

PROGRAM EVALUATION

Texas Teacher Quality Partnership Project - U336S190003

Covering the project from Oct. 1, 2022 – Sept. 30, 2023

[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 federal program granted to Three Rivers Education Foundation in 2019. To accomplish this purpose, the evaluation draws from the Project Narrative, Grant Performance Reports, Data Verification (DVS) reports, Resident surveys, interviews of Teachers-of-Record from the cohort (who had recently completed their TXTQP residencies), and input and data from the project staff.

Program

The Teacher Quality Partnership (TQP) program is a discretionary/competitive grant program offered by the Office of Elementary and Secondary Education of the United States Department of Education. The program's stated purpose "is to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force."

The Texas Teacher Quality Partnership (TXTQP) was awarded to the 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 areas of Texas, Arizona, Colorado and Utah. Partners in this project are TREF, the Western Governors University (WGU), the Clint Independent School District (CISD), and the Education Service Center (ESC 19), El Paso, Texas.

This is a "100% Nonfederal Match" grant where TREF, CISD, and ESC 19 all have provided in-kind contributions to, at a minimum, match the federal expenditures to fund this program.

Absolute Priority

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.

Goals

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.

This goal has been accomplished by meeting with the partners on a weekly basis to address TXTQP participants' needs and coordinate services to improve the program. These meetings have been held both virtually and face-to-face.

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.

As of the spring reporting cycle 2023, the ten recruits in cohort three have been placed in different schools in the Clint school district. All the schools are located in Opportunity Zones; which are the poorest schools in El Paso County, Texas. The residency program includes being coached on a daily basis by a classroom mentor, on a regular basis by a technology mentor, and a subject/STEM mentor.

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

Resources, staff and partners are in place to provide TXTQP program graduates the best support system possible to be outstanding STEM teachers.

Project Activities

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 (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 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

- Oral interviews of Teachers-of-Record from the cohort, who have recently completed their TXTQP residencies.

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 Coaching Staff

Program Coach – Arturo Pinon

STEM Instruction – Samuel Alva

- TXTQP Clint ISD Mentor Teachers (Coaches) (27)
- TXTQP District School Principals (5)

To maximize the effectiveness of the staffing plan, 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). A complete TXTQP Project Organizational Chart is included as Appendix B.

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 (10 per year). The first two cohorts

actually had 11 Residents each. The program is now in its fourth year of implementation. Thus the total number of participants to date is 42.

GPRA Measures

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.)

Through the first three cohorts, there were 32 participants. Twenty-two, or 69%, attained certification within the one year of graduating from the program. The remaining 10 continue to work toward completion of this requirement.

GPRA 2: Math/science completers

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

Through the first two cohorts, there were 22 participants. Fourteen, or 64%, attained certification within one year of graduating from the program. The remaining 8 are still working toward completion of this requirement. To remedy this delay, program participants are now required to take test preparation sessions to help them pass the state certification assessments.

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.)

Through the first two cohorts, there were 22 participants. Nine, or 41%, persisted in the post-secondary program into the following year. These Residents requested three months off to prepare for the Texas Education Agency's certification assessments. Again, to remedy this delay, program participants are now required to take test preparation sessions to help them pass the state certification assessments.

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.)

All the TXTQP participants (5), who became Teachers of Record in 2021-22 were retained in 2022-23, or 100%.

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.)

This data will not be available until completion of the fourth year.

GPRA 6: Student Learning

(Student outcomes measure. OPTIONAL)

Analysis of each measure is based on cumulative data from multiple years. Inasmuch as this is a multi-year project, 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.

