

# PROGRAM EVALUATION

Texas Teacher Quality Partnership Project - U336S190003

## [Abstract](#)

The TXTQP project implemented through Three Rivers Education Foundation supports a partnership of professional educators as they implement a teacher residency program in secondary STEM and computer science, by providing mentoring and coaching to support and retain teacher Residents during a two-year induction program, thus positively impacting a high-need school district – Clint ISD (TX).

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## **Purpose**

The purpose of this program evaluation is to examine the effectiveness, efficacy, and fidelity of the Teacher Quality Partnership (TQP) federal program granted to Three Rivers Education Foundation in 2019 (U336S190003). 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 Texas Teacher Quality Partnership (TXTQP) is a federally funded grant project of the 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 Establish Effective Teacher Residency Programs, with the Competitive Preference Priority of Promoting STEM education with a Computer Science Focus.

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

Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from 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 schools of Education Service Center - Region 19 for 50 future teachers in secondary STEM and Computer Science.

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

The TXTQP stated project activities are:

- 1) Establish and sustain a partnership, and increase collaboration among professional educators from ESC, IHE, 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;
- 7) Coordinate all available state and federal teacher preparation and professional development programs; and
- 8) Align with district and state reform activities.

In short, TXTQP 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, 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 TXTQP, the Program Director and staff utilize a multi-faceted approach to attain stakeholder feedback and program data. Thus, the TXTQP Director and select staff members review and analyze the following data information sources:

- Site-based progress assessments
- Feedback from principals and mentors
- TXTQP residents' surveys
- Master's degree completion or progress
- Pre-test and post-test results
- Professional Development evaluations
- Certification results
- Oral interviews with TXTQP Residents
- Coaching and mentoring contact logs

This continuous feedback model allows for clear communication, fluid program adjustments, and an efficient and effective program. After a thorough analysis of the feedback, survey results and the pre-test/post-test data, the TXTQP Director and select 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 TXTQP staff members are certified and highly motivated to meet all the identified, program needs and the identified needs of the TXTQP Residents.

Currently, the TXTQP staffing plan is implemented as follows:

- TXTQP Project Director/PI, Dr. Linda Coy
- TXTQP Field Director, Dr. Adela Holder
- TXTQP Instructional Coach, Ms. Nancy Fromer
- TXTQP Clint ISD Mentor Teachers (11)
- TXTQP District School Principals (5)

The TXTQP Project and Field Directors have established positive relationships with officials representing the ESC 19 Texas educational service center, the identified school district partner (Clint ISD) and Western Governors University (higher education partner).

### **Project Accountability**

TXTQP goals, objectives, and outcomes are clearly specified and measurable. The program was designed to serve 50 Residents over a five-year period. The first cohort actually has 11 Residents. The program is now in its second year of implementation.

(Appendix A is the documents prepared in preparation for the 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 TXTQP no complete data can currently be reported at this time. Future evaluations will begin including reports of each measure as that required data becomes available.

	<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3</b>	<b>Cohort 4</b>	<b>Cohort 5</b>
start	Spring 2020				
end	Spring 2021				
Total Number of Residents in Cohort	11				
Number of Residents Certified					
Number of Residents Graduated					
<b>GPRA 1</b>	<b>percent</b>				
Certified with STEM endorsement					
<b>GPRA 2</b>	<b>percent</b>				
Number continuing on to the second year					

<b>GPRA 3</b>	<b>percent</b>				
Number serving in the LEA					
Number LEA hired in previous year					
<b>GPRA 4</b>	<b>percent</b>				
Number LEA hired 3 years prior					
<b>GPRA 5</b>	<b>percent</b>				

In addition to the GPRA 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 TXTQP project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and masters degree requirements? (GPRA 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 TExES and become successful teachers of record in high-need, low-income public school classrooms? (GPRA 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? (GPRA 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**

In addition an anonymous survey of program Residents was conducted in January and February of 2021, to ascertain those Residents satisfaction with the delivery of program components. Nine Residents responded to each of twelve statements, for a total of 108 responses to those statements. Using a Likert scale format, 93 percent of the responses were either strongly agreed (67%) or agreed (26%) with the statements. Only 7 percent expressed neither agreement nor disagreement, and none of the responses disagreed or strongly disagreed. The survey participation rate was 82 percent as 9 of the 11 Cohort 1 Residents participated in this survey.

