Transforming Teaching and Learning in High-Need Rural Schools

Bard College

Rural Teacher Residency Program

A new chapter in Delano, California’s history is now being written for its children. The Paramount Bard Academy welcomes its first students in August of 2009. Community members of Delano, Bard College, the Resnick Foundation and the Paramount Agricultural Companies are collaborating to meet community interests through the creation of this independent charter school as an alternative educational program. This singular model of education, developed by Bard College’s Master of Arts in Teaching (MAT) Program, integrates the unique structure of Bard’s MAT Program with the daily operations of a public charter school, building on the successful aspects of the Professional Development School model and the MAT Program’s parallel work in New York City schools in the South Bronx.

The MAT program and the Paramount Bard Academy create a future model that addresses the issues of educating, recruiting, and retaining the very best kinds of teachers for some of the nation’s neediest schools. And, with similar ambitions to the two Bard High School Early College schools in New York City, one on the Lower East Side of Manhattan and one in Long Island City, Queens, it creates a model of education that promotes a college-going culture and trains teachers who recognize the value and potential of challenging students to transition from high school to college courses during their years in secondary school. As President Barack Obama stated in a recent speech to the NAACP, “We are creating a Race to the Top Fund that will reward states and public school districts that adopt 21st century standards and assessments…. We should also explore innovative approaches being pursued here in New York City; innovations like Bard High School Early College and Medgar Evers College Preparatory
School that are challenging students to complete high school and earn a free associate's degree or college credit in just four years.”

This school is a unique opportunity for students in Delano and surrounding southern San Joaquin Valley communities because it is a college/public school partnership that will increase the numbers of students who complete a college education. This integrated college/public school partnership will provide an outstanding model of educational practice, advance student achievement and educate a new generation of teachers who will serve this region in distress. The Bard Rural Teaching Residency Program will be housed at Paramount Bard Academy, which will serve as the laboratory school for Residents. In addition, faculty on staff at the Academy will provide professional development for teachers in partner schools.

**Needs Assessment**

This is a region in great need. As this proposal is written, the grape harvest has begun in the southern San Joaquin Valley of California. Shoppers across the nation will see boxes from towns like Bakersfield, McFarland, and Delano in the produce section as they select their favorites from the many varieties of table grapes grown here. Drivers along state route Highway 99, which bisects the 300-mile long Central California Valley from north to south, see mile after mile of workers arduously picking grapes and then, under tents at the end of the rows, packing them for shipment. As they drive through Delano, some of them might even think for a moment of the grape boycott and the struggle for farm labor protections that Cesar Chavez and his wife began here decades ago.

Delano is to the Farm Labor Union Movement and California as Selma, Alabama is to the Civil Rights Movement and the South, a symbol of a turbulent past and promises yet unfulfilled. Delano represents cultural and economic victories for farm workers yet, with continuing
challenges to assure that the children and grandchildren of the men and women who won those victories will be able to harvest the benefits as full participants in the social, cultural, political, and economic fabric of this valley. The students who now attend Delano’s Cesar Chavez High School or Robert F. Kennedy High School are the heirs of those who walked 300 miles to Sacramento with Chavez and Kennedy in the grape boycott that started the United Farm Workers Union. Just as the promise of the Civil Rights Movement has yet to be completely fulfilled, so does the promise that the youth of this valley will be able to realize their dreams and aspirations.

Like communities, towns, and cities throughout the Valley, the city of Delano depends almost entirely on agriculture for its livelihood. It is located 38 miles north of Bakersfield and 65 miles south of Fresno. 26,584 (68.5%) of Delano’s people are of Hispanic origin, primarily from Mexico. 38.2% are foreign born. The median household income of $28,143 is about two-thirds the national average. About half of the population over the age of 25 has a high school diploma compared to 80% nationally. Only 5.5% have a bachelor’s degree or higher compared to 24.4% nationally. 25,678 (72.5%) speak a language other than English at home.

Students in this region face extreme challenges and must overcome multiple risk factors. In every academic and socio-demographic risk factor cited in research, communities in this region rank at or near the bottom compared to the rest of California and the nation. But students and parents here have the same dreams and aspirations as their peers in middle class America: a chance to attend good schools, go to college, and get a good job. The proposed project is not a deficit model remediating what is wrong. It is an asset-building model intended to build upon these aspirations and dreams and develop competencies to empower students to succeed.

Partners in this proposal recognize the vital role of education in fulfilling those dreams.

In the past eight years, though much has been accomplished, much more needs to be done. Only
26.1% of Hispanic students graduate with UC/CSU required courses completed in Delano and
the dropout rate for this population is 24.3%. Of those who do achieve college preparatory levels
of academic advancement, few choose to become teachers and return to the Valley after college.
The small gains that have been made in this project’s partner schools have come about
because they embraced multiple initiatives for change and cultivated partnerships with the higher
education and private sectors. The partners understand that the most important factor in helping
students overcome multiple risk factors of poverty, poor language skills, rural isolation, lack of
professional adult role models, and others, is their classroom teacher. Well-trained and highly
competent teachers can equip students with the academic tools needed for success in learning,
instill in students enthusiasm for school, and build the confidence students need to aspire to post-
graduate educational pursuits. In order to provide such teachers, local districts have taken steps
to improve recruitment, training, and retention to try to improve the quality of the teaching. For
the southern San Joaquin Valley’s children, Paramount Bard Academy and the Bard College
Rural Teacher Residency Program is the next step to transform education in partner schools.

*Transforming Teaching and Learning in High-Need Rural Schools* will recruit, train
and support a total of 130 Residents to prepare them for service in the rural schools of the
project’s partner LEA’s. These teachers will receive an annual living stipend and tuition
assistance provided by partners to earn a Master of Arts in Teaching from Bard College and the
teaching credential needed for service in California secondary schools. After completing their
one-year Residency, teachers will be placed in high-need partner schools and have substantive
and meaningful support in all aspects of their training and classroom experience for the first three
years of their career. Recruitment approaches will be tailored to the unique needs of rural
schools and the teachers most likely to thrive in such schools. Induction services will assure that
graduates of the program are successful in and remain in the project’s high-need schools and subsequently serve as mentors and school leaders, greatly multiplying the impact each of the project’s teaching residents has.

Partners in creating, implementing, and providing documentation of this model rural teaching Residency program are

- 25 high-need LEA’s with 86 high-need schools;
- Bard College;
- The MAT Program at Bard College;
- The Institute of Writing and Thinking at Bard College
- The California Teacher Recruitment Project at Tulare County Office of Education;
- The Paramount Agricultural Companies; and
- The Resnick Foundation.

The project will serve 25 LEA’s and 86 schools in Tulare, Kern, and Fresno Counties in the southern portion of the San Joaquin Valley. The 43,152 students in grade 7-12 who attend these schools are primarily of Hispanic heritage (73%) with over 42% learning academic English as a second language. 19% of students are White Non-Hispanic, 2% African American, 2% Asian and the remaining of other national origin and ethnicity. Porterville Unified and Visalia Unified have small but significant numbers of American Indian students.