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 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 TExES and become successful teachers of record in high-need, low-income public school classrooms? (GPRA 1,2,3 and 6)

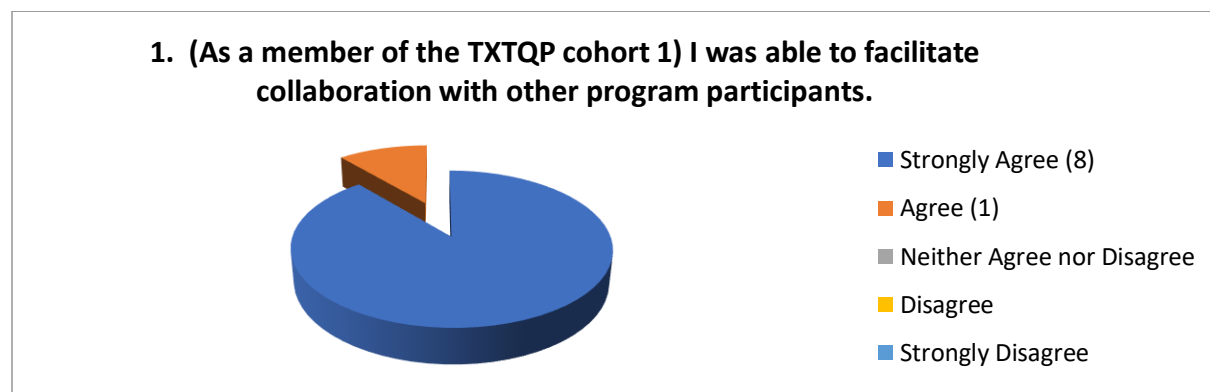
3. What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency programs? (GPRA 4 and 5)
4. Did the induction support process improve the retention rate and teaching quality of participating new teachers? (GPRA 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.

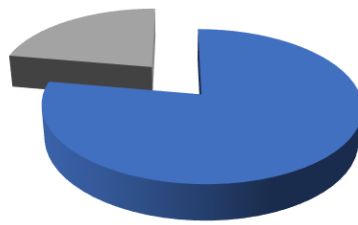
Resident Survey

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:

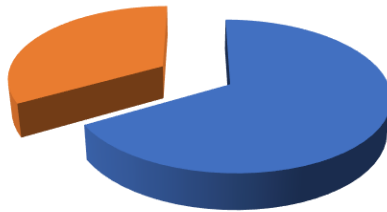


2. (As a member of the TXTQP cohort 1) I was able to develop professional relationships with mentor teachers.



■ Strongly Agree (7)
 ■ Agree
 ■ Neither Agree nor Disagree (2)
 ■ Disagree
 ■ Strongly Disagree

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



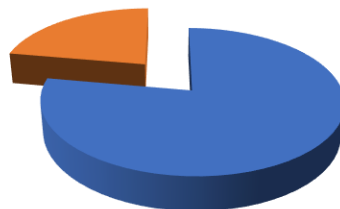
■ Strongly Agree (6)
 ■ Agree (3)
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

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



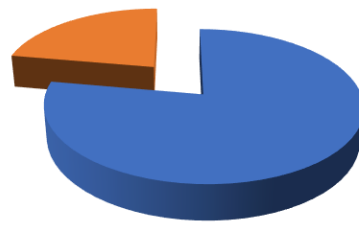
■ Strongly Agree (4)
 ■ Agree (4)
 ■ Neither Agree nor Disagree (1)
 ■ Disagree
 ■ Strongly Disagree

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



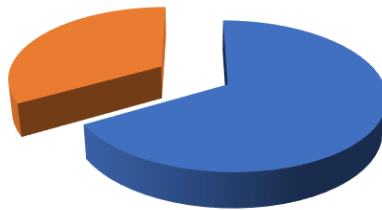
■ Strongly Agree (7)
 ■ Agree (2)
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

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



■ Strongly Agree (7)
 ■ Agree (2)
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

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



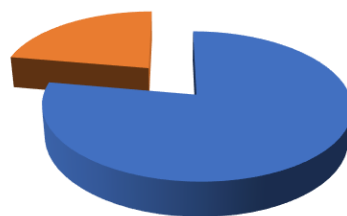
■ Strongly Agree (6)
 ■ Agree (3)
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

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



■ Strongly Agree (5)
 ■ Agree (3)
 ■ Neither Agree nor Disagree (1)
 ■ Disagree
 ■ Strongly Disagree

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.