Following is an analysis of individual statements and responses:

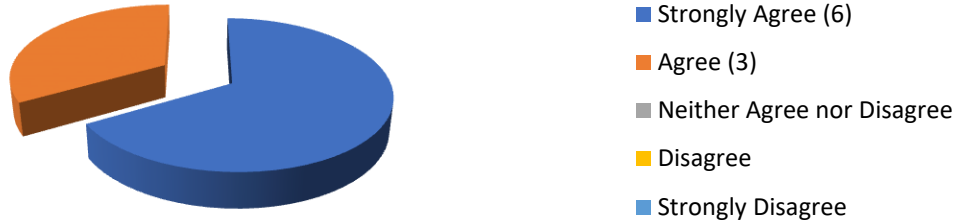
**1. (As a member of the TXTQP cohort 1) I was able to facilitate collaboration with other program participants.**



**2. (As a member of the TXTQP cohort 1) I was able to develop professional relationships with mentor teachers.**



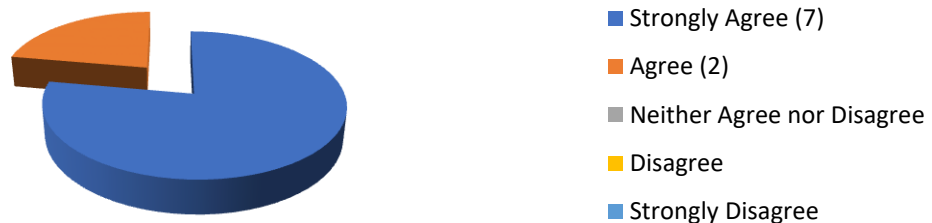
**3. (As a member of the TXTQP cohort 1) I received in-depth professional development preparing me for my teaching responsibilities.**



**4. (As a member of the TXTQP cohort 1) I learned to meet individual student's technological needs.**



**5. Through the program I learned core background concepts and instructional skills required to deliver strong learning experiences in STEM.**



**6. Through the program I learned new technological skills to create innovative STEM learning.**





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



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



**9. As a result of the professional development experiences and communication, I am encouraged to incorporate experiences consistent with teachers' goals and aligned with state standards.**



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



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



**12. I received training in dual language to support district goals and student achievement.**



It is clear from the survey responses the Residents are satisfied with their participation in the program. This is further supported by the anecdotal comments included in Appendix B.

### **Improvement Opportunities**

When initiating any new program, improvements are put into practice as a result of initial involvement with participants. As outlined above, further improvements will be incorporated as a result of the ongoing feedback processes utilized by the project staff.

When the sites were closed, due to COVID 19, that closure necessitated that the learning be largely delivered on line. This closure of course provided a hardship in delivery of instruction and the preparation for in-person teaching experiences. It appears that when in-person learning can resume, all participants will greatly benefit by that increased personal contact.

### **Strengths**

The Program Director and staff have developed solid enduring partnerships with many community providers. These partnerships will only strengthen the opportunity for better preparation in the future.

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.

### **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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## **APPENDIX A – Documents prepared for the Effective Educator Development Monitoring Call**

## **APPENDIX B – Anecdotal Comments**

The following letter was received from one Resident at the time of her graduation from Western Governors' University.

Dear Dr. Holder & Ms. Fromer,

I just got the news that I have completed my coursework at WGU!!! I am so so happy! Please see the attached--- proof of my completion of the program. Thank you so much for this great opportunity!

I recognize that without your hard work and involvement with the 3 Rivers Foundation, none of this would have been possible. Thank you for picking me to be part of this program. I hope I can make you proud! I also hope to pay it forward to other students in my future! I am also interested in helping with TXTQP STEM cohorts if you allow!

I've included some insight below into what I hope to do so someday in the future and my experience with WGU. Enjoy! ----

At the beginning of this journey, WGU asked me to write a life vision. I wrote the following:

"My personal life vision is to graduate with a Master's in Education from WGU in a year. I also want to influence everyone I meet in a positive way. I want to be excellent in school and my Residency at Clint ISD. This way, I can become a teacher who will be known for inspiring my students to be more than what they thought they could be. Most importantly, I want to grow even closer to God every day. I would love to become a motivational speaker, get married to a loving man, have beautiful children, and a peaceful home. I would love to travel around the world, appreciate the challenges in life, and be a good ambassador to my generation."

