



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 Reports, Data Verification (DVS) reports, Resident surveys, interviews of Teachers-of-Record from the cohort (all of whom had recently completed their 3RIVTQP residencies), 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 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 parts of Texas, Arizona, Colorado and Utah. Partners in this project are TREF, Eastern New Mexico University (ENMU), and rural public school districts including Bloomfield Schools, Central Consolidated Schools, Clovis Schools, Cuba Schools, Farmington Schools, Taos Schools and private charter schools.

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 of professional educators from IHEs (Institutions of Higher Education) and LEAs (Local Education Agencies) to develop and implement teacher residency programs that impact high-need school districts. Professional educators from the IHE, LEAs, and the 3RIVTQP staff have been selected to participate in monthly meetings to discuss project implementation, findings from the field, and project refinements. The group meets to discuss the residency, Resident placement, program degree plans and requirements, professional development needs, induction for new teachers, and recruitment strategies. In addition, a district representative from this group also attends the Three Rivers Education Advisory Council meeting held quarterly.

Goal 2: Provide a residency program in high-need LEAs for 45 future teachers in special education and secondary STEM. The residency program was implemented as designed and refinements have been made based on data from district representatives. Districts have fully supported the program's residency model, identified highly qualified mentors, facilitated placement of Residents, and focused on improvements to the induction support for new teachers.

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

This is Year 4 of the project so some data is still limited. One (1) Resident who completed the M.Ed. and began serving as a full-time middle school math teacher in January 2020 has received two full years of induction support. All new teachers receive induction support from their site mentor, relevant department chairs, professional learning team, and their 3RIVTQP program coach. All fifteen participants serving as new teachers are receiving induction support.

The Logic Model, developed for the grant application, 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 (see Appendix G for Residency Model Requirements) 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 (see Appendix H for 3RIVTQP Participation Requirements) 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 utilizes a multi-faceted approach to attain stakeholder feedback and program data. The following list are examples of data reviewed and analyzed.

- Site-based progress assessments
- Feedback from principals and mentors
- 3RIVTQP Residents' surveys
- Master's degree completion or progress
- Professional Development evaluations
- Teacher Licensure Outcomes
- Oral interviews with 3RIVTQP Residents
- Coaching and mentoring contact logs
- Oral interviews of Teachers-of-Record from the cohort, who have recently completed their 3RIVTQP residencies

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 requirements 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/Field Director: 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 public 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 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 program number was adjusted to 41. Adjustments may be made to each subsequent cohort as the program progresses.

(Appendix B is the documents prepared in preparation for the program Monitoring Calls 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: Certification

(Percentage of all program graduates that attain certification within 1 year of graduating from the program.

GPRA 2: Math/Science Certification

(Percentage of math and science program graduates that attain certification within 1 year of graduating from the program.)

GPRA 3: 1-Year Persistence

(Percentage of program participants who were enrolled in the previous reporting year, did not graduate in the previous reporting year, and persisted in the postsecondary program to the current reporting period.)

GPRA 4: 1-Year Employment Retention

(Percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or Early Childhood Education (ECE) program and retained for the current school year.)

GPRA 5: 3-Year Employment Retention

(Percentage of program completers who were still employed by the partner LEA or ECE program three years after initial employment.)

GPRA 6: Student Learning

(Student outcomes measure.)

Analysis of each measure is based on cumulative data from multiple years. Inasmuch as this is a multi-year program in progress no complete data can currently be reported. Future evaluations will include additional reports of each measure as that required data become available.

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
start	2019	2020	2021	2022	2023
end	2021	2022	2023	2024	2025
Target Number	5	9	9	9	9
Total Number of Residents in Cohort	5	10	8	Recruitment underway	
Number of Residents Certified	5	10	5		

Number of Residents Graduated	4	5	0		
GPRA 1	100 percent	100 percent	63 percent		
Certified with STEM endorsement	3	1	1		
GPRA 2	60 percent	10 percent			
Number continuing on to the second year	5	10	1		
GPRA 3	100 percent	100 percent			
Number serving in the LEA	5	10	1		
Number LEA hired in previous year	5	10	1		
GPRA 4	100 percent	100 percent	13 percent		
Number LEA hired 3 years prior	NA	NA			
Number of completers employed after 3 years	NA	NA			
GPRA 5					
Student outcomes measure	NA				

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 3RIVTQP project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master's 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 state licensure assessments and become successful teachers of record in high-need, low-income rural 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)

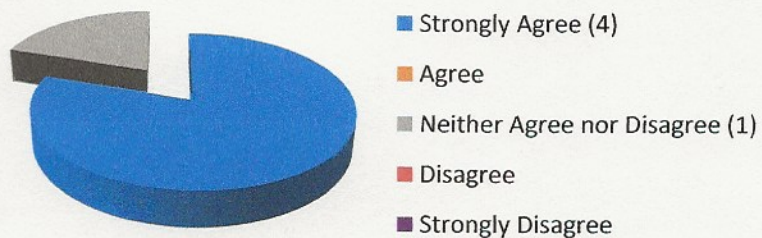
Between the GPRA Measures and the research questions, the effectiveness, efficacy, and fidelity of the program and its components should be easy to validate.

Resident Survey

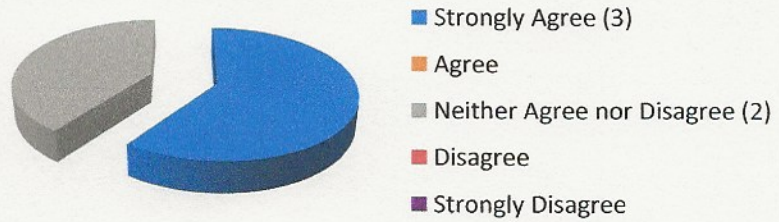
A survey of program Residents was conducted in January 2021, to ascertain Residents' (cohort 1) satisfaction with delivery of program components. All five Cohort 1 Residents responded to each of fourteen statements, for a total of 70 responses to those statements. Using a Likert scale format, 80 percent 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:

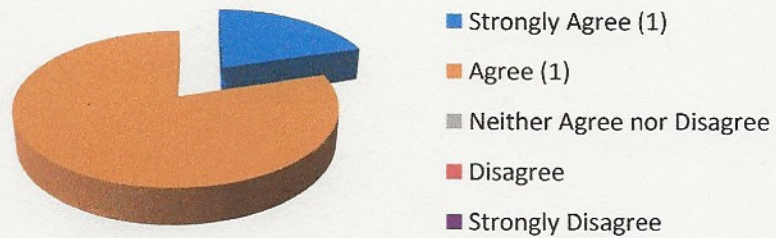
1. (As a member of a cohort) I was able to collaborate with other program participants.



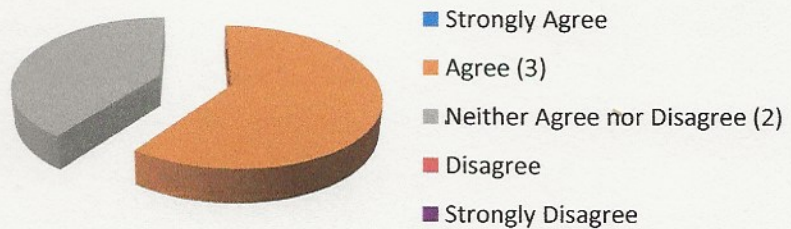
2. (As a member of a cohort) I was able to develop professional relationships with mentor teachers.



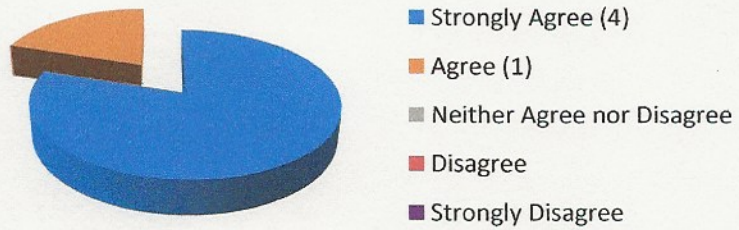
3. (As a member of a cohort) I received in-depth professional development preparing me for my teaching responsibilities.



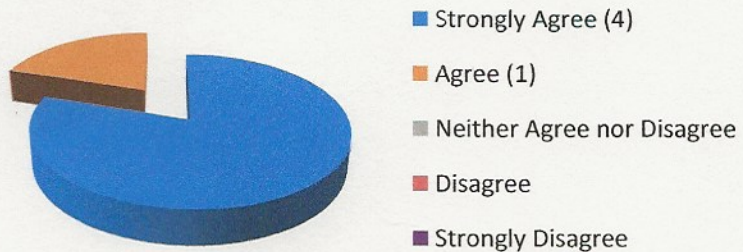
4. (As a member of a cohort) I learned to differentiate instruction to meet student needs.



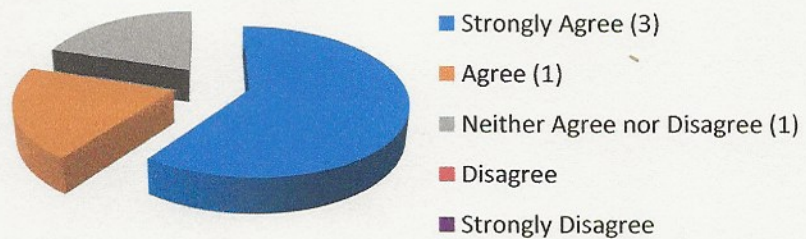
5. (As a member of a cohort) I am receiving on-going support through my school district's induction process.



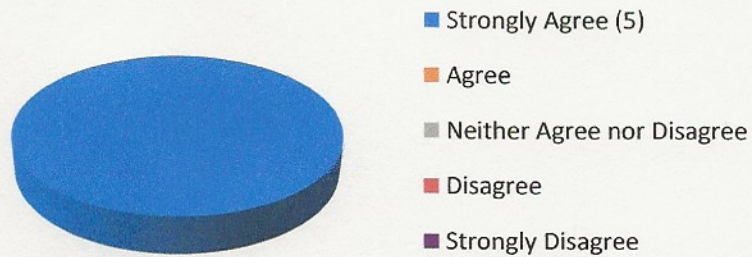
6. Through 3RIVTQP I learned core background concepts and instructional skills required to deliver strong learning experiences in reading and math.