■ Strongly Agree (7)
 ■ Agree (2)
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

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.

Interviews of Teachers-of-Record from the Cohorts

Anonymous telephone interviews were conducted in February of 2022 of two former Residents who had then progressed to become Teachers-of-Record. Both interviewees are currently employed as biology and chemistry teachers to a general, main stream, population. One works at a public school, teaching 10th graders, the other is at a charter school, teaching 9th graders. Both had previously pursued professional degrees (medicine and pharmacy) but had always felt an affinity for teaching as a career option.

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 the TXTQP program on a scale from 1 (poor) to 5 (excellent). The results were clearly outstanding as the only negative impact was the impact of COVID-19. (This report is included in Appendix C.)

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 have been and 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 greatly benefitted 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 has been a highly successful program. The project goals are being met, and the strength of the program has increased as the program has matured. It appears that the TXTQP model could be an effective model to help address the teacher shortages we are facing.

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Date: December 1, 2023

APPENDIX A – 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' 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 Residentsip. 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.

APPENDIX B – TXTQP Project Organizational Chart

Organization Name
PR Award Number: U336S190003
TXTQP Project Organizational Chart

PRINCIPLE INVESTIGATOR/PROJECT DIRECTOR

Name: Dr. Linda Coy
Phone: O: 505-436-2548 C: 505-258-2019
Email: lcoy@3riversed.org
FTE%: .50



Field Director

Name: Dr. Adela Holcer
Phone: C: 505-459-1677
Email: aholder@3riversed.org
FTE%: .75



Coaching Staff

Name: Arturo Pinon – Program Coach
Email: apinor@3riversed.org
FTE%: 1.0
Name: Samuel Alva – STEM Instruction
Email: salva@3riversed.org
FTE%: 1.0

Administrative Assistants

Name: Ricardo Cigarroa & Celia Morton
Phone: 505-436-2548
FTE%: 1.0

Contracts Manager/HR

Name: Patty Eaton
Phone: 505-436-2548
Email: peaton@3riversed.org
FTE%: 1.0

IHE PARTNERS

Western Governors University
WGU
Name: Deborah Eldridge Field
Academic VP & Dean of
Teachers College
Name: Debra Bartlett, M.Ed.
Graduate Coordinator &
Instructor
Name: Michael Glazebrook,
Mngt. Strategic Partnerships

Contract #1

Contract Name: John Jarchow, MA.
Purpose: Evaluator

Contract #2

Contractor Name: Maria Chavira
Purpose: District Liaison

Contract #3

Contractor Name: ESC 19
Purpose: Certification Training

Contract #4

Contractor Name: Clint ISD Teachers
Purpose: Mentor Teachers for Residents

IEA PARTNERS

State: Partners are in far-west
Texas- El Paso area

Name: Clint ISD
Melissa Williams

Name: Clint ISD
Adrian Estorga

Name: ESC Region XIX
Barbara Araya

Name: ESC Region XIX
Elizabeth Bonilla

Name: ESC Region XIX
Teresa Hinojos

APPENDIX C – TXTQP Teacher-of-Record Telephone Interviews

TXTQP TELEPHONE INTERVIEWS

Telephone interviews were conducted with two teachers-of-record who had recently completed their TXTQP internships. The interviews occurred on February 3, 2022.

Both interviewees are currently employed as biology and chemistry teachers to a general, main stream, population. One works at a public school, teaching 10th graders, the other is at a charter school, teaching 9th graders. Both had previously pursued professional degrees (medicine and pharmacy) but had always felt an affinity for teaching as a career option.

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

FINDINGS

OVERVIEW OF TXTQP

One interviewee rated the program a 4.5 to 5 (out of 5 possible). The other rated it a 5. The reasons cited for less than a definite 5 in the initial case were COVID-related and that TXTQP is a new program and so there were some things that needed to be smoothed out. The respondent then went on to elaborate that TXTQP is a “perfect program”. The other stated; “I am exactly where I want to be.”