In the rural areas, unincorporated towns and small cities served by these schools, persistent double-digit unemployment and lack of economic diversification have resulted in high rates of poverty, low parent education levels, and extreme challenges for both the public and private sector. Stone Corral School, for example, recently had a national ranking of the highest
poverty school attendance area in the nation. All of its students enter kindergarten unable to
read, write and converse in academic English or Spanish and all qualify for the national free and
reduced lunch program. All of the schools in this TQP partnership have similar challenges.

Student academic performance measurements reflect the challenges at Stone Corral
where only 17% of seventh and eighth grade students are proficient in mathematics and
reading/language arts and the school is going into year six of federal program improvement
status. Project-wide, over half of participating schools (52%) are in federal program
improvement status, with 24% in year five and under sanctions imposed by the LEA’s under
NCLB requirements. 60% of project LEA’s are in program improvement status with 48% in
year three and under NCLB required state sanctions. Reports of external providers required by
the state to assist in intervention document multiple needs in these LEA’s and schools with two
as top priority: improving instructional delivery for English learners and training teachers for
delivery of standards-driven curriculum.

Superintendents report their greatest need is in the area of finding teachers who can meet
the challenge of teaching students who come to the schoolhouse door with multiple risk factors.
More importantly, perhaps is finding teachers who can not only meet these needs but who can
also raise expectations, moving students beyond the most basic expectations of success towards
the competencies and identities that will position them to enter and succeed in postsecondary
education. There is a great need for teachers who are well-versed and experienced in teaching
English Language Development at all grade levels and integrating ELD into their content
courses. There is an equal need for teachers who are deeply trained in their disciplines and who
understand how to engage students in forms of learning that go beyond the expectations of
standardized tests. Although salaries in some LEA’s are competitive, there are others whose
salaries cannot keep pace with the large urban and suburban districts in their counties. Many small rural schools invest in two or three years of support and training for new teachers only to have them move on to the larger districts.

In partner LEA’s, the average annual teacher turnover rate is over 20% and in smaller schools it is not unusual for the entire teaching staff to turn over every five to seven years, which research shows is a risk factor for student achievement. Not only does high teacher turnover present challenges in maintaining continuous program improvement, but it also creates the need for constant basic professional development and continuing education and represents a huge loss of institutional memory of student and school achievements. For many schools, teacher turnover becomes a process of two steps forward and one step back.

Partner LEA’s project the need to hire 1,190 teachers in the next five years for grades seven through twelve. The greatest number will be hired for English (18%), mathematics (21%), Special Education (22%) and Science (15%). Population growth, retirements, district release of teachers in the probationary period, and teachers leaving the profession will create these positions. Districts report that, at the middle school level, the impact of California’s placement of algebra standards at the eighth grade level and the federal prohibition of out-of-grade-level testing for NCLB has created a critical shortage of qualified teachers of algebra for eighth grade as schools strive to provide the opportunity for students to become proficient in all state standards. Teacher shortages are reported as critically high in rural low performing schools and in alternative safety net programs and schools serving highly at-risk students.

Attracting candidates from under-represented groups in partner schools is a very high concern expressed by superintendents. Pipeline programs working with school paraprofessionals and addressing the need to increase the number of bilingual teachers have been active and
increasingly successful in the region. However, the “brain drain” of teachers from under-represented groups continues to grow as these potential candidates opt for other professions and leave the Valley for large urban centers on the coast.

Finally, a great concern is retaining teachers. Salaries are reported to be a part of the problem, but interviews with new teachers validate that institutional and community support for new teachers is really the deeper issue. They urge planners to develop and implement new and innovative ways to support and retain teachers beyond the critical third and fifth years.

Summary of Needs

1. Students in partner LEA’s and school are confronted by multiple challenges of poverty, rural isolation, and lack of community resources available to their urban and suburban peers.

2. Partner LEAs have large numbers of English learners who must become proficient in academic English in order to become proficient in academic content.

3. Partner LEAs have a large number of teachers who are not highly qualified in academic content and in pedagogy and who are teaching under emergency credentials.

4. Partner LEAs have extreme difficulty recruiting and retaining highly qualified math, science, and Special Education teachers.

5. Partner LEAs have high numbers of students who not proficient in academic subjects, resulting in federal sanctions of program improvement status.
Project Design

In the rural areas, unincorporated towns and small cities served by these schools, persistent double-digit unemployment and lack of economic diversification have resulted in high rates of poverty, low parent education levels, and extreme challenges for both the public and private sector. Stone Corral School, for example, recently had a national ranking of the highest poverty school attendance area in the nation. All of its students enter kindergarten unable to read, write and converse in academic English or Spanish and all qualify for the national free and reduced lunch program. All of the schools in this TQP partnership have similar challenges.

Accomplishment of the goals, objectives and outcomes delineated in the evaluation section of this proposal will result in significant change in teaching and learning at project schools where graduates of the program become teachers of record after completing their Residency. Teacher content knowledge and pedagogy will significantly increase, not only for the Residents, but also, as evidenced by outcomes in other projects, by the mentor teachers who work one-on-one with them during the Residency and the support providers who work with them during the induction period. This builds on existing models developed and operated by Bard’s MAT Program in the Hudson Valley of New York State and in a cluster of New York City public schools in the South Bronx. The continued success and expansion of the MAT effort in NYC informs the design of this current project, which establishes the campus of the MAT program in an innovative Charter School serving high-needs students in California’s Central Valley.

The Recruitment of Exceptional Candidates:

Bard College and the California Teacher Recruitment Project will conduct regional, statewide, and national searches for exceptional candidates for the Transforming Teaching and Learning in High-Need Rural Schools program. Successful candidates will meet all
qualifications for graduate study at Bard College and will be screened for likely success in project high need schools. Recruitment will be assisted by a national marketing campaign.

Recruitment strategies to be deployed include:

- Advertise targeting diversity through school districts for paraprofessionals and substitutes who are career changers;
- Utilize the California Teacher Recruitment Program Customer Management System;
- Utilize the California Teacher Recruitment Program system to develop a database and communication tool for potential candidates;
- Connect with local high schools to reach former AVID and former students with strong content knowledge who have gone to four-year universities outside of the Central Valley to recruit them into the MAT;
- Conduct community-based and faith-based outreach to new grades career changers and recent military retirees in Lemoore Air Force Base, and Edwards Military Base;
- Coordinate local and regional recruitment with Bard College’s recruitment efforts, using newspapers, multi-media sources and community groups;
- Attend strategic recruitment events in areas where there is a high concentration of candidates with diverse backgrounds;
- Cultivate powerful relationships with in-state and out-of-state IHEs to identify strong candidates in high-need subject areas;
- Utilize Ventures for Excellence interview and online screener to identify potential candidates who will be successful teachers;
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- Implement 10-12 “open advisement days” (three each in four locations) for college students and career changers interested in teaching. Provide opportunities to advise and counsel;
- Interface with professional networks of other professions, chambers of commerce, business groups, community groups, social organizations and student organizations;
- Use social networking techniques, such as Splash Ads on EDOIN, Facebook, Twitter Craig’s List and other web-based networking to attract potential Residents.
- Develop and disseminate a variety of marketing tools. Among them are brochures, press kits, a section of the Paramount Bard Academy website, and “virtual” business cards. Both traditional and technology-based dissemination methods will be used. The project will take advantage of partnerships with existing efforts such as CalTeach, Teacher to Teacher, and other traditional and virtual portals.
- Actively network with existing teacher preparation, support, and preservice programs such as “Teaching as a Priority” and “Gear Up” through the California Teacher Recruitment Project’s collaborative partners in higher education and at county offices. The project will coordinate efforts with and assist in the expansion of pipeline programs and will work with professional organizations to expand the teaching force.