I submitted the following quote for my graduation application:

"Education breaks barriers! I am a first-generation female Hispanic who graduated with her associate's degree at 17 and a bachelor's degree at 20 thanks to an early college program. I couldn't have made these accomplishments at such a young age without the formation, caring, and support I received from my teachers and mentors! I was often invited to speak as a student ambassador as an undergraduate. Additionally, I wrote a senior thesis on early college student graduation rates as an honor student. This project and my background inspired me to want to help further the access to a higher education in my community. There is still much to do for future generations; I want to be part of a movement that helps bring down barriers for minorities. Thanks to WGU, I was given the opportunity to better prepare myself in the field of education and make this dream a reality! WGU's flexibility, friendly atmosphere, and support allowed me to successfully complete an alternative teaching certification program and a master's degree at the same time. I am proud to be a #NightOwl".

Sincerely,

Irene Martinez  
TXTQP Student Intern Region 19- Cohort 1  
Horizon High School- Clint Independent School District  
MEd- Learning & Technology  
(915)633-4477

These are comments collected from the Residents.

**Residents' Positive Comments:**

Cesar Gonzalez – *Able to work with Clint ISD while getting certified, pay, WGU very good.*

Virginia Carranza – *Big blessing! Privileged – great program!*

Leticia Melendez – *Great Mentor Teacher – Student Teaching excellent. Grant support – great experience.*

Irene Martinez – *Like order of Residentsip – Region 19 lessons then actual classroom – observe first then teach – WGU filled in the cracks – good balance.*

Patricia Hash-Duarte – *Love the program built connections with Clint and Region 19 for Residentsip. The tools provided – Laptop, camera – support!*

Jennifer Richardson – *Without the grant it wouldn't be possible to juggle everything and still work.*

Karen Pallares – *Like that the grant provides the opportunity for real life experience.*

Miriam Johnson – *Like the Residentsip and Region 19 Learning and applying it – No fear!*

Diana Guerra – *Like not having the pressure with living stipend of not having to have a job too.*

Rebecca Martinez – *Able to get my Masters. Not having to juggle work.*

Roberto Garcia – *Could fully concentrate on certification/teaching without having to work.*

These are anonymous comments included in the Resident survey.

*This program was a blessing and couldn't have come to me at a better time. I feel that it would be a wonderful opportunity for others in the future!*

*There needs to be better communication and requirements in place with all 3 entities (partners) involved in order to better assist future cohorts.*

*I feel very blessed to have been able to do this program. There are a few things to be ironed out, but I believe with more collaboration, the program will indeed be a success!! Thank you for the opportunity!!*

*Mrs. Espinoza was an awesome mentor for my clinical Residency. She allowed me to learn as much as I possibly could. Mrs. Bonilla and Mrs. Hinojos were great instructors they prepared me for what it takes to apply best practices and instructional strategies in the classroom. Mrs. Former was great is always making sure I had what I needed. I have enjoyed this wonderful opportunity thank you to all!*

*In addition, we were given technological equipment so that we may be able to work. the computer and webcam were very useful powerful tools.*

*I feel that this opportunity was a great experience because it has allowed me to learn during my internship while being paid. There was not an added stress of having to work during the program.*

*TXTQP was the best decision I made in my life. I am so thankful for this program! Without their support, I would not be where I am today. First of all, Region 19 did an excellent job training me as a first-time teacher before setting foot in the classroom. They provided me with a background in teaching philosophy through Fundamental 5. Provided me with guidance to feel confident in the classroom and helped me make connections with my cohort. CLINT ISD was the best place to begin my teaching career. They all have been really supportive, friendly, and helpful. They really care for my success as a first-time teacher and are always ready to answer any questions I have. The Three Rivers Foundation did an excellent job supporting me with all the resources I needed to be successful and answering any questions I had. Their priority was always me and it showed. They were always helpful and willing to do the best they could as a first-time program. I have no doubt that this program will continue to be successful for years to come. Question 11 got a 4 rating because I feel like we need more training on administering assessments, working with parent/community relations, and discipline. Question 12 got a 3 because I believe they can still improve in training us in dual language. The only training I got was through a computer program and my studying. I wish there would have been more workshops. Other than those small adjustments, I believe TXTQP is headed to an even more successful future.*