TEACHER PREPARATION

Regarding beneficial aspects, the interviewees cited:

- Having Region 19 classes begin one month before starting in the classroom.
- Their mentors. The important role and support of the mentor was repeatedly stressed throughout the entirety of both interviews.
- WGU studies at the student’s own pace.
- Constant support throughout the program including from a cohort colleague, their mentors, and the TREF staff.
- Communication throughout the internship process. This communication appears to have involved all parties involved.

Regarding the most helpful aspects as a new teacher:

- Lesson planning, as the mentor guided the interviewee to help ensure that the required content was covered, recognizing not all lessons go according to the lesson plan.

- Thinking through processes from pre-work, to presenting the lesson, to reporting afterwards. This was also stressed in the Educational Teacher Performance Assessment (EdTPA). While the initial value of EdPTA was questioned, it also had proven to be very helpful and valuable.
- The mentor gave the interviewee responsibility for new lessons and was very open and helpful.
- WGU provided design and theories with regard to the order and operation of the classroom.
- Region 19 addressed how to teach.

Regarding suggested improvements to the teacher preparation component:

- Additional training on specific (special) populations (ELL, SPED, etc.) and IEPs.
- It is important to have the same mentor from day 1. One interviewee had heard from others in the cohort that the other mentors were less helpful than her's was. It appears crucial to have a really good fit between the intern and the mentor.

CERTIFICATION

Both interviewees stated they were overwhelmed by the workload while pursuing certification. Both also stated that this is a rigorous program, combining graduate studies, interning, becoming certified and passing the EdPTA. Both addressed and resolved the workload requirements through effective time management practices. One recommended completing all the WGU requirements first, then preparing for and passing the certification test, before moving on to EdPTA. It was noted that provisional hiring can occur prior to completing the EdPTA. Again, time management was a key to "...staying above water."

INDUCTION

Both interviewees work at institutions with "new teacher" academies or institutes that continue well beyond an initial orientation session. And both felt they had good support from their school personnel, which allowed for a smooth transition as they became a teacher-of-record.

Regarding surprises, concerns, and/or challenges:

- How much you are responsible for your own classroom materials, without being given any resources or financial support from the school. The \$250 stipend from TREF helped, but one interviewee expected “hand me downs” that were not available.
- The amount of responsibility the teacher has, especially with discipline issues. Part of this was a response to COVID and the fact that the students did not return to in-class work with a responsible behavioral mindset. One stated it took “nine weeks for the students to know their own accountability.” [Part of this may also been that they are new teachers-of-record and are probably younger than many of the other teachers at their school.]
- One stated that after 2 years out of school, the students acted like 7th graders not 9th graders. And there was basic content knowledge missing (for example, understanding the difference between a solid, a liquid, and a gas).

Regarding improvements:

- Would have liked even more support, like a job fair to help find the right fit for employment.
- Recognition that you can be provisionally hired before completing the certification and EdPTA requirements.
- A greater understanding of district processes beyond those of instructional support.

CONCLUSIONS

I believe it is clear that both interviewees are extremely pleased and feel very well served by the TXTQP program. Certainly, they were both impacted by COVID and the often-difficult transitions forced by remote learning and frequent changes in how to cope with a pandemic.

It is clear from these interviews that the mentor is a key position in the success of this program. Effectively matching the Intern with the right mentor is an important part of ensuring the program’s success. In those cases where the intern 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 important. 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.

Once again it is clear this is a very successful, and beneficial program. I commend those involved in making TXTQP such a great success.

John Jarchow
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TELEPHONE INTERVIEW SCRIPT

INTRODUCTION

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

OVERVIEW OF TXTQP

On a 1 (worst) to 5 (best) scale, how would you rate your experience as an Intern in TXTQP?

Follow up if the rating was less than 5:
What change(s) would have made your rating a 5?

TEACHER PREPARATION (WGU, TREF, REGION 19, and CISD)

1. Which aspects of TXTQP 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

CERTIFICATION (REGION 19)

Any thoughts about the process?

Follow up to clarify or verify points

INDUCTION (CISD)

1. How has the teacher induction process CISD 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