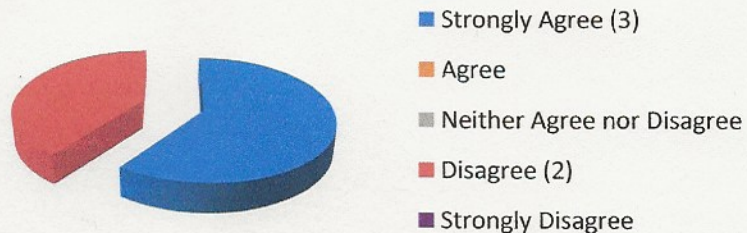
7. I was supported with professional development, classroom observations and coaching.



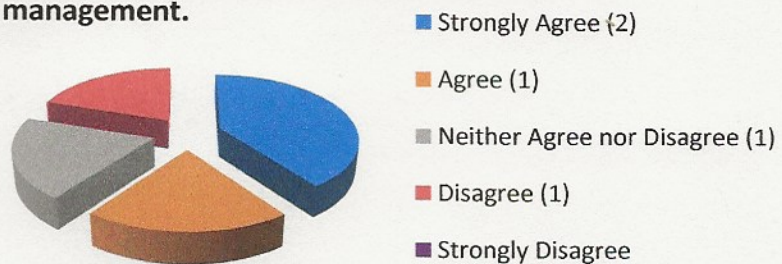
8. As a result of 3RIVTQP I acquired extensive pedagogical and professional educational skills to positively impact student achievement.



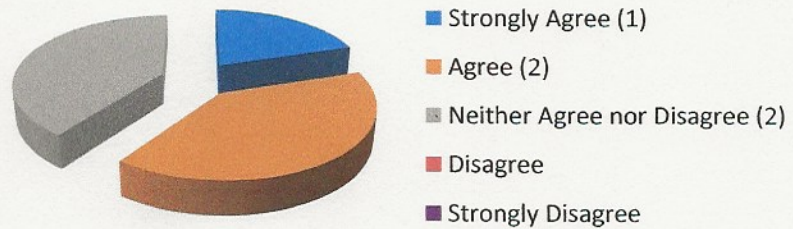
9. My mentor teacher was well-versed in planning, preparation, providing engaging instruction and collaboration with colleagues to improve instruction.



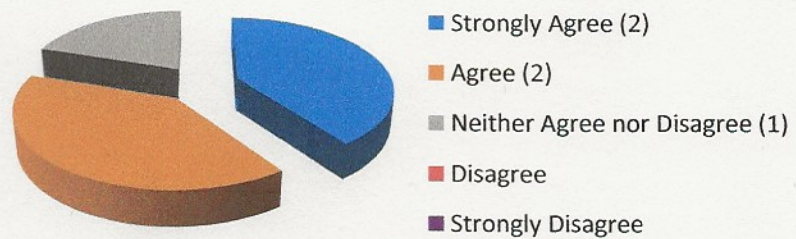
10. My experiences while in the program included administering assessments, student supervision, working with parents, community, discipline, safety, understanding district policies and procedures, scheduling and time management.



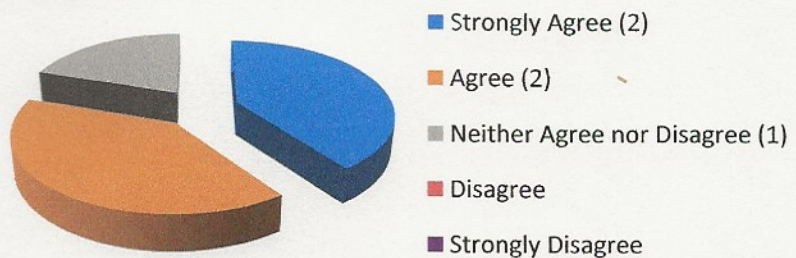
11. Through 3RIVTQP I learned how to develop innovative computer-based games that support mathematical learning.



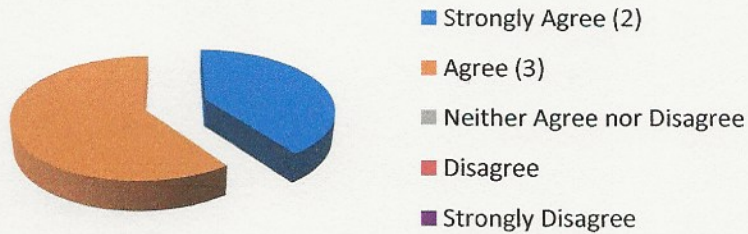
12. Small group practicums helped me practice and reinforce new instructional strategies and skills.



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 Resident's comments).

Subsequent Resident survey data reflect even a greater percentage of positive responses. This appears to be the result of project refinements implemented in response to stakeholder feedback and developing program data. Some comments from a subsequent survey have been included in Appendix C.

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

Interviews of Teachers-of-Record from the Cohorts

Anonymous telephone interviews were conducted in January and February of 2022 of 9 former Residents who had then progressed to become Teachers-of-Record. These nine individuals represented a diverse group employed at 7 different public schools, ranging from a large district with a high- population of people of color to a small predominantly-white charter school. There were also significant differences in delivery systems between the schools (from traditional classroom models to a virtual school.) and by teaching activities (from inclusive, to pull-out, and self-contained).

The interviews included discussion of Teacher Preparation, Certification, and Induction. In response to their "overall rating of their experience" the respondents were asked to rate 3RIVTQP on a scale from 1 (poor) to 5. (excellent). The result was a mean score was 4.65 or 91.1 percent.

It is clear from the interviews that, despite the serious adverse effects of the COVID-19 pandemic, that 3RIVTQP is a very successful and beneficial program, highly regarded by the Teachers-of-Record. (This report is included in Appendix F.)

Improvement Opportunities

Perhaps the greatest improvement opportunity will be found in more effectively getting program information out to potential candidates in the many varied communities. Candidate recruitment has been notably difficult despite the inherent benefits this program offers for achieving a rewarding and fulfilling career. Part of this difficulty can be found in the 3RIVTQP Participation Requirements (see Appendix G). The Participation Requirements are based on licensure requirements and help insure high quality candidates. The program staff and partners are now committing tremendous effort to increase candidate recruitment, including the effective use of social media.

Certainly a recent hurdle faced by all educators, in general, and by the program staff and partners in particular were the many impacts 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 and evaluation with the 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.

As delivered after the pandemic restrictions were lifted, the program is now beginning to be conducted as envisioned in the initial grant proposal. In subsequent years the full implementation of the program as initially designed will certainly be realized and the program results should only soar even higher.

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, while continuing 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.

The Program Director and staff have also been incredibly successful in addressing the needs of a wide range of districts and delivery styles. The breadth of the challenges faced and resolved is truly remarkable.

Another significant 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 support the knowledge base necessary for the success of this project.

To date the participants who have completed the residency and subsequent licensure requirements, despite the challenges of COVID-19, are succeeding in the field and the feedback

from their district's personnel is positive. The project staff should be commended for finding new and innovative ways of for Residents to observe high-quality instruction followed by analysis and reflection, providing additional professional development in a wide range of areas, and increasing the amount of coaching provided by program coaches to the Residents served.

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 this fine program.



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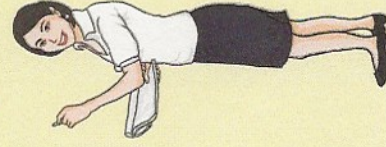
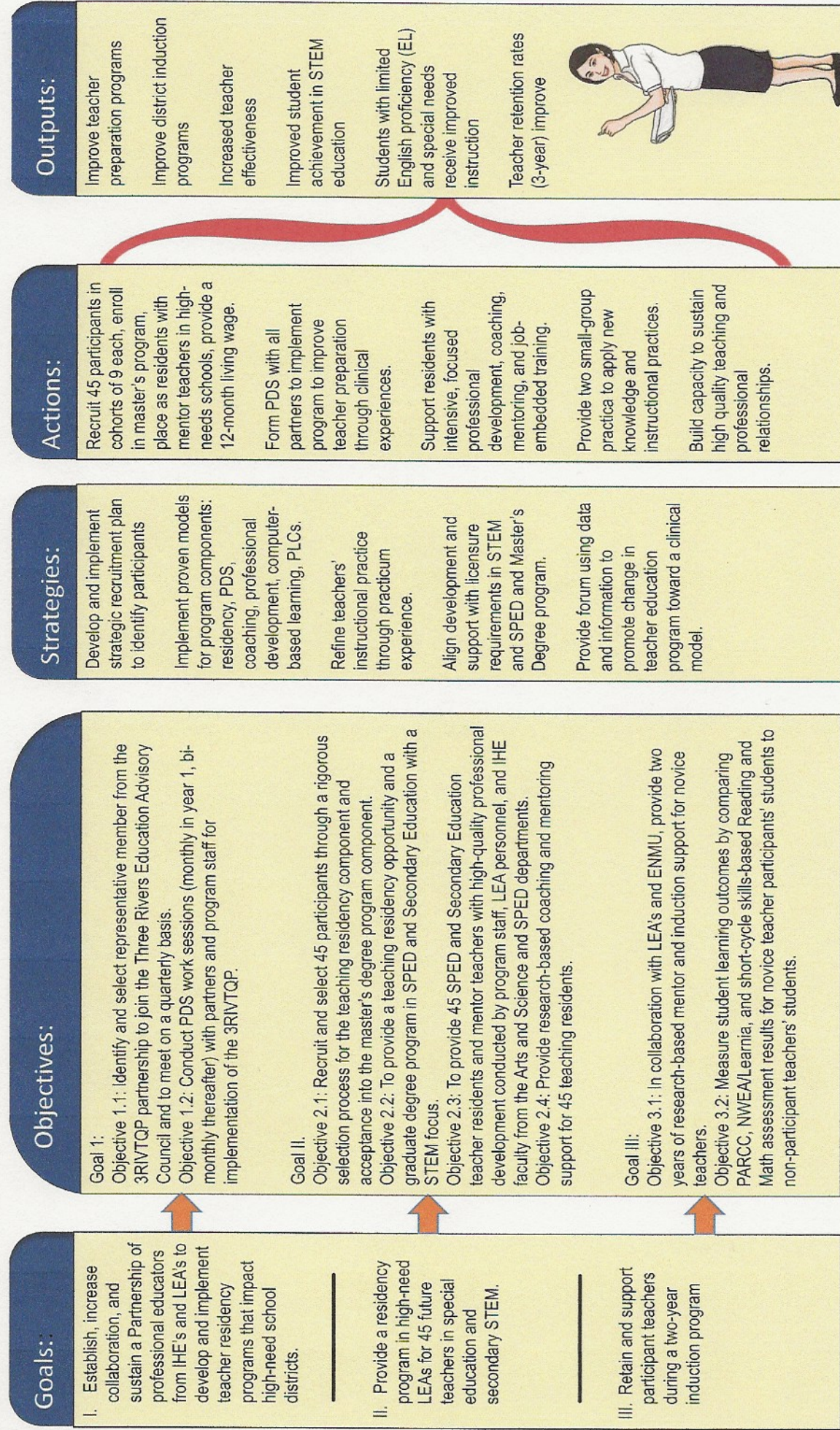
Date: March 31, 2023

