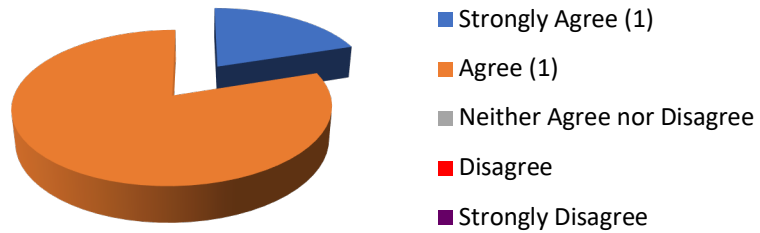
Following is an analysis of individual statements and responses:



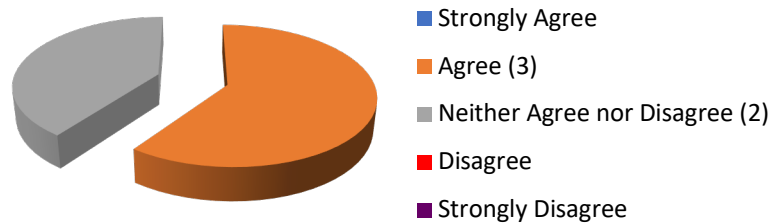
**2. (As a member of a cohort) I was able to develop professional relationships with mentor teachers.**



**3. (As a member of a cohort) I received in-depth professional development preparing me for my teaching responsibilities.**

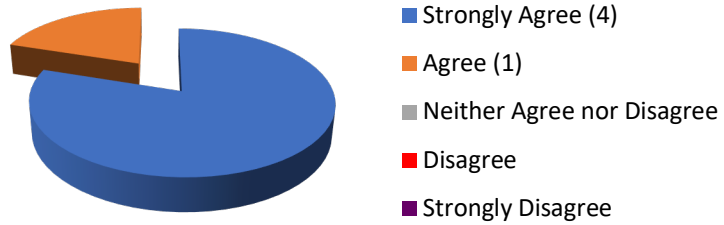


**4. (As a member of a cohort) I learned to differentiate instruction to meet student needs.**

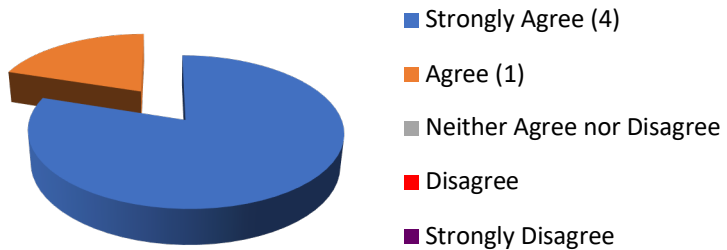




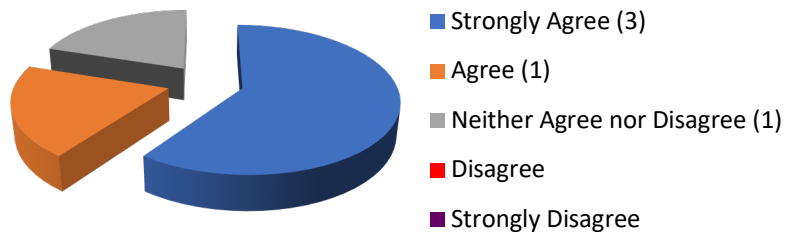
**5. (As a member of a cohort) I am receiving on-going support through my school district's induction process.**



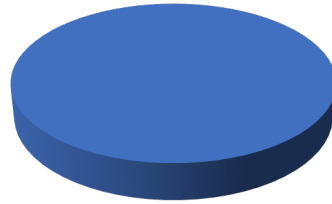
**6. Through 3RIVTQP I learned core background concepts and instructional skills required to deliver strong learning experiences in reading and math.**



**7. I was supported with professional development, classroom observations and coaching.**

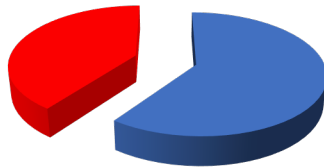


**8. As a result of 3RIVTQP I acquired extensive pedagogical and professional educational skills to positively impact student achievement.**



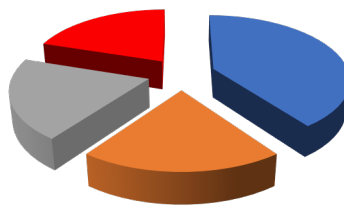
- Strongly Agree (5)
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**9. My mentor teacher was well-versed in planning, preparation, providing engaging instruction and collaboration with colleagues to improve instruction.**



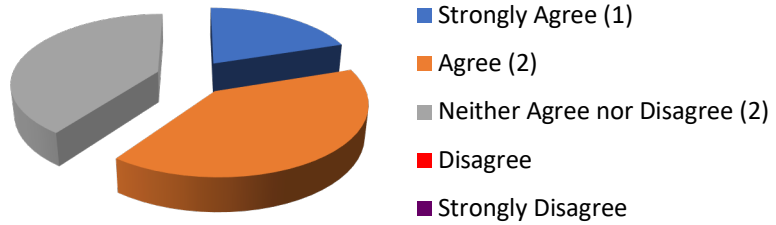
- Strongly Agree (3)
- Agree
- Neither Agree nor Disagree
- Disagree (2)
- Strongly Disagree

**10. My experiences while in the program included administering assessments, student supervision, working with parents, community, discipline, safety, understanding district policies and procedures, scheduling and time management.**