- Use technology in the following ways:
  - Project website linked with national and international teacher recruitment and support websites and services.
  - Sections housed on the project website for MAT students, Resident teachers, mentor teachers, and accessible to local and national teachers to reflect and to connect on sound teaching practices and their own experiences.
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✓ Online applicant tracking system including application, resume, testing, and field of interest data.
✓ Videoconferencing for interviews and networking.
✓ Taped interviews and prescreened demonstration lessons.
✓ Online “Teacher Yellow Pages” with information on resources in the targeted schools.
✓ Portals to state and national teacher support systems such as the Teacher-Teacher.com project and the Recruiting New Teachers.net.

Successful candidates will:

• Meet all academic requirements for graduate level work at Bard College;
• Commit to enroll in and complete the Bard MAT program;
• Commit to remain teaching in a high need project partner school for at least three years;
• Commit to all project training modules and mentorships;
• Demonstrate attributes and desire to become a successful teacher in high-need schools;
• Demonstrate attributes and understanding of cultural competency and youth development as well as commit to project training in culturally-responsive teaching and learning.

The Master of Arts in Teaching (MAT) Program

The Master of Arts in Teaching (MAT) Program at Bard College responds to an urgent need for change in public education. This transformation requires teachers who can help secondary school students develop the thoughtful self-determination that builds from a genuine enthusiasm for learning. The core of Bard’s MAT Program is an integrated curriculum leading to a master of arts in teaching degree and Initial Teaching Certification (grades 7–12) in one of four areas: biology, English, mathematics, or social studies. Unique in its approach, the program
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requires an equal amount of advanced study in the elected academic discipline and in education
courses that challenge pre-service teachers to apply the results of research and pedagogical
analysis to the actual work of teaching. The program’s instructionally innovative courses provide
the basis for critical reflection about educational practice.

Research indicates that teachers tend to teach in the same way they were taught. In
response, the MAT Program focuses on teaching as a clinical profession, and on the teacher as a
professional. MAT graduates are strongly grounded in their subject areas and skilled in applying
their knowledge of learning to the different needs of individual learners; in short, MAT graduates
are prepared to teach and to lead.

MAT students take four graduate-level courses in their elected discipline. This
curriculum culminates in a final research project that must demonstrate a high level of
understanding within the field. MAT students also take four graduate-level courses in education,
covering a wide range of issues, ideas, and practices. These courses, which concentrate on
adolescent education, are thematically designed to answer essential questions about teaching and
learning. MAT coursework addresses in-depth the needs of English Language Learners and the
needs of youth requiring Special Education classes or those with other special needs in the
context of graduate course work. Courses are framed by practice-based research. Students are
required to make relevant connections between their educational studies and the work of the
public schools. Academic advising takes place in various contexts: MAT students meet regularly
with MAT faculty members and with mentor teachers from partner schools, and work closely
with their MAT faculty advisers.

As teaching Residents, MAT students design and teach lessons and units, assess student
understanding, and modify practices to adapt to their student needs in the context of educational
priorities. Throughout each phase of their Resident experience, MAT students engage in the kind of reflective practice that is essential to teaching effectively and growing professionally. Classroom research projects conducted by MAT Residents are planned during the summer and fall quarters and carried out in the winter and spring quarters.

In pursuing the goal of making positive changes in partner schools, the faculty of the MAT Program will supply leadership in developing and applying a variety of approaches that differ from conventional classroom practices. The MAT Program’s Residency will provide an opportunity to question the tacit assumptions so often made by teachers and students alike, and to construct, instead, a new educational perspective based upon classroom experience and advanced study in the academic disciplines.

The Institute for Writing and Thinking, located on Bard’s Annandale-on-Hudson campus, contributes to the improvement of education by holding faculty writing seminars at public and private schools. Students in Bard’s MAT Program have access to this nationally recognized educational initiative and work closely with faculty who are involved in these and other important pedagogical developments.

MAT Program courses are structured to emphasize best practices in teaching and learning and to immerse students in classrooms that challenge them to reexamine the secondary school learning environment. Each course meets for 30 hours; an additional 30 hours of laboratory time is devoted to experiences that build critical competencies in research and teaching. All courses are paired in this way, connecting classroom time with laboratory time in order to model the best teaching practices.

**Required Courses**
All MAT Program students take four required graduate-level courses in education that prepare them for the challenges of the classroom. To that end, MAT students are expected to develop practical knowledge across a range of educational inquiry. MAT students also take four required graduate-level courses in their chosen academic field that build on their undergraduate learning. The fundamental ideas of the discipline and its evolution as a field are emphasized, in order to deepen understanding of the subject, with a particular concern for improving instruction at the secondary level.

**Teaching/Lab Strand**

MAT students meet for an additional weekly three-hour class called the “teaching strand” or “laboratory.” The class is taught by two faculty members, one each from the field of education and the academic discipline. Every week students turn their own academic inquiries into questions about teaching and learning. The students’ investigations incorporate the models of learning and developmental concerns they are studying in core education courses and apply these models and concerns to answer specific teaching questions. The laboratory class turns the more theoretical work of the graduate courses into investigations of practice in teaching and learning.

In forming partnerships with clusters of public schools in New York’s Hudson Valley, New York City, and California’s Central Valley, the MAT Program at Bard College has been inspired by professional development schools based on the concept of a professional learning community created with a college program, partner public schools, and apprentice teachers.

The Residency that MAT students serve in the program’s partner schools exceed what more conventional programs demand. MAT students begin their training as participant observers in public schools. They become further engaged as they help with lesson planning and student assessment. Throughout their experience, MAT students investigate research questions and
engage in the kinds of reflective practice that are essential to effective teachers. They also conduct original classroom research projects. Mentor teachers and graduate school advisers conduct regular observations and evaluations of each MAT student’s teaching practices.

The faculty of the MAT Program, Bard College, and the Institute for Writing and Thinking are committed to supporting the initiatives of participating public school teachers and their schools. The MAT Program encourages public school teachers to engage in the reflection that is necessary for them to become better educators and, therefore, leaders in the improvement of education and schools. Course work and fieldwork are organized in a sequence of ten-week quarters. The program begins with a required weeklong orientation session that includes an intensive writing seminar that introduces students to an alternative teaching model, in which writing becomes the basis for collaborative learning. Over the course of four quarters, students complete required courses and engage in teaching and learning activities in public school classrooms. A research cycle is also built into the academic calendar, allowing students time to immerse themselves in inquiry into their elective discipline and complete their academic research project. Students present their final academic and classroom research projects during the concluding week of the MAT Program.