APPENDIX A – Logic Model

(this was Appendix G in the grant application)

Three Rivers Teacher Quality Partnership Grant 3RVTQP

Appendix G - TQP Logic Model



APPENDIX B – Documents prepared for the Effective Educator Development Monitoring Call

FY 18 Teacher Quality Partnership (TQP) Cohort GPRA and Recruitment Targets

Grantee Name: 3RIVTQP 2018 – Three Rivers Education Foundation

PR Award Number: U336S180013

Program Model: Residency

Definitions

Graduate: Participant having completed all requirements for the master's degree program at the participating IHE

Completer: Participants having completed licensure requirements within one year of graduating

Target	GPRA Measure
<u>43</u> 45	Performance Measure 1: Graduation. The percentage of program graduates that--attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. <i>Our target is that 95% of the 45 will attain initial licensure/certification ...</i>
	Performance Measure 2: Math/Science Graduation. The percentage of math/science program graduates that- attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. <i>Our target is 95% of the Math/Science residents will attain initial licensure/cert</i>
<u>45</u> 45	Performance Measure 3: 1-Year Persistence. The percentage of program participants who were enrolled in the previous reporting period, did not graduate, and persisted in the postsecondary program in the current reporting period. <i>Our target is that 100% will persist if they did not graduate the previous period.</i>
<u>36</u> 45	Performance Measure 4: 1-Year Employment Retention. The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year. <i>Our goal is that 80% of completers employed will remain after one year of employment.</i>
<u>36</u> 45	Performance Measure 5: 3-Year Employment Retention. The percentage of program completers who were employed by the partner high-need LEA or ECE program for three years after initial employment. <i>Our goal is that 80% of the completers will remain after three years of employment.</i>
OPTIONAL <u>30</u> 43	Performance Measure 6: Student Learning. The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using student growth, a teacher evaluation measure, or both. <i>Our goal is that 70% of first year teachers will show student assessment scores that equal or exceed those of the comparison group. COVID has been a hindrance to data collection for this measure.</i>
	Efficiency Measure: The Federal cost per program completer. Cannot be calculated until the final performance report is submitted (Do not include matching funds, only Federal funds.)

Reporting Year	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Target Recruitment Number	5 *	10	10	10	10

***Note:** The original application was for 9 residents each year for a total of 45. We were told to reduce the initial group to 5. Later, funding and approval to reinstate the initial 45 residents was provided. The additional four were distributed over the remaining years of the grant.

THREE RIVERS TQP (3RIVTQP) – MANAGEMENT PLAN AWARD #U336S180013

Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement a teacher residency program that impacts high-need schools.

	Timeline	Benchmarks	Benchmark Met/ Not Met w/reason
Work Plan, Objective 1.1: Identify and select representative member from the 3RIVTQP partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis.			
Activity 1.1.1: Request recommendations from partnership for representative to the council	November 1, 2018	PDS Meeting Minutes on file	Met – representative identified (Taos Asst Super)
Activity 1.1.2: Advisory council reviews the recommendation and appoints the representative	December 2018, first meeting of the council	Advisory Council Minutes on file	Met – representative appointed to the council
Activity 1.1.3: Confirm representative appointment to the advisory council	December 2018, first meeting	Contact Logs on file	Met – representative confirmed

Work Plan, Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the 3RIVTQP.

Activity 1.2.1: Solicit representatives from districts and IHE partners to participate in the PDS.	October 15, 2018	Member list with contact information generated	Met – representatives identified and updated annually
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings.	November 1, 2018 then ongoing	Meeting minutes indicate participation by partners, published	Met – monthly meetings continue Schedule published
Activity 1.2.3: Meeting of PDS members for orientation and strategies for 3RIVTQP program implementation	November 1, 2018 then ongoing	Meeting completed, sign-in sheets	Met – ongoing conversations
Activity 1.2.4: Establish PDS organizational guidelines, policies, and processes.	December, 2018	Policies and processes on file	Met
Activity 1.2.5: Work with partners to establish implementation guidelines	Complete by Dec. 15, 2018	Guidelines in place and distributed	Met ongoing revision
Activity 1.2.6: Meet bi-monthly to review program implementation & fidelity.	Ongoing, Jan. 2019 – Dec. 2023	Work plans reflect implementation	Met ongoing conversation
Activity 1.2.7: Implement action plan applicable to grant initiatives.	Ongoing Jan. 2019-Dec. 2023	Annual reports	Ongoing – on track with timelines set
Outcome: PDS collaborates to identify needs, provide supports and resources, to design and implement an effective teacher residency and induction program.			

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

Work Plan, Objective 2.1: Recruit and select 45 participants through a rigorous selection process for the teaching residency component and acceptance into the master's degree program component.

Activity 2.1.1: Review recruitment plan and scope of work.	November 30, 2018	Meeting minutes indicate the review	Met – ongoing conversations
Activity 2.1.2: Develop recruitment channels, e.g., web site, Face Book account, video, printed flyers, posters, brochures.	November 30, 2018	Fully functional web site; printed materials, etc.	Met – recruitment is ongoing, flyers and online resources developed, advertising expanded
Activity 2.1.3: Establish online application system.	November 30, 2018	Completed application online and disseminated	Met – online application process in place
Activity 2.1.4: Applications reviewed, interviews conducted, and residents selected	January 2019 and ongoing	Established contracts with participants	Met – applications, interviews and residents selected for each cohort

THREE RIVERS TQP (3RIVTQP) – MANAGEMENT PLAN AWARD #U336S180013

Outcome: Interview committee records, recruit database reflective of nine individuals annually through 2023. Measured by list of contracted participants.

Work Plan, Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in SPED and Secondary Education with a STEM focus.

Activity 2.2.1: Establish application process for mentor teachers.	January, 2019	Mentor teachers identified with proper agreements in place	Met – collaboration with individual district representatives
Activity 2.2.2: Pair participants with Mentor Teachers.	January, 2019	Matching completed	Met – Each resident has been paired with a mentor for each semester.
Activity 2.2.3: Provide living wage for teacher residents and stipend for mentor teachers.	January, 2019	Distribute and track funds and activities	Met – Each resident has received the one-year living wage and mentor teachers have received the stipend per semester.
Activity 2.2.4: Evaluate and collect data on teacher residency.	Ongoing after May, 2019	Summary from coaches and IHE liaison	Ongoing – data collection is ongoing
Activity 2.2.5: Develop and monitor implementation of residents' teacher education plans (TEP)	January 2019 ongoing per cohort	Residents' TEP plans on file	Ongoing – education plans are updated each semester
Outcome: Measured by successful completion with 100% recruits demonstrating improved teacher instruction and organizational 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 45 SPED and Secondary Education teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and SPED departments.

Activity 2.3.1: Identify experts within all partnering entities for collaboration on professional development needs	January 2019	List of experts complete	Met and ongoing
Activity 1.3.1: Develop, distribute and analyze the results of a needs survey of members of Partnership.	By Dec. 30, 2018	Survey and results on file with Plan of Action in place	Met, needs survey reviewed annually and adjustments made
Activity 2.3.2: Publish and distribute PD plan based on needs	Feb. 1, 2019 and annually thereafter	PDS meeting agenda	Met – PD schedule published annually
Activity 2.3.3: Evaluate and collect data and information on professional development.	Ongoing after September 2019	PD outcomes summary from staff coaches and LEA(s)	Met – PD evaluations reviewed and revisions identified
Outcome: Measured by resident teachers' attendance at trainings annually, CBAM measurement for changes in attitude and understanding of the project and instructional approaches, application of skills as reflected in collaborative assessment logs			

Work Plan, Objective 2.4: Provide research-based coaching and mentoring support for 45 teaching residents.

Activity 2.4.1: Arrange for staff coaches to assist resident and mentor teachers	Feb - May, 2019 and ongoing	Coaches assigned relevant case load	Met - coaches assigned beginning each cohort
Activity 2.4.2: Provide professional development for coaches and mentor teachers	Ongoing after Jan. 2019	Attendance at training sessions	Met and ongoing per cohort
Activity 2.4.3: Monitor and evaluate implementation of coaching, including technology components.	Ongoing after Jan. 2019	Monthly coaching monitoring logs	Met and ongoing
Outcome: Minimum of 30 successful coaching sessions per resident annually measured by participant surveys and collaborative assessment logs.			

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

Work Plan, Objective 3.1: In collaboration with LEAs and ENMU, provide two years of research-based mentor and induction support for novice teachers

Activity 3.1.1: Establish a framework for induction support	May 2019	Documented framework on file, training logs for mentor teachers	Met – induction frameworks in place in districts
Activity 3.1.2: Staff coach, IHE field supervisor and district-assigned mentor coordinate efforts	August 2019 and annually thereafter	Established meeting schedule for mentor teachers and new teachers	Met – induction schedules monitored in district
Activity 3.1.3: Coaches meet with teacher	Ongoing after August 2019	Contact Logs for coaches	Met and ongoing
Activity 3.1.4: Monitor and evaluate implementation of induction support, including mentoring.	Ongoing after August 2019	Contact logs for coaches, survey results on value of coaching	Met ongoing analysis of data

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: Measure student learning outcomes by comparing SBA, PARCC, NWEA/Learnia, and short-cycle skills-based Reading, mathematics, and science results for novice teacher participants' students to non-participant teachers' students.