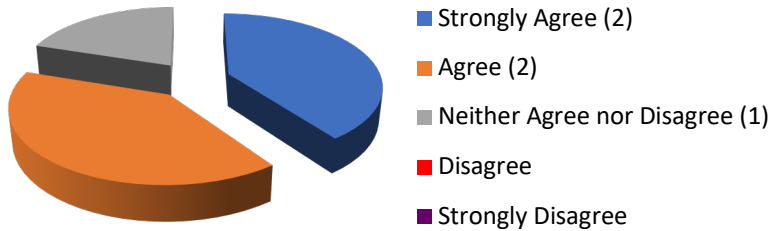


- Strongly Agree (2)
- Agree (1)
- Neither Agree nor Disagree (1)
- Disagree (1)
- Strongly Disagree

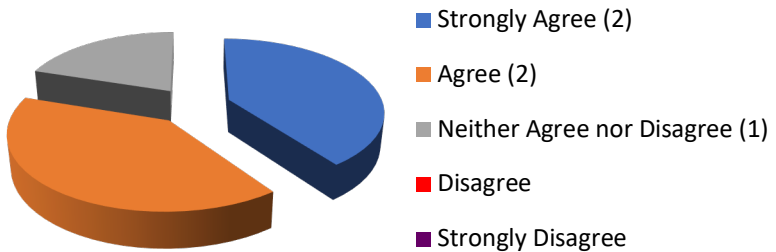
**11. Through 3RIVTQP I learned how to develop innovative computer-based games that support mathematical learning.**



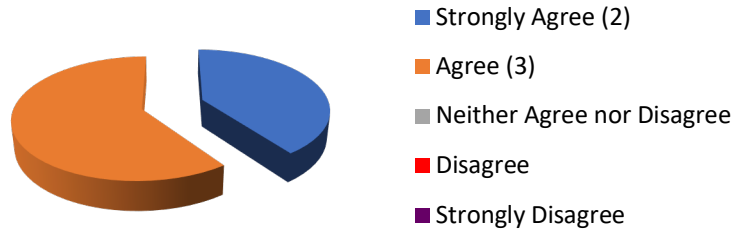
**12. Small group practicums helped me practice and reinforce new instructional strategies and skills.**



**13. As a result of the small group practicums I was able to examine my instructional efficacy and explore how to transfer skills from the small group to a classroom setting.**



**14. The iReady assessments used in the mathematics and reading practicums were an effective means to inform and evaluate my instruction.**



It is clear from the survey responses; the majority of Residents are satisfied with their participation in the program overall (see Appendix C for additional comments).

Further it is clear from the documents included in Appendix D, that the Residents are very satisfied with individual Professional Development (PD) activities.

**Improvement Opportunities**

Clearly the greatest recent hurdles faced by all educators, in general, and by the program staff in particular were the impact that COVID-19 has had on providing the intensive on-site, interactive residency model for Residents as originally designed. The 3RIVTQP Executive Coordinator, Bobbie Zemanek-White, stated: “... *program changes to address New Mexico’s mostly online delivery of instruction have been implemented. Program staff identified concerns about missed opportunities in regard to the participants’ experiences in a remote and virtual online teaching format. A plan was developed in March 2020 to address the concerns around missed opportunities for instructional observations, analysis of student data, development of lesson/unit plans, student discipline and classroom management as well as an overall more robust in person interaction with the mentor teacher. This approach was extended into the 2020-2021 academic year with the subsequent cohort of residents.*” (Those plans are included in Appendix E.)

It is clear that the program staff was very effective in responding to these impacts. Again as Ms. Zemanek-White stated: “*Our Remote Workplan document identifies the initial monthly PD that was planned as well as all of the additional opportunities that have been incorporated to strengthen the residents’ experiences. In response to the decrease in amount of on-site*

*participation, we increased the 3RIVTQP staff's interaction with the residents to include more opportunities focused on instructional practices and increased the number of coaching sessions.”*

When initiating any new program, improvements are put into practice as a result of initial and on-going involvement with participants. As outlined above, further improvements were necessitated by matters far beyond the control of the program staff, and additional improvements will be incorporated as a result of the ongoing feedback processes utilized.

### **Strengths**

The Program Director and staff have developed solid enduring partnerships with many community providers. These partnerships will only strengthen the opportunity to improve future teacher preparation programs on a broader scale.

I believe the single greatest demonstrated strength of the program has been the staff's willingness and abilities to respond to COVID-19 and the associated impacts to educational delivery, and continue to deliver a high quality teacher preparation program. The Program Director and staff have adroitly navigated the unknown waters of virtual and hybrid instruction while maintaining the quality of the Resident's preparation experiences.

One additional point very worthy of note is the development of the “padlet” as a resource for Resident, Mentors, Principals and others interested or associated with the program. The “padlet” (see <https://padlet.com/3RIVTQP/information>) is an invaluable resource, available 24/7, to augment the knowledge base necessary for the success of this project.

### **Conclusion**

It is clear that this is a highly successful program. Future evaluations may include additional input from Mentors and Principals to further corroborate the efficacy of the program.

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Date

## APPENDIX C

These are anonymous comments included in the Resident survey.

*My experience was not typical, as partially through my practicum the pandemic hit and my host school went remote.*

*Due to the Covid, I was dismissed and only participated in online teaching in a difficult position. I believe that if I would have had the opportunity to learn how to teach on-line, I would have had received a better outcome with mentoring.*