Mentoring

All MAT graduate students conduct classroom research projects in collaboration with their mentor teachers in the public schools. These projects are the result of close collaboration between MAT faculty members, mentor teachers, and the MAT graduate student. They aim to answer some key questions about teaching and student learning, using student work as the primary data for analysis. Mentoring teachers have access to professional development opportunities in the form of workshops and graduate level courses providing the possibility of in-
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1 service and/or graduate college credits. Mentoring teachers will be experienced teachers with a minimum of three years of exemplary teaching experience and permanent status. They will be selected based upon the following criteria:

✓ demonstrated understanding of the needs/characteristics of beginning teachers;
✓ commitment to building a collaborative relationship with a beginning teacher;
✓ commitment to the California Standards for the Teaching Profession;
✓ ability to mentor and coach beginning teachers;
✓ awareness of beginning teacher development processes and phases;
✓ demonstrated commitment to their own professional growth and learning;
✓ an excellent role model;
✓ willingness to share instructional ideas and materials;
✓ willingness to discuss and use formative assessment information.

The project incorporates

• Strong, experienced program management who will inform, inspire and encourage participants in support of program goals, processes, structures and content. Program leaders will actively pursue collaborative relationships with participating school districts, institutions of higher education, and service providers.

• Rigorous recruitment and screening practices to assure that only the most qualified candidates are admitted into the program.

• Integration of the California Content Standards.

• Collaboration with institutions of higher education, districts, county offices of education, and the California Department of Education and Credentialing Commission to provide a
Bard College Rural Teacher Residency Program

comprehensive and integrated experience for program participants which also fully prepares them to teach ELL.

- The use of cohorts as a pedagogical tool to teach and practice teamwork, develop a sense of community as learners, facilitate deep and durable peer support networks, and model distributed leadership.

- An intense focus on developing instructional leadership.

- Resident stipends of $5000 to allow full concentration of effort.

**Induction**

In the induction component, participating teachers apply the practices they have developed through the Master of Arts Teaching program and the Institute of Writing and Thinking at Bard College as they participate in guided reflection on their teaching and activities in the classroom. The Bard MAT Program induction programs builds on the California mandated BTSA induction process by taking additional steps to ensure that individual teachers have the necessary support and education to develop the forms of collaboration and self-reflection that lead to continued success as classroom teachers and educational leaders within their schools. For the first two years as in-service teachers, TQP graduates of the MAT will meet regularly as a professional learning guided by MAT faculty to pursue continued education that emphasizes forms of reflective practice. As pre-service teachers in the MAT Program, all these teachers completed classroom research projects that engaged in the careful examination of student work and instructional materials and methods that modeled this process. This work continues during the induction cycle with a focus on raising academic expectations and helping students develop the capacities for success in college and career that have been identified by various researchers. In year three of the induction cycle, these professional learning communities provide the support
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for completing National Board Certification with the continued facilitation and resources of the
MAT faculty and program. Emphasis is on the demonstration of effective teaching practice
combining reflective assessment, action research, and inquiry, under the support and guidance of
mentor teachers. These teachers will apply teaching standards (California Standards for the
Teaching Profession) through the ongoing process of planning and facilitating lessons, reflecting
on the results, and making informed changes to future practice, based on evidence. This will also
prepare them to be capable of teaching ELL and provide instruction for meeting the needs of all
students.

Mentoring, modeling, collaboration, guidance and support are provided by high quality
teacher mentors, faculty, and researchers. The goals of the Induction Program are to:

- Increase student achievement by effectively implementing the elements of the California
  Standards for the Teaching Profession in daily practice;
- Increase teacher retention through professional development and support;
- Enhance knowledge of content specific pedagogy and strategies to increase student
  achievement in the core content areas;
- Enhance the repertoire of effective, research based, positive behavioral interventions to
  meet classroom and student needs;
- Strengthen knowledge and implementation of effective assessment tools and student
  achievement data in the application of classroom instruction;
- Strengthen understanding of the various cultures and language groups represented in the
district and the implementation of successful strategies to support students who are
culturally, linguistically, and academically diverse;
- Increase knowledge and implementation of English language proficiency assessments;
1. Develop proficiency in using state-adopted academic content standards and district curriculum in the core content areas to design learning experiences to meet the needs of all students;

The following activities matrix describes the Induction Program:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Benchmarks</th>
<th>Timeline</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>1. Participating teachers meet 1:1 with their Support Providers initially to discuss the knowledge and expertise gained from their teacher preparation program and prior experiences, including the Teaching Performance Assessment (TPA) results, when possible, and conduct a self-analysis.</td>
<td>100% of participants will transition from their teacher preparation program and build upon previous knowledge and expertise as they self-asses and continue their growth in the field of education. (Standards #1, #2, &amp; #6)</td>
<td>First Month of School</td>
<td>Participating Teacher Support Provider</td>
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<tr>
<td>Professional Development and training for Support Providers will be provided focused on the inquiry process, the CSTPs (California Standards for the Teaching Profession), reflective conversations, and the PTRA (Plan, Teach, Reflect, and Apply) Cycle.</td>
<td>100% of Support Providers will demonstrate proficiency in their mentoring skills and knowledge of standards.</td>
<td>3-4 four times throughout the year</td>
<td>Support Provider Induction Program Staff</td>
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<tr>
<td>Support Providers are trained on how to use these tools along with the California Academic Content Standards.</td>
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<td>Veteran Support Providers are provided updated training.</td>
<td>100% of Support Providers will demonstrate proficiency in their mentoring skills and knowledge of standards. (Standard #2)</td>
<td>A minimum of once a year with the option of attending multiple updates throughout the year</td>
<td>Support Provider Induction Program Staff</td>
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<tr>
<td>Activities</td>
<td>Benchmarks</td>
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<td>Professional Development for Participating Teachers will be provided centered on the CSTPs (California Standards for the Teaching Profession) and the California Academic Content Standards. Universal Access, ELL, and Special Needs issues will be addressed.</td>
<td>100% of Participating Teachers will develop proficiency in using state-adopted academic content standards to design learning experiences to meet the needs of all students, increasing student achievement by effectively applying the CSTPs. (Standards #5 &amp; 6)</td>
<td>Monthly</td>
<td>Induction Program Staff Site Staff Participating Teacher</td>
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<tr>
<td>2. Participating Teachers meet weekly with their Support Provider to work on an inquiry-based formative assessment system based on the California Standards for the Teaching Profession and characterized by a plan, teach, reflect, and apply (PTRA) cycle. Universal Access, ELL, and Special Needs issues will be addressed.</td>
<td>100% of participants will apply the PTRA Cycle as they develop inquires. (Standards #1, #4, #5, &amp; #6)</td>
<td>Ongoing throughout the year</td>
<td>Participating Teacher Support Provider</td>
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<tr>
<td>Participating Teachers are observed by their Support Providers to ensure the application of appropriate pedagogy skills based on empirically-based research conducted in their inquires. Participating Teachers are provided formative feedback in regards to maintaining an effective environment for learning and universal access for all students.</td>
<td>100% if Participating Teachers will develop proficiency in using state-adopted academic content standards and district curriculum in the core content areas to design learning experiences to meet the needs of all students. (Standards #5 &amp; #6)</td>
<td>Minimum of two time each year</td>
<td>Support Provider Participating Teacher Site Administrator</td>
</tr>
<tr>
<td>Support Providers meet with the Site Administrator where their Participating Teacher is assigned to determine</td>
<td>100% of Participating Teachers will receive common support from the Site Administrator</td>
<td>At the beginning of the year and</td>
<td>Support Provider Site Administrator</td>
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<tr>
<td>Activities</td>
<td>Benchmarks</td>
<td>Timeline</td>
<td>Responsible Party</td>
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<tr>
<td>common goals for the Participating Teacher.</td>
<td>and the Support Provider. (Standard #2)</td>
<td>a minimum of four times</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>throughout the year.</td>
<td></td>
</tr>
<tr>
<td>3. Participating Teachers and Support Providers collaborate to develop</td>
<td>100% of participants will develop an Individual Induction Plan. (Standard</td>
<td>Twice a year</td>
<td>Participating Teacher Support Provider</td>
</tr>
<tr>
<td>professional goals (an Individual Induction Plan) based on the teacher’s</td>
<td>#4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment, identified developmental needs of their students, and prior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation and experiences, including the Teaching Performance Assessment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(TPA) results,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Monthly Grade level and Departmental Staff meetings on analysis of</td>
<td>100% of Interns will use results from multiple measures to inform</td>
<td>Ongoing throughout the year.</td>
<td>Participating Teacher Site Staff</td>
</tr>
<tr>
<td>student data and using student data to drive instruction.</td>
<td>instruction and increase student achievement. (Standard # 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participating Teachers Reflect on their growth throughout the year as</td>
<td>100% of Participating teachers measure their growth as a professional</td>
<td>Minimum of twice a year</td>
<td>Participating Teacher Support Provider</td>
</tr>
<tr>
<td>measured by the California Standards for the Teaching Profession. Support</td>
<td>using the CSTP as their guide to increase student learning and teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providers aid in this process.</td>
<td>proficiency. (Standard #4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Administrators and Human Resource will be provided with training</td>
<td>100% of site administrators will have a clear understanding of the</td>
<td>Once a year minimum with</td>
<td>Induction Program Staff District</td>
</tr>
<tr>
<td>regarding Induction</td>
<td>Induction process, heir role in the process and how to effectively</td>
<td>multiple opportunities</td>
<td>Personnel</td>
</tr>
<tr>
<td></td>
<td>transition the new teacher from Induction to the role of professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>educator. (Standard #2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Project Evaluation