Activity 3.2.1: Staff coaches identify baseline data from SBA, PARCC, and NWEA/Learnia assessments	Ongoing according to assessment schedule	Report on file	Not met – COVID 19
Activity 3.2.2: Staff coaches collect student data	Dec. 2019 and annually thereafter	Database developed	Not met – COVID 19
Activity 3.2.3: Monitor and evaluate student achievement on SBA, PARCC, NWEA/Learning, and skills assessments as an indicator of teacher effectiveness and accountability	Ongoing according to assessment schedule	Report to be submitted to PDS, PI	Not met – COVID 19

Outcome: By the end of the two-year induction period, average scores for students in participants' classroom will exceed average scores for comparable (based on various measures) students in non-participants' classrooms.

TQP GPRA Data Collection Planning Grantee: Three Rivers Education Foundation (3RIVTQP 2018)

Grant #: U336S180013

GPRA Performance Measure	Year 1 [2018-2019]	Year 2 [2019-2020]	Year 3 [2020-2021]	Year 4 [2021-2022]	Year 5 [2022-2023]	Year 6 (if app) [2023-2024]	Definition or calculation notes
GPRA 1: Completers (95%) (masters & certification in 24 months)	n/a	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	43/45 or 95%
GPRA 2: Math/Science completers (95%) (masters & certification in 24 months)	n/a	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	95%
GPRA 3: 1-year Persistence (100%)	n/a	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	45/45 or 100%
GPRA 4: 1-Year (80%) Employment Retention	n/a	n/a	Cohort 1	Cohort 2	Cohort 3	Year 4	36/45 or 80%
GPRA 5: 3-Year (80%) Employment Retention	n/a	n/a	n/a	n/a	Cohort 1	Cohort 2	36/45 or 80%
GPRA 6: Student Learning (Optional)	n/a	n/a	Cohort 1	Cohort 2	Cohort 3	Cohort 4	30/43 or 70%
GPRA 7: Efficiency Measure (federal cost per completer)	n/a	n/a	n/a	n/a	Reported here if no cost needed and approved	Reported here if no cost needed and approved	

- First cohort started (semester and year): Spring 2019/Summer 2019
- Total number of months to complete program (graduate + receive certification/licensure): 24 months
 - Months to graduate: 18 months Additional months to certify: 6

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.

2023 comments

While there was no face-to-face studies with ENMU, I cannot speak highly enough about this very strong program. It was absolutely phenomenal. These (the project staff) are amazing professionals who I cannot commend or thank them enough!

APPENDIX D – Evaluation of Professional Development activities

20-21 9.15.20 Pre CBAM Reading Pedagogy and Practicum

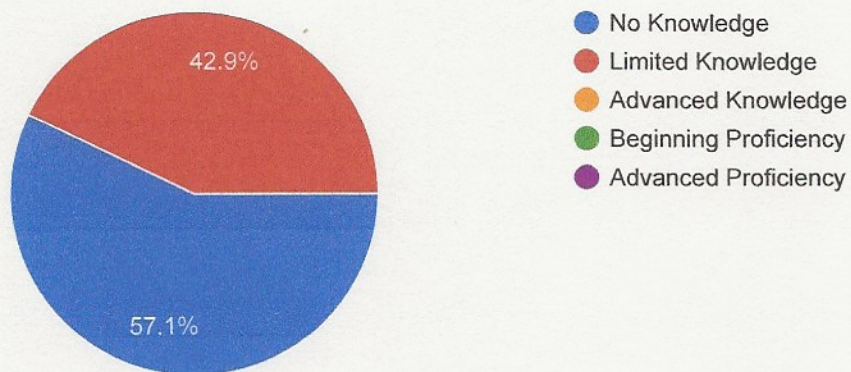
7 responses

[Publish analytics](#)

Select the statement that reflects your current level of knowledge for each of the content objectives.

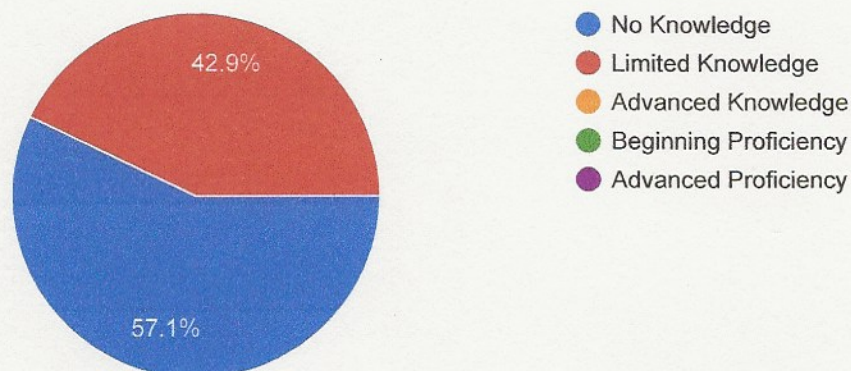
Knowledge of the Four-Part Processing Model for Word Recognition

7 responses



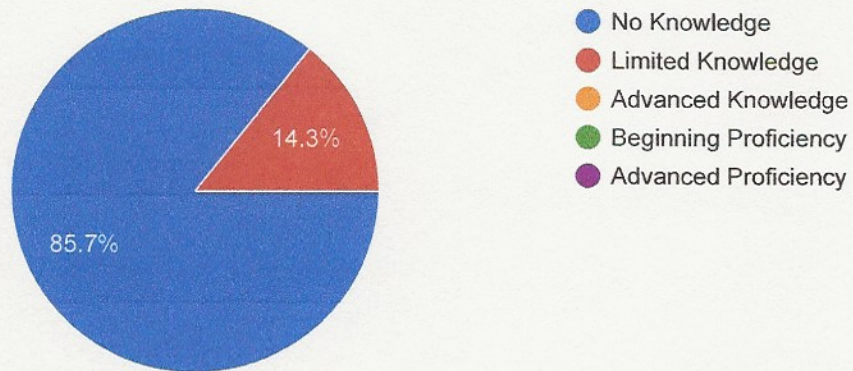
Knowledge of the 6 Essential Skills needed for Reading

7 responses



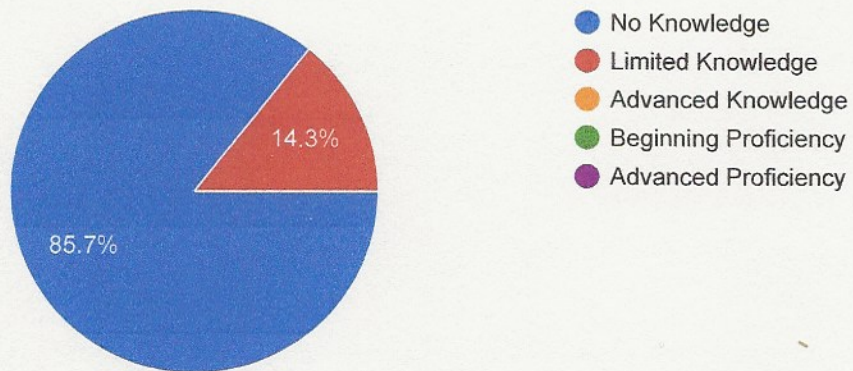
The task of a teacher in analyzing student pre-test data

7 responses



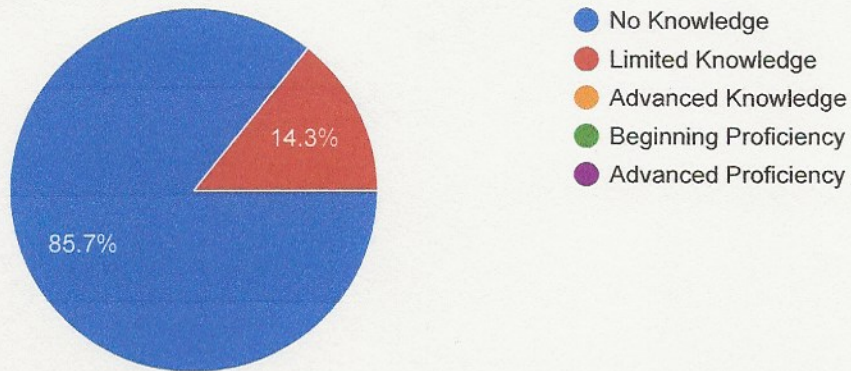
The expectations of scheduling the reading practicum and obtaining parental consent

7 responses



The role of the teacher in analyzing post-test data

7 responses



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20-21 9.15.20 Post CBAM Reading Pedagogy and Practicum

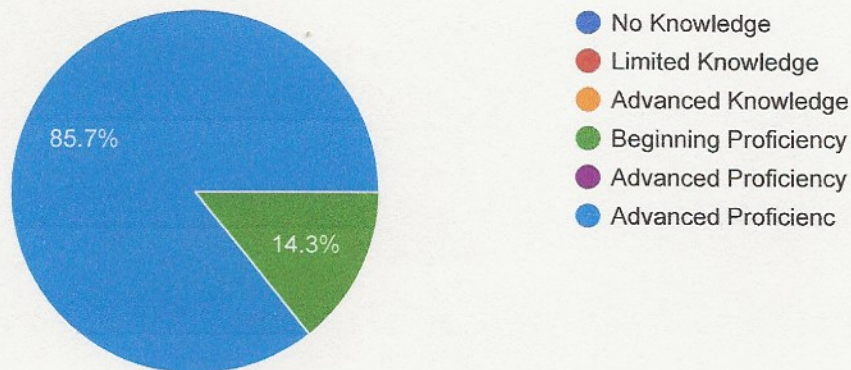
7 responses

[Publish analytics](#)

Select the statement that reflects your current level of knowledge for each of the content objectives.

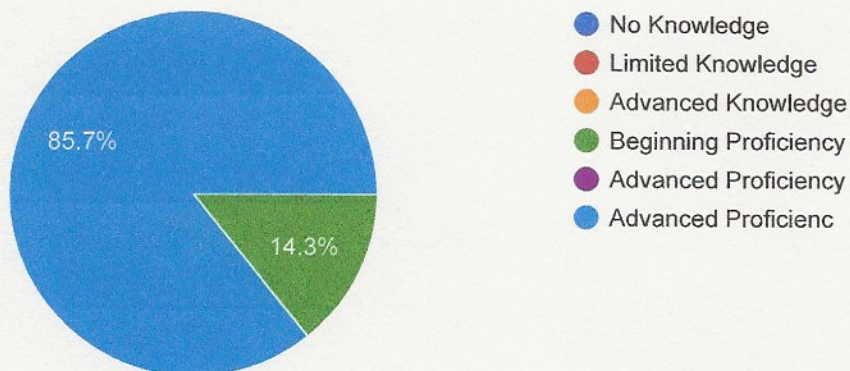
Knowledge of the Four-Part Processing Model for Word Recognition

7 responses



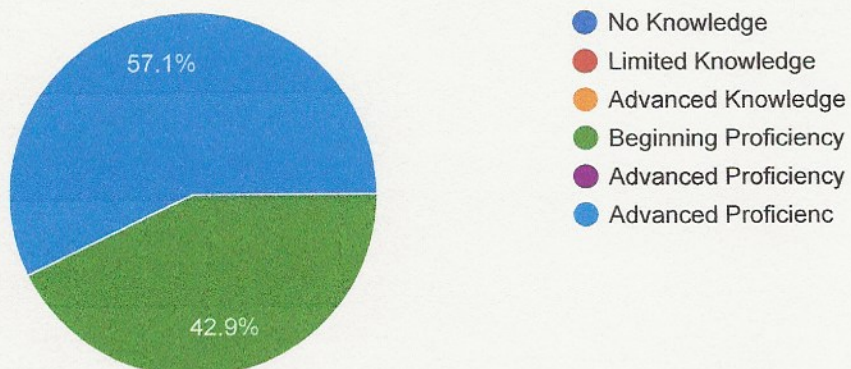
Knowledge of the 6 Essential Skills needed for Reading

7 responses



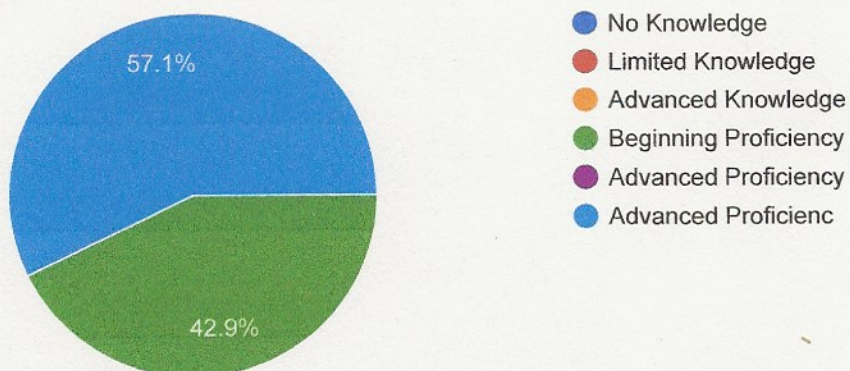
The task of a teacher in analyzing student pre-test data

7 responses



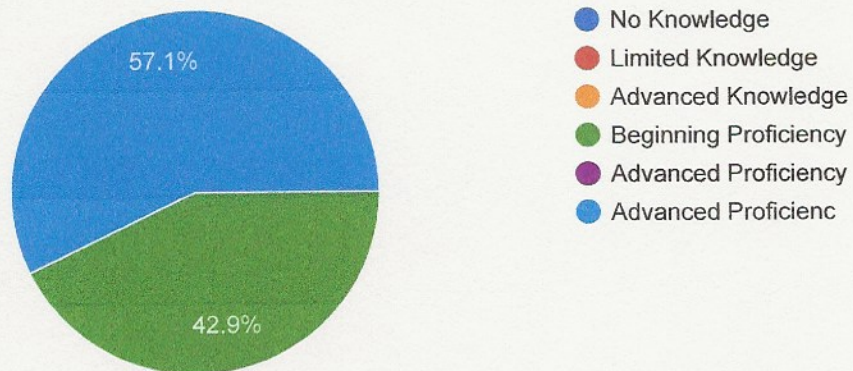
The expectations of scheduling the reading practicum and obtaining parental consent

7 responses



The role of the teacher in analyzing post-test data

7 responses



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EVAL 9.15.20 Reading Pedagogy and Practicum Training Evaluation

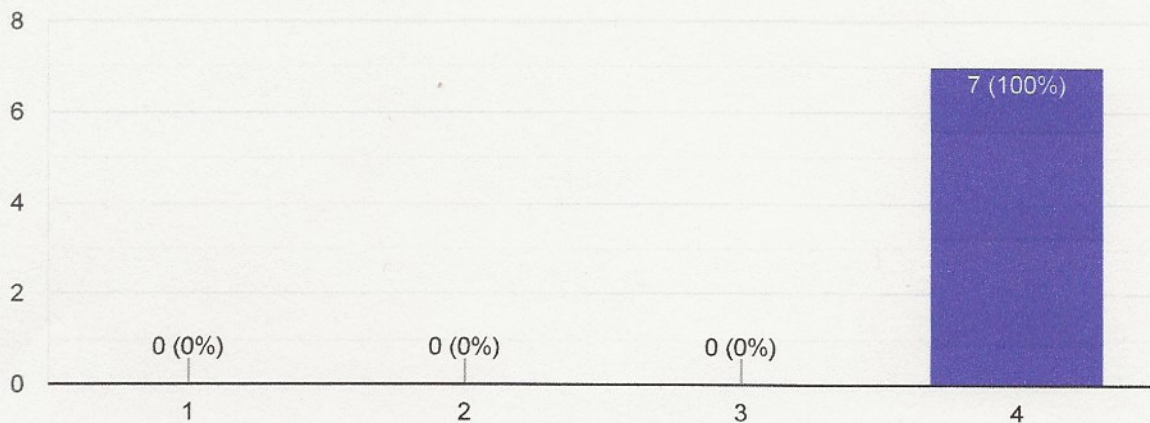
7 responses

[Publish analytics](#)

Please rate each item from 1-4 (with 1 being low)

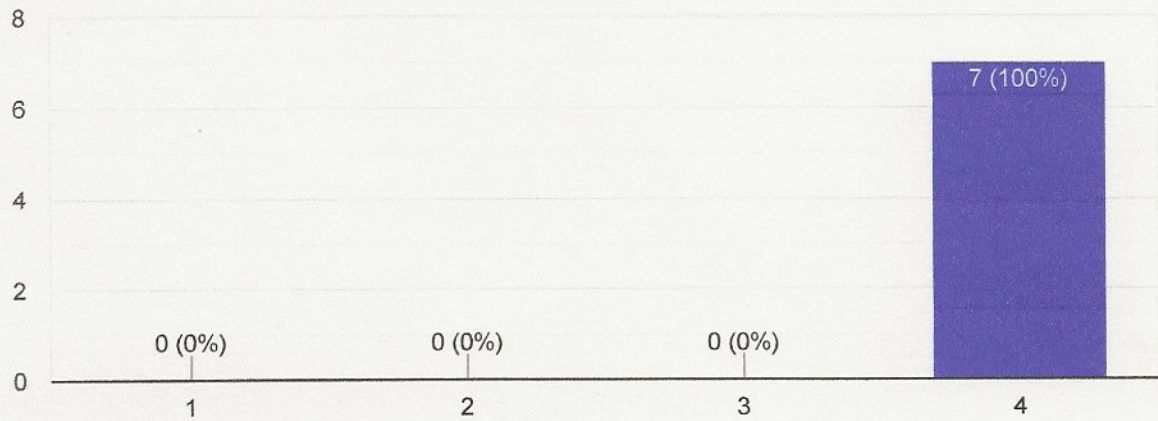
Organization

7 responses



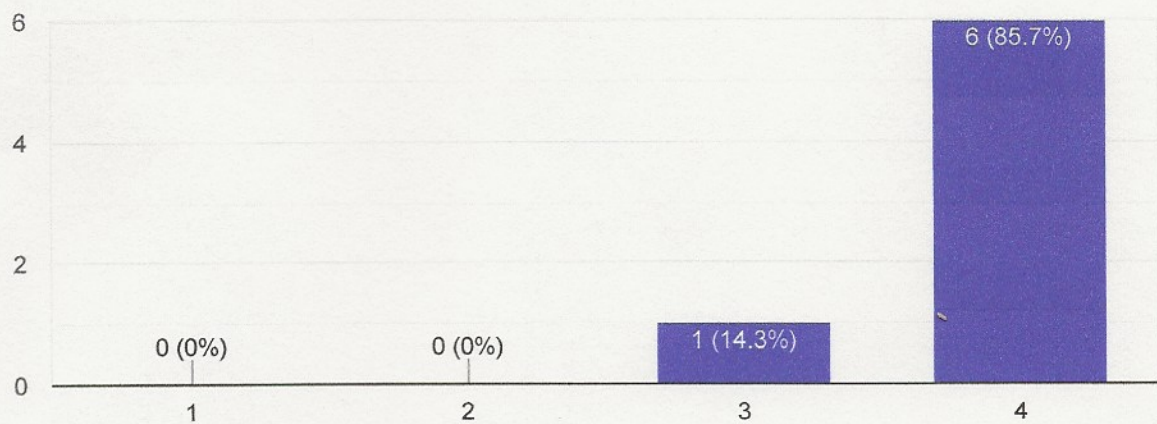
Presentation

7 responses



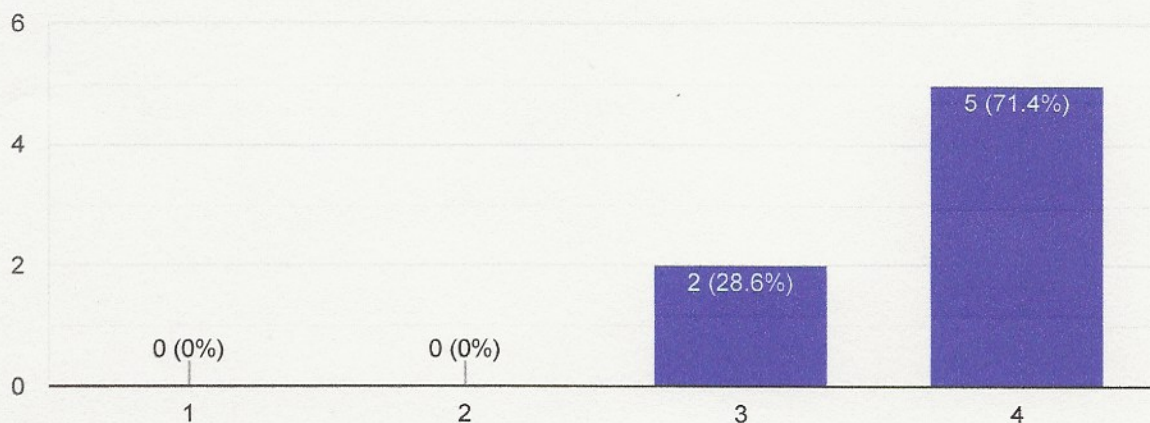
Materials

7 responses



Activities

7 responses



What aspects of the training stimulated new thinking?