As noted in the program design section of this application, the Bard MAT Residency Project is comprised of three major components: 1) MAT Recruitment, which is ongoing; 2) MAT Residency, lasting approximately one full year; and 3) MAT Induction lasting three years. These components align with recent scientifically-based research that documents when highly-qualified beginning teachers are provided with appropriate supports and resources during their first years in the teaching profession is essential to retaining high quality instructors who specialize in teaching in high-need areas and/or who teach high-need academic subject areas. Each year the Bard MAT Residency Project will recruit and educate a “cohort” consisting of 25, 30, 35, and 40 prospective teachers in Years 1, 2, 3, and 4 respectively. Tables 1 and 2, below, provide each Cohort’s schedule and document which service each Cohort will be receiving each year.

**TABLE 1: BARD MAT SERVICES COHORT SCHEDULE**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Recruitment</th>
<th>Residency</th>
<th>Induction Year 1</th>
<th>Induction Year 2</th>
<th>Induction Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall 09 / Summer 10</td>
<td>Summer 10 / Spring 11</td>
<td>Summer 11 / Spring 12</td>
<td>Summer 12 / Spring 13</td>
<td>Summer 13 / Spring 14</td>
</tr>
<tr>
<td>2</td>
<td>Summer 10 / Spring 11</td>
<td>Summer 11 / Spring 12</td>
<td>Summer 12 / Spring 13</td>
<td>Summer 13 / Spring 14</td>
<td>Summer 14 / Spring 15*</td>
</tr>
<tr>
<td>3</td>
<td>Summer 11 / Spring 12</td>
<td>Summer 12 / Spring 13</td>
<td>Summer 13 / Spring 14</td>
<td>Summer 14 / Spring 15*</td>
<td>Summer 15 / Spring 16*</td>
</tr>
<tr>
<td>4</td>
<td>Summer 12 / Spring 13</td>
<td>Summer 13 / Spring 14</td>
<td>Summer 14 / Spring 15*</td>
<td>Summer 15 / Spring 16*</td>
<td>Summer 16 / Spring 17*</td>
</tr>
</tbody>
</table>

*Denotes the fact that Bard University will sustain the Induction component and services for all CoHORTs.

**TABLE 2: BARD MAT SERVICES FOR COHORT BY GRANT YEARS 1-5**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>GRANT Y1</th>
<th>GRANT Y2</th>
<th>GRANT Y3</th>
<th>GRANT Y4</th>
<th>GRANT Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recruitment</td>
<td>Residency</td>
<td>Induction Y1</td>
<td>Induction Y2</td>
<td>Induction Y3</td>
</tr>
<tr>
<td>2</td>
<td>Recruitment</td>
<td>Residency</td>
<td>Induction Y1</td>
<td>Induction Y2*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Recruitment</td>
<td>Residency</td>
<td>Induction Y1</td>
<td>Induction Y1*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Recruitment</td>
<td>Residency</td>
<td>Induction Y1*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Denotes the fact that Bard University will sustain the Induction services component to ensure that all CoHORTs receive at least three full years of induction services.
The Bard MAT Evaluation Plan includes assessing performance against each Project Goal, Objective, Output, and Outcome (Table 3). In addition to the 130 Bard University MAT Residency students the Evaluation Plan will follow, for up to five years, 60 randomly selected beginning teachers (i.e., 15 beginning non-Bard MAT Resident teachers that will become the comparison group) from partnering high-need LEAs that are not participants in the Bard MAT Resident Project. The comparison group teachers, to the maximum extent possible, will be matched by the Program Evaluator to the Bard MAT Residency participants in terms of: 1) educational experience, 2) ethnicity, 3) gender, 4) high-need academic subjects taught (e.g., reading, mathematics, science, etc.), 5) high-need area(s) taught (e.g., special education, language instruction educational programs for limited English proficient students, etc.), and 6) teaching in high-need campuses. As an incentive for participation in the comparison group, Bard MAT will provide access to workshops and other selected professional development opportunities to the comparison group’s teachers during the Project’s final year. Three other significant evaluation factors are also noteworthy: 1) the Project’s goals and objectives address the evaluation requirements in Title II, Part A, section 202, and section 204(a) of the Higher Education Opportunity Act of 2008 (HEA); 2) because of the unique partnerships developed through the Bard MAT Resident Project, Bard University, TCOE, and the other participating high-need LEAs have committed themselves to collecting teachers’ data year to year (i.e., longitudinal data) to determine their individual achievements; and 3) Dr. Kyle Barrington, the Project Evaluator, has extensive experience collecting and utilizing longitudinal data in projects to develop recommendations for continuous improvements in quality and performance.
### TABLE 3: BARD MAT EVALUATION PLAN GOALS, OBJECTIVES, OUTPUTS, AND OUTCOMES