7 responses

I gained some additional ideas and strategies. I've worked as an EA in the schools so some of this was familiar but the relationships between the components is helpful to look at.

This was new information for me. I learned a lot - time to process and implement will be helpful.

This really helped me better understand the components of reading and the stages that students progress thru in each of the areas.

This was new to me since I've never worked at an elementary school. The six components of reading make sense and I hope we have the opportunity to complete the practicum.

The interconnectedness of the six components and the impact on a child's progress toward becoming a fluent comprehender is critical.

I have not taught reading before so this was a lot of new information. It really helps to

What information/concepts did you find most useful?

7 responses

The rubrics to identify current level and next level for students will be useful.

It was all important. I really like the strategies and ideas shared during the training.

The activities and strategies will be useful.

Everything

Strategies, activities, and ideas to address reading

Everything will be useful

A better understanding of the progression of learning to read.

How might you suggest the training be revised or modified?

7 responses

None

It was fine as is.

More time - there's never enough time.

n/a

No suggestions



Message to presenter(s):

4 responses

Thanks

Thank you - I learned a lot.

Thank you - very informative!

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APPENDIX E – Remote Work Plans

3RIVTQP PLAN FOR REMOTE WORK for SPRING 2020

Zoom will be used to support all remote work between staff members and between staff and residents.

- **Schedule Zoom Conferences/Coaching and Training** (Follow Year-at-a-glance schedule and add additional training sessions.)
 - Scheduled sessions during the time they would be at work at the school site.
 - They may not have as much access to their mentor, but they'll have time to observe, process, respond to different scenarios.
 - Classroom management, behavior management and time management are areas where beginning teachers tend to struggle.
 - Scheduled Sessions
 - They're either meeting with us for training, for responding to the videos.
 - Coaching time is set individually.
- **Require residents to view videos of teachers teaching in their field** and analyze the lesson using Domain 2 and 3 as a rubric. Residents will write a response to the lesson and identify implications for their own classroom. This will be an ongoing process for the remainder of the semester.
 - Both self-selected and assigned by us.
 - In their teaching field: Alison – science; etc.
 - We will select videos; some videos will be assigned while others will be selected from provided choices. We're controlling what they're seeing—they're choosing from a set we've identified.
 - They are taking 12 hours this semester. We need to be mindful of what ENMU is requiring. Most online graduate students don't take 12 hours.

Whole-Group Professional Development Opportunities to Replace On-Site Opportunities not currently possible: In addition to the regularly scheduled monthly PD topic we will develop a plan with additional topics to enhance and expand the residents' awareness of teaching skills, tools, strategies, etc. Residents will attend a weekly professional development session.

- **Week 1 – Initial Session March 27: Plan for the Semester / Addressing Social Emotional Well-Being (Self, Others, Students)**
 - Schedule for the semester (what, how, expectations)
 - Padlet to support Social Emotional Development (now and when students return to school)
- **Week 2 - March 31: Padlet** – residents will create a Padlet for use in their own discipline
 - Allyson might work on a Padlet for Geologic Timeline; Seth might work on a Padlet for polynomials; Annette might work on a Padlet for a language arts lesson for special needs students, etc.

- **Week 3 - April 7: Observations of Lesson with Analysis** – Review of Domains 2 and 3 of the NM Teacher Evaluation Rubric.
 - Group analysis of a selected videotaped observation on guided reading in science. Explanation of the process for their weekly analysis of selected videotaped lessons. Residents will view lessons in their own field of study (math, science, special education).
- **Week 4 - April 14: Parent Communication**
 - Class Syllabus, Letters to Parents, Forms of communication – text, emails, phone calls, documentation of parent contacts, etc.
 - Phone
 - Written Communication
 - Teach Four Square for introduction and conclusion
 - T-Charts for topic sentences and details in each paragraph.
 - Text Messages
 - Clear and concise
 - Content
- **Week 5 - April 28: School Year-at-a-Glance**
 - Checklist of tasks for the year
 - Beginning of year (like the letter to parents, class syllabus, class rules, etc)
 - Monthly items
 - Mid-year
 - End-of-year
- **Week 6 - April 21: Individualized Education Plans, Functional Behavioral Assessment, Behavior Intervention Plans**
 - Everyone: Understanding the IEP, FBA, BIP and the parts of the IEP.
 - Sped: Writing an IEP.
 - Will include Sped Directors from partner districts if possible
- **Week 7 - May 5: Online Learning Resources**
 - Provide opportunities for residents to explore a variety of online learning resources relevant to general instruction as well as specifically related to their content area.
 - Kahn Academy, NewsELA, Read Works, Freckle, etc.
 - We have an extensive list of free and pay for use resources we will explore with the residents.
- **Week 8 - May 12: Online Teaching Platforms**
 - Demonstrate creating a unit via google classroom with hyper docs.
 - This is one platform many districts in NM have available and have increased use as a result of the school closure.
- **Week 9 - May 19: Online Teaching Platforms**
 - Demonstrate creating a unit via Canvas.
 - This is another platform many districts in NM have available and have increased use of as a result of the school closure.

Cohort-Group Professional Development – Small-Group Monthly Professional Development

- **Cohort 1: (Annette, Joy & Seth) (Matthew completed)**
 - **Writing Strategies**
 - **Parent Engagement**
 - **Preparing for a Successful Interview / Mock Interview**
- **Cohort 2: (Joseph, Alison, Kim)**
 - **Classroom Management**
 - **Behavior Management**
 - **Adaptations: Accommodations and Modifications**
- **Cohort 3 (Ben, Matthew, Jourdan, Alicia, Lyndsey)**

Additional Areas of Support

- **Language Arts Read-aloud Padlets to support reading practicum.**
 - **Select free ebooks for new Padlets.**
 - **Firstbook.** A few books at each grade level
 - **Khan Academy**
 - **Overdrive** (offers an instant digital library card).
 - **Libby App** easy download
 - **Brooklyn Public Library** livestreams their Storytime.
 - **Select writing activities from the Write Tools that build vocabulary, support comprehension and improve oral language skills.**
 - **Building Better Sentences.** Write Tools has free software that teachers can access.
 - **Example:** <https://padlet.com/3rivtqp/jotdots>
 - **Summary Writing using Jot Dots**
 - **Add a link to Grammarly.** It really is a good grammar teacher.
- **Math Padlets to support math practicum.**
 - **Locate math books that are good read-alouds.** Re: Sir Cumference
 - **Marilyn Burns;** hands-on, figuring things out.
 - **Include 8 Math Practices**
 - **Include sentence frames that help students explain “how they got their answer.”**
 - **I-ready** has Sentence Stems in the teacher resources page.
 - **Include sample routines from I-ready.**
 - **Take one routine and analyze it.**

2020-2021 3RIVTQP and SWTQP REMOTE WORK PLAN

Zoom will be used to support all remote work between staff members and between staff and residents.

- **Schedule Zoom Conferences/Coaching and Training** (Follow Year-at-a-glance schedule and add additional training sessions.)
 - Scheduled sessions during the time they would be at work at the school site.
 - They may not have as much access to their mentor, but they'll have time to observe, process, respond to different scenarios.
 - Classroom management, behavior management and time management are areas where beginning teachers tend to struggle.
 - Scheduled Sessions
 - Residents are either meeting with us for training or to review and respond to videotaped lessons in their subject field.
 - Coaching time is set individually.
- **Require residents to view videos of teachers teaching in their field** and analyze the lesson using Domain 2 and 3 as a rubric. Residents will write a response to the lesson and identify implications for their own classroom. This will be an ongoing process when direct observation of the mentor teacher is not feasible.
 - Both self-selected and assigned by us.
 - In their teaching field: Alison – science; etc.
 - We will select videos; some videos will be assigned while others will be selected from provided choices. We're controlling what they're seeing—they're choosing from a set we've identified.
 - They are taking 12 hours this semester. We need to be mindful of what ENMU is requiring. Most online graduate students don't take 12 hours.

Whole-Group Professional Development Opportunities to Replace On-Site Opportunities not currently possible: In addition to the regularly scheduled monthly PD topic we will develop a plan with additional topics to enhance and expand the residents' awareness of teaching skills, tools, strategies, etc. Residents will attend a weekly professional development session.

Spring 2021 Cohort (Victoria, Misty, Kathy, Heather, Nick) - Currently 4 SWTQP Residents and 1 3RIVTQP Resident

- **Week 1 – January 25th: Orientation for New Residents / Plan for the Semester**
Discuss Overall Schedule for the semester (what, how, expectations), School District Reentry Plans, Mentor Logs, Attendance Forms, Coaching, etc.
- **Week 2 – February 9th:**
New Mexico Teach Domains and Teacher Evaluation – In-depth look at the domains and elements. These are used for the mentor log.

- **Week 3 – February 23rd: Observations of Lessons with Analysis** – Review of Domains 2 and 3 of the NM Teacher Evaluation Rubric.
 - Group analysis of a selected videotaped observation on guided reading in science. Explanation of the process for their weekly analysis of selected videotaped lessons. Residents will view lessons in their own field of study (math, science, special education).
- **Week 4 – March 9th: Reading Pedagogy / Practicum**
- **Week 5 – April 13th: Addressing Social Emotional Well-Being (Self, Others, Students)** Padlet to support Social Emotional Development
- **Week 6 – April 27th: Classroom Management**
- **Week 7 – May 11th: Behavior Management in the Classroom / Functional Behavioral Assessment and the Behavior Intervention Plan**
- **Week 8 – May 25th: Accommodations: Adaptations and Modifications**

Fall 2020 Cohort (3RIVTQP) Ben, Alicia, Jourdan, Emily, Anelisia, Matthew, JoMarie, Lyndsey)

- **Week 1 – August 4th: Orientation to 3RIVTQP / Plan for the Semester**
Discuss Overall Schedule for the semester (what, how, expectations), School District Reentry Plans, Mentor Logs, Attendance Forms, Coaching, etc.
- **Week 2 – August 18th: New Mexico Teach Domains and Teacher Evaluation**
- **Week 3 – September 1st: Observations of Lessons with Analysis** – Review of Domains 2 and 3 of the NM Teacher Evaluation Rubric.
 - Group analysis of a selected videotaped observation on guided reading in science. Explanation of the process for their weekly analysis of selected videotaped lessons. Residents will view lessons in their own field of study (math, science, special education).
- **Week 4 – September 15th: Reading Pedagogy**
- **Week 5 – September 29th: Addressing Social Emotional Well-Being (Self, Others, Students)** Padlet to support Social Emotional Development
- **Week 6 – October 6th: Classroom Management**
- **Week 7 – October 20th: Padlet** – residents will create a Padlet for use in their own discipline
 - Science residents might work on a Padlet for Geologic Timeline; math residents might work on a Padlet for polynomials; special education residents might work on a Padlet for a language arts lesson for special needs students, etc.
- **Week 8 - November 3rd: Behavior Management and Student Discipline**
- **Week 9 - November 17th: Online Teaching Platforms**
 - Demonstrate creating a unit via google classroom with hyper docs.
 - This is one platform many districts in NM have available and have increased use as a result of the school closure.
 - Demonstrate creating a unit via Canvas.

- This is another platform many districts in NM have available and have increased use of as a result of the school closure.
- **Week 10 – December 1st: Accommodations: Adaptations and Modifications**
- **Week 11 – December 15th: Parent Communication**
 - Class Syllabus, Letters to Parents, Forms of communication – text, emails, phone calls, documentation of parent contacts, etc.
 - Phone
 - Written Communication
 - Teach Four Square for introduction and conclusion
 - T-Charts for topic sentences and details in each paragraph.
 - Text Messages
 - Clear and concise
 - Content
- **Week 12 - January 5th: Mathematics Pedagogy and Scratch Programming**
- **Week 13 - January 19th: Individualized Education Plans, Functional Behavioral Assessment, Behavior Intervention Plans**
 - Everyone: Understanding the IEP, FBA, BIP and the parts of the IEP.
 - Sped: Writing an IEP.
 - Will include Sped Directors from partner districts if possible
- **Week 14 – February 2nd: Cooperative Learning Strategies**
- **Week 15 – February 16th: Online Learning Resources**
 - Provide opportunities for residents to explore a variety of online learning resources relevant to general instruction as well as specifically related to their content area.
 - Kahn Academy, NewsELA, Read Works, Freckle, etc.
 - We have an extensive list of free and pay for use resources we will explore with the residents.
- **Week 16 – March 2nd: Writing Strategies**
- **Week 17 – April 6th: School Year-at-a-Glance**
 - Checklist of tasks for the year
 - Beginning of year (like the letter to parents, class syllabus, class rules, etc)
 - Monthly items
 - Mid-year
 - End-of-year
- **Week 18 - April 20th: Parent Engagement Strategies**
- **Week 19 – May 4th: Preparing for a Successful Interview**

Fall 2020 Cohort 2: (Alison, Joseph, Kim) Completed

- **Week 1 – August 4th: Planning for Fall 2020 (Final Semester) / Domains 1 and 4 of the NM Teacher Evaluation**

- **Week 2 – August 25th: Effective Communication Skills (Tools and Strategies / CC)**
- **Week 3 – September 8th: Social Emotional Learning**
- **Week 4 – September 22nd: Mathematics Instruction**
- **Week 5 – October 13th: Cooperative Learning Strategies**
- **Week 6 – October 27th: Writing Strategies Across the Curriculum**
- **Week 7 – November 10th: Parent Engagement**
- **Week 8 – December 8th: Preparing for the Interview / Mock Interview**

Additional Areas of Support

- **Language Arts Read-aloud Padlets to support reading instruction:**
 - Select free ebooks for new Padlets.
 - Firstbook. A few books at each grade level
 - Khan Academy
 - Vooks
 - Overdrive (offers an instant digital library card).
 - Libby App easy download
 - Brooklyn Public Library livestreams their Storytime.
 - Select writing activities from the Write Tools that build vocabulary, support comprehension and improve oral language skills.
 - Building Better Sentences. Write Tools has free software that teachers can access.
 - Example: <https://padlet.com/3rivtqp/jotdots>
 - Summary Writing using Jot Dots
 - Add a link to Grammarly. It really is a good grammar teacher.
- **Math Padlets to support math instruction:**
 - Locate math books that are good read-alouds. Re: Sir Cumference
 - Marilyn Burns; hands-on, figuring things out.
 - Include 8 Math Practices
 - Include sentence frames that help students explain “how they got their answer.”
 - i-ready has Sentence Stems in the teacher resources page.
 - Include sample routines from I-ready.
 - Take one routine and analyze it.

APPENDIX F – 3RIVTQP Teacher-of-Record Telephone Interviews

3RIVTQP TELEPHONE INTERVIEWS

Telephone interviews were conducted with nine teachers-of-record in the cohort, all of whom had recently completed their 3RIVTQP residencies. The interviews occurred from January 17 through February 6, 2022.

The interviewees represent a diverse group employed at 7 different schools. The range of the districts where they are employed is equally diverse, ranging from the Farmington Municipal Schools, consisting of 20 schools serving over 11,000 students with a minority enrollment of 70%, to the Anansi Charter School with a majority white population serving less than 200 students total. Delivery systems differ also, as many of the schools offer a traditional classroom model while the Taos Academy was created over a decade ago as a virtual school.

Seven of the teachers-of-record are Special Education teachers, one teaches Math, and the other teaches College and Career readiness courses. Seven teach in public schools, 2 are at public charter schools. Their current positions were equally diverse as those teaching Special Ed ranged from inclusive (push-in), to pull-out, and self-contained classrooms. In some cases they work one-on-one, in others they have entire classrooms with multiple EAs assisting. In most cases the SPED teachers have a variety of interactions, including virtual learning. Many of the Special Ed instructors are teaching to a specific grade level or two at the middle school level, but some have a larger grade range, and there was at least one individual whose responsibility covered the entire range from K-12. Nearly all are required to prepare their own lesson plans. One uses a prepared curriculum.

All, of course, had bachelor's degrees. Their majors range Early Childhood, English, Sociology, Environmental Planning and Design, or Biology, to Education and Educational Psychology,

Their life paths immediately prior to entering the 3RIVTQP program ranged widely from stay at home parenting, to working in early childhood, working at a ski area, being a security guard/bookkeeper for a repo company, being a massage therapist/musician/farmer, working as an environmental planner with governmental and non-profit experience, to coaching basketball. The one apparent thing they all had in common was an affinity to become further involved in education.

The interview script is included at the end of this document.

FINDINGS

OVERVIEW OF 3RIVTQP

Each interviewee was asked to give an overall rating of their experience in the program from 1 (worst) to 5 (best). The responses were:



Comments from the 5 out of 9 who rated the program overall as a 5 included:

- “We were prepared to the utmost for what we will see in the field.”
- “High quality program.”
- Bobbie Zemanek-White and Pat Martinez Lopez were cited by numerous respondents for their support, encouragement, guidance, availability, and understanding the needs of the Residents.
- Reduced financial pressure, including the opportunity to retake courses if required.
- Support from their mentors and working with their mentors.
- “Amazing”. This program was a “godsend for me, it gave me a new lease on life.”

The respondent who rated the program a 4.5 cited:

- The Eastern New Mexico University experience was great, and the pay was great.
- There were missed opportunities in the PD sessions. But that person added: “This is an amazing program. I have found my forever job.”

Comments from those 2 who rated the program overall as a 4 included:

- Struggling with progress monitoring of pull-out students and writing IEPs.
- Need better help with time management.
- “TREF Staff a definite 5, the program a 4, as very good despite the impacts of COVID, WGU a definite 2 as due to COVID a lot of time was lost due to loss of instructors and

instructions not being clear. Grading committees not being prepared compounded the confusion.”

The one respondent who rated the program a 3.5 stated: “lots of information up front, between ENMU, TREF, and the district a lot of moving parts and the expectations were not always clear.” This respondent continued that additional university courses were required which meant additional financial responsibility, that had not been planned for.

TEACHER PREPARATION

Regarding beneficial aspects, the interviewees cited:

- Weekly meetings and if the interviewee struggled there was additional support provided. Well prepared for the classroom even as a remote teacher.
- Advice and pointers from coaches who have been there. “Clearly we were not in this alone.” Finding different strategies, coping mechanisms for behavior issues; “finding ways to reach students on their own levels.” Bobbie and Pat’s expertise and tips.
- The Padlet was a great resource. One teacher-of-record stated she still uses it frequently today as a teacher-of-record.
- Classes at the university, friendships with other Residents.
- Their mentors. The important role and support of the mentor was repeatedly stressed throughout the entirety of virtually every interview. Working with someone who is really doing their job well.
- Constant support throughout the program including from cohort colleagues, their mentors, and most often notably the TREF staff.

Regarding the most helpful aspects as a new teacher:

- A manual on interventions was provided, which extended the value from the padlet. The padlet was a huge resource especially for the Residents caseload.
- IEP process including an outside trainer. All IEPs need to be in depth and professional.
- Coursework on behavior management, and the ENMU focus.
- An understanding of the vague answers and indirectness from the district that occurred. Helped “to discern between useless bureaucracy and what really matters.”
- The PD sessions brought the theoretical university discussions down to reality. The PD dealt with actual in-class situations.
- Legal classes were very helpful, “showed relationships and what we are doing.”

- The internship, focusing on classroom management and what really works. Respondents have drawn on many of those examples.