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Project Objectives</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase the number of highly qualified teachers hired by high-need LEAs.</td>
<td>1. Increase the number of beginning teachers graduating from the Bard MAT Residency Program who are members of underrepresented groups.</td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the number of beginning teachers, compared to Cohort 1, graduating from the Bard MAT Residency Program who are members of under-represented groups by 10%, 12%, and 15%, in Years 3, 4, and 5, respectively, as measured by the demographic data of the graduates.</td>
</tr>
<tr>
<td>2. Increase the number of students who persist in the Bard MAT Residency Program.</td>
<td></td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the number of students, compared to 2008-2009 baseline data, who persist in the Bard MAT Residency Program by 3%, 5%, 7%, and 10% in Years 1, 2, 3, and 4, respectively, as measured by the number of Bard MAT Residency students who did not graduate in the previous year but did continue in the program in the following year. [NOTE: This is GPRA Short-Term Performance Measure 1: Persistence.]</td>
</tr>
<tr>
<td>3. Increase the academic achievement of Bard MAT Residency Program students.</td>
<td></td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the academic achievement of Bard MAT Residency Program students, compared to 2008-2009 baseline data, by 10%, 12%, 15%, and 18% in Years 1, 2, 3, and 4, respectively, as measured by the Teacher Performance Assessment.</td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Objectives</td>
<td>Outputs</td>
<td>Outcomes</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>1 Increase the percentage of Bard MAT Residency Program graduates who earn a master’s degree within one year.</td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the percentage of Bard MAT Residency Program graduates who earn a master’s degree within one year, compared to 2008-2009 baseline data, by at least 5% in Years 3, 4, and 5 as measured by official transcripts from Bard MAT. [NOTE: This is GPRA Performance Measure 1(i).]</td>
<td></td>
</tr>
<tr>
<td>2 Increase the percentage of Bard MAT Residency Program graduates who document improved their scale scores for initial state certification or licensure of teachers.</td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the percentage of Bard MAT Residency Program graduates, compared to 2008-2009 baseline data, who document improved scale scores for initial state certification or licensure of teachers by 5%, 7%, 9%, and 11% in Years 1, 2, 3, and 4, respectively, as measured by the California Subject Examinations for Teachers (CSET). [NOTE: This is GPRA Performance Measure 3: Improved Scores.]</td>
<td></td>
</tr>
<tr>
<td>3 Increase the number of Bard MAT Residency Program graduates who become highly accomplished educators.</td>
<td>• Provide three full years of MAT Induction services to 25 Bard MAT graduates (i.e., Cohort 1).</td>
<td>• Increase the number of Bard MAT Residency Program graduates who become highly accomplished educators by at least 5% more than the comparison group as measured by the number of Bard MAT Residency graduates that successfully complete the National Board for Professional Teaching Standards certification process.</td>
<td></td>
</tr>
</tbody>
</table>

To increase the number of highly qualified

1 Increase the number of Bard MAT Residency Program graduate teachers who are

• Provide at least one year of MAT Induction services to 90 Bard

• Increase the number of Bard MAT Residency Program graduates in Cohorts 1, 2, and 3 who are retained in teaching at
<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Project Objectives</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers who remain in the teaching field at high-need LEAs.</td>
<td>retained in teaching at partnership high-need LEAs one year after initial employment.</td>
<td>MAT graduates (i.e., 25, 30, and 35 students in Cohorts 1, 2, and 3, respectively).</td>
<td>partnership high-need LEAs one year after initial employment by at least 10%, 12%, and 15% more than their comparison groups in Years 3, 4, and 5, respectively, as measured by the employment retention records of the LEAs. [NOTE: This is GPRA Short-Term Performance Measure 2: Employment Retention.]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide three full years of <em>[MAT Induction]</em> services to 25 Bard MAT graduates (i.e., Cohort 1).</td>
<td>• Increase the number of Bard MAT Residency Program graduates who remain teaching at partnership high-need LEAs for at least three years by at least 5% more than the comparison groups by the end of Grant Year 5 as measured by employment retention records of the LEAs. [NOTE: This is GPRA Performance Measure 2: Employment Retention.]</td>
</tr>
<tr>
<td>2 Increase the number of Bard MAT Residency Program graduates who remain teaching at a high-need LEA for at least three years.</td>
<td></td>
<td>• Provide Bard MAT Residency Program services to 130 students (25, 30, 35, and 40 students in Years 1, 2, 3, and 4, respectively).</td>
<td>• Increase the academic achievement of secondary school students whose teachers are Bard MAT Residency Program graduates, compared to comparison group data, by 10%, 12%, 15%, and 18%, in Years 1, 2, 3, and 4, respectively, as measured by the CST (California Standards Test, which includes the California Achievement Test), the secondary school students’ GPA, and End-of-Course Tests for high school students.</td>
</tr>
<tr>
<td>3 To increase student academic achievement in the high-need LEAs by developing highly qualified teachers.</td>
<td></td>
<td>• Provide three full years of <em>[MAT Induction]</em> services to 25 Bard MAT graduates (i.e., Cohort 1).</td>
<td></td>
</tr>
</tbody>
</table>
Bard College Rural Teacher Residency Program

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Project Objectives</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>④ To decrease the cost of retaining a highly-qualified teacher at high-need LEAs.</td>
<td>① Decrease the costs of a successful outcome (i.e., teacher retained by partnership high-need LEAs three years after initial employment) for a Bard MAT Residency Program graduate teacher.</td>
<td>• Provide three full years of MAT Induction services to 25 Bard MAT graduates (i.e., Cohort 1).</td>
<td>• Decrease the costs of a successful outcome by 10%, as calculated by dividing the cumulative total program expenditures by the number of Bard MAT Residency Program Cohort 1 graduates who are still teaching in partnership high-need LEAs three years after initial employment. [NOTE: This is the GPRA Efficiency Measure: Employee Retention.]</td>
</tr>
</tbody>
</table>

Table 4 details the assessment measures, the schedule of assessments, and the person(s) responsible for collecting the data for each Bard MAT Project Goal and Objective. Each assessment measure was chosen because it provides objective performance measures that are clearly related to the desired Project Outputs and Outcomes. The assessment measures chosen will provide quantitative and qualitative data for analysis. [Note: To save space, the Project Goals and Objectives were not repeated; however, they are numbered identically to Table 3.]