Regarding suggested improvements to the teacher preparation component:

- Include a unit on first classroom observation by the Principal.
- Additional training on progress monitoring of all of the kids.
- Need more lesson planning support, especially with remote learning, and time management.
- Reduction in paperwork, more emphasis on individuals.
- Consider making post-TQP commitment longer, 5 to 7 years. A lot of teachers leave after 3 years, this “would increase the retention rate as teachers.”
- More time spent on actual experiences, case studies. Including discussing the relationships between Special Ed and General Ed teachers.
- More time spent on and more extensive classroom management strategies.
- More time on IEPs and literacy.
- When COVID restrictions are lifted, then there will be huge improvements as more direct interaction will be possible at the university and at the schools.
- Felt unsupported during licensure and beyond. Guidance during the total process and now would help. Maybe even a timeline of important milestones.
- Understanding restorative justice without classroom experience is problematic. This leads to inaccurate expectations.
- How to scaffold teaching for 30 different minds.

CERTIFICATION

Many interviewees stated they were overwhelmed by the workload while pursuing certification. They also stated that this is a rigorous program, combining graduate studies, interning, and becoming certified. One stated that completing the capstone course while collecting data and working as a first year teacher was “super overwhelming”.

A number said that this was one of the most difficult and challenging portions of the entire program. TREF was on top of preparation for the practice exams, but the length and complexity of the entire process was not well acknowledged prior to the Residents becoming involved as certification applicants. One respondent did allow that the difficulties of obtaining certification

were exacerbated by the state being “down a lot of employees.” A probable effect of COVID and retirements.

INDUCTION

Comments regarding the District support during induction included:

- From felt well-supported by the district to totally “on my own.” One respondent said “the school has been wonderful”, especially when compared to the experiences other 3RIVTQP colleagues have shared. The respondent continued that that individual “walked in terrified on the first day and felt totally at home from the second day on.” For the “on my own” respondent, TREF staff was the greatest resource. Administration monitoring oversight and support was often minimal to non-existent. There was also little support from the District when communicating with the state for licensure. One respondent said on a 1 to 5 scale, district support has been a -5. Another respondent said the entirety of their district support was that they were given a key and told which room to go to.
- One cited that the supervisor kept the teacher-of-record well informed, giving lots of support, occupational therapists had templates; how it was laid out including the nurse, dean of students, all involved parties. Another said the District holds weekly focused meetings on issues pertinent to the teachers.
- The mentor teachers were a great support and resource.
- COVID made access to mentor and director more problematic.
- Other teachers at the school have been great. One respondent cited that their school is very collaborative, all the students are “our students, not yours and mine.”

Regarding surprises, concerns, and/or challenges:

- Relationships with other teacher(s). The extent to which personalities matter within the school.
- The number of students functioning below grade level.
- Lack of parental involvement or concern for their children in general, although some parents are very committed to their child’s success. Others just don’t want to hear it. Parental communication is difficult at best.
- Learning how to operate, organizational skills.

- Teaching is a nearly 24 hour a day job, there just isn't enough time to get it all done. "Grading and preparation are far more time consuming than I ever thought." There are so many things to deal with, so many small things on a regular basis.
- The amount of power, freedom, and responsibility a classroom teacher has.
- Complete lack of direction, these respondents expected more accountability. One stated "mediocrity is rewarded."
- Behavioral management is a far greater portion of the job than they had ever realized.
- The ease at getting along with different types of students. This respondent, who was apprehensive of teaching teenagers, has found high schoolers to be "awesome young adults".

Regarding improvements:

- Every new teacher needs to know the tools available at her or his disposal. Students need to know the rules and the consequences of not abiding by those rules. One respondent was not prepared for the disrespect that person felt from students.
- Improved communication with parents, parents need to be engaged, recognizing home life can be a difficult reality.
- The biggest improvement will be a return to in-person learning. It would help to meet the parents and student before the first day of class.
- Regular meetings with the mentor. The mentors have proven to be an invaluable resource. When a Department Chair says one thing and the Principal says another thing, then the Mentor can help guide or resolve the confusion.
- Drawing on former TREF cohort members to talk with the Residents would be especially beneficial.
- Schedule a meeting with TREF staff and District administrators as a transition for the Resident to Teacher-of Record.
- More involvement and a framework of expectations to the District from the TREF staff. One Resident felt like a substitute teacher while interning, just "free labor".

CONCLUSIONS

3RIVTQP was designed and awarded prior to the impacts of COVID-19. We cannot overstate the impact the pandemic has had on all aspects of the program. The reduction in person-to-person contact, in all phases of the grant, has also made the challenges of the program far more difficult.

In addition, I am struck by the diverse nature of the 3RIVTQP task. This program addresses public and public charter schools at a variety of districts of varying sizes and complexity. We all know each school is unique, and each district is also. Clearly preparing individuals for all possible settings is a nearly impossible task, but one we must try to address.


The backgrounds of the 3RIVTQP participants, prior to their enrollment in 3RIVTQP, is equally diverse. I believe this accounts for the seemingly conflicting comments from the respondents to any number of questions. One felt the coursework was the strongest portion of the program. That individual has a strong and presumably excellent academic background. Another panned the university component. That individual has what appears to be a personal history that has included struggles within academic settings.

It is clear from these interviews that the mentor is a key position in the success of this program. Effectively matching the Resident with the right mentor is an important part of ensuring the program's success. In those cases where the Resident could continue at the school they interned at, that would seem to be an additional advantage.

I find the statements about time management to be especially significant, both as a part of their responsibilities in teaching and as a program participant. Teachers often have to juggle many conflicting responsibilities just as these interns did. Helping to prepare the interns for the often-demanding time needs of those responsibilities could be very beneficial. One respondent recommended a "suggested" milestone graphic or checklist as a way to guide the participants through the program. Milestones would include the key points of the university coursework (application, the possible need for remedial coursework, master's studies, capstone course), the certification process (application, document compilation, testing), and hiring (application, interviewing, classroom demonstration exercise) and finally the transition into the teacher-of-record position (setting up a learning environment, key personnel to interface with, etc.). A timeline or milestone list is already included on the padlet, but perhaps it needs to be stressed more to insure the Residents keep up on the tasks at hand.

Given the diversity of the Residents' backgrounds upon entering the program, the diversity of the Districts they are residents in and those that they become a teacher-of-record in, and

individual learning styles and personalities, it is clear this is a very successful, and beneficial program. I commend those involved in making 3RIVTQP such a great success.



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SCRIPT FOR 3RIVTQP TELEPHONE INTERVIEWS

INTRODUCTION

1. Introduce myself with a brief professional and TREF history
2. Ask for a brief personal history prior to her/his enrollment in 3RIVTQP
3. What grade level(s) are you teaching, and what is the area (Special Education, Science, Math)?

Follow up for Special Education teachers:

- A. What was the basis for your students being assigned to Special Education?
- B. Do you work in an inclusive, pull-out, or self-contained setting?

OVERVIEW OF 3RIVTQP

On a 1 (worst) to 5 (best) scale, how would you rate your experience as a Resident in 3RIVTQP?

Follow up if the rating was less than 5:

What change(s) would have made your rating a 5?

TEACHER PREPARATION

1. Which aspects of 3RIVTQP did you find most beneficial?
2. Which aspects of the program did you find most helpful as a new teacher?
3. What areas of the teacher preparation component should be improved, and how should we do that?

Follow-up to clarify or verify points

INDUCTION

1. How has the teacher induction process (at your District) supported you?
2. What aspects were most surprising, concerning and/or challenging?
3. How might the induction process be improved?

Follow up to clarify or verify points

WHAT IS YOUR BEST ADDRESS (for mailing the stipend check)?

THANK YOU

APPENDIX G – 3RIVTQP Residency Model Requirements

Program Requirement	Description
Residents must possess a bachelor's degree upon entering your project.	Review of candidate transcripts is the first step of our application process. Candidates are not considered if they do not possess the bachelor's degree.
Residents must complete a 12-month clinical experience working under a teacher of record.	Each district provides a program liaison for the project. This individual identifies the highly qualified mentor teacher that the resident will be assigned to each semester. Orientation is provided for resident and mentor and a mentoring contract is signed by all parties. Mentor logs are submitted monthly to document the clinical experience at the school site.
Residents must be offered a Living Wage Stipend during the 12-month clinical experience.	Upon acceptance to the program, approval from the partnering district, and admittance to the M.Ed. program at the IHE the resident completes all required documents to begin the living wage stipend for the 12-month clinical experience.
Residents must graduate your 18-month residency program with a full master's degree and state licensure.	The IHE Degree Plan for both the M.Ed. in Secondary Education and the M.Ed. with Special Education Pedagogy Emphasis reflect an 18-month completion including all assessments.
Residents must complete a 3-year service agreement with the partner LEA(s).	Each resident signs a service agreement upon entrance to the program. This service agreement clearly indicates the service payback period and penalties for failure to complete the term. In addition, this service agreement requires the signature of a notary public.
What is the plan for repayment if the service agreement is not met?	Included in the service agreement is the following terms for repayment. The resident receiving a living wage stipend agrees to the following repayment requirements if he/she is

	<p>unable or un-willing to complete the required service as a full-time teacher of not less than three academic years immediately after successful completion of the teaching residency program –</p> <p>1) The resident shall repay 100% of the living wage stipend and benefits received at the point of termination to the 3RIVTQP; 2) A payment agreement to reflect a reasonable provision for pro rata repayment of the stipend not to exceed five years will be provided by the 3RIVTQP; 3) Deferral of a teaching resident's service obligation may be considered for only extenuating circumstances on grounds of incapacitation, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.</p>
Residents must receive 2-years of induction with the partner LEA.	<p>Each partnering district is required by state statute to provide an induction period for new teachers and has agreed to provide this induction for all TQP new teachers. Program coaches also continue to monitor the new teacher during the induction period and provides ongoing coaching services for this time period as well.</p>

APPENDIX H – 3RIVTQP Participation Requirements

The requirements for a candidate to be selected as a Resident in this program are:

- Candidates must have never served as a teacher of record; and
- Candidates must possess a B.A. degree with a minimum 3.0 GPA from an accredited institution, pass a back-ground check, and be eligible for admission to then graduate program; and
- Candidates for the M.Ed with Special Education Pedagogy must have a inimum of 30 hours of general education composite; or
- For the M.Ed. in Secondary Education to teach math or science, candidates must have a minimum of 12 hours of graduate credit or 30 hours of undergraduate credit (12 hours upper division) in either math or science; and
- Candidates must pass the Praxis Academic Core for Reading, Writing, and Math; and
- Candidates must agree to work full-time as a math, science, or special education teacher in a 3RIVTQP affiliated high-need school for a period of three years immediately after successfully completing the residency component.