**TABLE 4: BARD MAT EVALUATION PLAN ASSESSMENT MEASURES BY GOALS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Project Objectives</th>
<th>Assessment Measures</th>
<th>When Collected</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>①</td>
<td>• Student recruitment records provided by TCOE; • List of students attending the first day of the Bard MAT Residency Program each academic semester; and • From list of students attending the first day, identify those that are members of</td>
<td>• Recruitment records collected at beginning of each academic semester; • List of students attending BART MAT collected each academic semester; and • Demographic information of</td>
<td>• TCOE to provide recruitment list; • Bard MAT to provide lists of attending students; and • Bard MAT will provide demographic information for each student in the</td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Objectives</td>
<td>Assessment Measures</td>
<td>When Collected</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>under-represented groups.</td>
<td>each student in the Bard MAT Residency Program will be collected each academic semester.</td>
<td>Residency program.</td>
</tr>
<tr>
<td>2</td>
<td>● Student recruitment records provided by TCOE; ● List of students attending the first day of the Bard MAT Residency Program each academic semester; ● List of students attending the last day of the MAT Residency each academic semester; and ● List of students who did not graduate in the previous year but who persisted and did continue in the Residency program in the current year.</td>
<td>● Recruitment records collected semi-annually; ● List of students attending Bart MAT collected semi-annually; and ● Graduation records collected every academic semester.</td>
<td>● TCOE to provide recruitment list; ● Bard MAT to provide lists of attending students; ● Bard MAT to provide lists of all students who graduate; and ● Bard MAT will provide a list of all students who did not graduate in the previous year but who remain in the Residency program in the current year.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>● GPA of students in the Bard MAT Residency Program; and ● Results of the Teacher Performance Assessment for each Bard MAT Residency Program student.</td>
<td>● GPA of each Bard MAT Residency Program student collected at the end of each academic semester; and ● Disaggregated results by subscale (i.e., Pedagogy; Designing Instruction; Assessing Learning; and Culminating Teaching Experience) for each of the Teacher Performance Assessments collected end of each academic semester.</td>
<td>● Students will provide GPA information from their transcripts each academic semester; and ● Bard MAT faculty will provide disaggregated results of the Teacher Performance Assessment for each academic semester.</td>
<td></td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Objectives</td>
<td>Assessment Measures</td>
<td>When Collected</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>4</td>
<td>• Student recruitment records; • List of students attending the first day of the Bard MAT Residency Program each academic semester; • Number of students earning a master’s degree one year after enrolling in the Bard MAT Residency Program; and • Number of students earning a master’s degree two years after enrollment</td>
<td>• Recruitment records collected at the beginning of each academic semester; • List of students attending Bard MAT collected at end of each academic semester; and • Graduation records collected every academic semester.</td>
<td>• TCOE to provide recruitment list; • Bard Mat to provide lists of attending students; and • Bard MAT to provide lists of all students who graduate.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Scores of beginning teachers who graduated from Bard MAT on their California Subject Examinations for Teachers (CSET).</td>
<td>• CSET scores and information will be collected after each CSET examination.</td>
<td>• The teachers will provide testing results to the Bard MAT Project Director as they receive results from their CSET.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Number of teachers who apply for certification by the National Board for Professional Teaching Standards; and • Number of teachers who successfully complete the National Board for Professional Teaching Standards certification process.</td>
<td>• Bard MAT graduates will be surveyed annually to determine if they have applied for National Board for Professional Teaching Standards certification; and • Bard MAT graduates will be surveyed annually to determine if they have successfully completed the certification process.</td>
<td>• Bard MAT Residency graduates will complete the Alumni Annual Employment Survey; • Bard MAT graduates will provide National Board for Professional Teaching Standards certification data; and • Bard MAT graduates will provide evidence of successful completion of the National Board for Professional Teaching Standards certification process.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>• List of students completing the Bard MAT completion and</td>
<td>• Bard MAT will provide</td>
<td></td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Objectives</td>
<td>Assessment Measures</td>
<td>When Collected</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td></td>
<td>MAT Residency Program as graduated teachers;</td>
<td>graduation information collected at the end of each academic semester; and</td>
<td>Bard Mat will provide program completion and graduation information;</td>
<td><strong>Project Goals</strong> MAT Residency Program as graduated teachers;</td>
</tr>
<tr>
<td></td>
<td>List of Bard MAT graduates and their initial job placement records (i.e., teacher of record information) including job description and job location information; and</td>
<td>Graduate employment information collected at the end of each academic semester.</td>
<td>Employment information will be received from the partnership high-need LEAs who employ any Bard MAT graduates; and</td>
<td>List of students completing the Bard MAT Residency Program as graduated teachers;</td>
</tr>
<tr>
<td></td>
<td>Annual updates on each Bard MAT graduate’s job description and placement information.</td>
<td>Bard MAT completion and graduation information collected at the end of each academic semester; and</td>
<td>Bard MAT Residency graduates will complete the Alumni Annual Employment Survey.</td>
<td>List of students completing the Bard MAT Residency Program as graduated teachers;</td>
</tr>
<tr>
<td></td>
<td>GPA data of secondary school students whose teacher of record is a Bard MAT Residency Program graduate;</td>
<td>GPA data will be collected and reported at the end of each academic semester; and</td>
<td>GPA data will be collected and reported by the participating, partnership high-need LEAs employing the teacher of record;</td>
<td>GPA data of secondary school students whose teacher of record is a Bard MAT Residency Program graduate;</td>
</tr>
<tr>
<td></td>
<td><em>CST</em> (California Standards Test) results of secondary school students whose teacher of record is a Bard MAT Residency Program graduate in the areas of English,</td>
<td>CST test results will be reported annually; and</td>
<td>CST test results will be reported annually.</td>
<td>CST test results will be reported annually;</td>
</tr>
<tr>
<td>Project Goals</td>
<td>Project Objectives</td>
<td>Assessment Measures</td>
<td>When Collected</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics, Science, or History; and • End-of-Course Tests of high school students whose teacher of record is a Bard MAT Residency program graduate</td>
<td>When Collected</td>
<td>reported by the participating, partnership high-need LEAs employing the teacher of record; and • End-of-Course Tests results will be reported by the participating, partnership high-need LEAs employing the teacher of record</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>• Bard MAT Project and Program expenditure data; • Number of teachers who graduated from the Bard MAT Residency Program that are retained at partnership high-need LEAs each academic semester will be collected; and • Determination of the calculated cost of a successful outcome relative to a Bard MAT Residency Program graduated teacher will be calculated.</td>
<td>Expenditure data will be collected continuously and reported after each academic semester; • Number of graduate teachers retained at high-need LEAs will be collected after each academic semester; and • Costs calculations will be performed annually after the third year of Bard MAT.</td>
<td>Expenditure data collected and reported by the Bard Mat Project Director; • Retention information received from partnership high-need LEAs who employ Bard MAT graduate teachers; and • Program Evaluator will perform the costs calculations.</td>
</tr>
</tbody>
</table>
Based on the fact that the Bard MAT Project will collect data on a continuous basis for each Bard MAT Residency Program student, specific data elements can be disaggregated for more detailed analyses. For example, the Bard MAT Project will be able to quickly and efficiently determine the needed data, including:

1. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership;
2. Percentage of highly-qualified teachers hired by a high-need LEA in the partnership who are members of underrepresented groups;
3. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who teach in high-need academic subject areas (e.g., reading, mathematics, science, foreign language, etc.);
4. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who teach in high-need areas (e.g., special education, language instruction educational programs for limited English proficient students, etc.);
5. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who teach in high-need schools, disaggregated by elementary and secondary school levels;
6. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who have been trained to integrate technology effectively into the curricula and instruction, including using the technology consistent with the principles of universal design for learning; and
7. Percentage of highly-qualified teachers hired by high-need LEAs in the partnership who have been trained to use technology to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
Periodic assessment of progress toward achieving the intended outcomes: The Bard MAT Project’s Evaluation Plan, as detailed above, addresses the use of objective performance measures that are clearly related to the intended outcomes. The Program Evaluator will use the data and information collected from all assessments and evaluation measures to produce both quantitative and qualitative data. Qualitative data collection techniques will be utilized to help assess the actual Bard MAT implementation and performance processes. By determining and assessing the factors that affect these processes, the Bard MAT Project expects to be able to assist other rural school districts that are attempting to implement similar programs. At the beginning of each month, the Program Evaluator will prepare a report summarizing all data collected to date, including during the previous month. The Program Evaluator will compile and analyze the information and present informally, on a monthly basis, the key findings to the Bard MAT Residency Management Team (MT). These monthly summaries, along with all other available data collected, will be compiled and formally presented as quarterly evaluation reports, during the quarterly meetings of the MT. These quarterly evaluation reports are important because Bard MAT, the MT, and the Bard MAT partners understand that waiting for six months to find out about the program’s progress is not acceptable.

Formal data analysis and summaries will be published semi-annually and used by the MT to make any needed modifications. All of the Program Evaluator’s analyses will include the results of both quantitative and qualitative data. To the maximum extent possible, the analyses will include disaggregation of subgroups to permit a full assessment of the effects of the Bard MAT Project and Program. The semi-annual evaluation reports will be completed by the end of the seventh month of each operating year (i.e., if Bart MAT starts on October 01, 2009, the first semi-annual report must be completed by April 30, 2010).
These reports (i.e., monthly, quarterly and semi-annual) will be used to provide the data necessary to determine if Bart MAT is being implemented effectively and efficiently. The Program Evaluator will review the data and make recommendations at the following MT monthly meeting so the MT can develop the objective plans for any needed changes.

Further, at the end of each operating year, all Bart MAT staff and personnel will participate in a Project Review, led by the Program Evaluator, that will result in a summative assessment (i.e., Annual Project Evaluation Report) for that year. The Annual Project Evaluation Report will be essential in reviewing progress and planning for subsequent years of operation. Members of the Management Team will review the data summary and make any necessary adjustments to goals and objectives for future years.

The Annual Project Evaluation Report will be completed within 45 days of the end of each year and will bring both process and outcome/product data together in its analyses of progress toward all of it the Bart MAT Residency Project’s Goals and Objectives. Process data will provide the context (i.e., how progress occurred) and the outcome/product measures will describe the magnitude of the progress and compare it to the initial benchmarks and targets set for each goal and objective. This report, which forms the basis of all planning for the next operating year, also will use trend data from year-to-year to examine the performance over the course of the five-year Bart MAT Project and beyond. The Program Evaluator, with assistance from all program stakeholders, will prepare the formal Annual Evaluation Report each year for the required submission to the U.S. Department of Education (ED).

Thus, in total, the Project will have a periodic assessment completed each month with its monthly data collection report, a quarterly evaluation report, a semi-annual evaluation report, and an annual evaluation report. Each of these reports will be prepared and presented in a
manner that allows all key stakeholders to quickly determine the Project’s strengths and needed
improvements. This rigorous, extensive evaluation and reporting process is essential if the Bard
MAT Residency Project is to achieve the ambitious goals and objectives it has set for itself.

*Evaluation Methods:* All data analyses and interpretations in this research study will
follow the principles prescribed in *Educational Research: An Introduction* by Gall, Gall & Borg
(2003). Because the quantitative part of this study is looking at the differences between multiple
groups, because the relationship between samples is independent, and because there are multiple
independent variables, a factorial ANOVA was selected for this study. All statistical analyses
will be performed using SPSS for Windows. The study sample will be described using measures
of central tendency (mean and median) and dispersion (standard deviation and range) for
continuous/ordinal scaled variables and frequency and percent for categorical scaled variables.
All of the analyses will be two-sided with a 5% alpha level. Hypotheses will be tested using 2-
way ANOVA. There will be one 2-way ANOVA for each hypothesis. The dependent variables
are listed in Table 1 and there will be three effects (i.e., independent variables): (a) the main
effect due to year; (b) the main effect due to the teacher of record’s participation in the Bard
MAT Residency Project; and (c) the interaction effect between year and participation in the Bard
MAT Residency Project.

Qualitative data will be gathered in personal interviews with school administrators and
Residency students and will be analyzed using principles of interpretational analysis as described
by Gall et al. (2005). Responses will be organized around the key survey questions and reported
in narrative form. Constructs, patterns, and themes, will be used to describe and explain the
information studied. Further, interview data transcription will be used so that participants in the
qualitative study can verify the results and help to ensure the result’s validity.
Significance

Addressing a national crisis. The Bard College Master of Arts in Teaching (MAT) Residency responds to an urgent need in education, preparing high-quality educators as future teacher leaders in our nation’s public schools. Research has demonstrated that the classroom teacher is the single most significant factor in determining student achievement. But data that shapes national educational policy and verified by needs assessments of project schools has shown that our neediest students are generally served by less qualified teachers and/or less experienced teachers, a problem that is exacerbated by higher faculty attrition in high-need schools.

The design of Transforming Teaching and Learning in High-Need Rural Schools recognizes three critical components of teacher preparation. Clearly, effective teachers must be deeply knowledgeable in their academic field and possess an accomplished understanding of critical areas in education. The unique faculty structure of Bard’s MAT Residency provides the basis for an integrated program of graduate study that combines advanced studies in an academic discipline with core courses in critical areas of education. Full-time PhDs in the academic disciplines work closely with graduate education faculty to create a year-long curriculum that addresses these first two dimensions of teacher education. But these two components alone are insufficient to the development of highly effective teachers.

Issues of disciplinary understanding and modes of instruction that respond to individual student needs must be understood in the context of classroom practice. It is this third component, the apprenticeship cycle, that is critical to the successful realization of our best aims as teachers. Educating teachers as clinical practitioners requires carefully mentored internships, integrating
graduate studies with practice in real time and providing ongoing support that provides the basis for continued reflective practice. How is this achieved?

Increasing the length of the apprenticeship cycle is a first step but equally important is ensuring that the apprentice is mentored in a setting that models best practices and is provided with ongoing feedback and forms of support that build critical competencies over time. Building the mentoring capacity of teachers in partner public schools becomes a responsibility of the teacher education program.

For the past five years, the Bard MAT Program has recruited qualified mentor teachers in local public schools who demonstrate a commitment to continued professional growth. MAT faculty members provide workshops and graduate courses that respond to mentor teacher needs and questions, creating a community of inquiry that advances professional concerns and supports forms of teaching that reflect MAT values and support apprentice growth. Mentor teachers earn status as adjunct faculty and attend annual workshops that address the mentoring process. An ongoing process of guided reflection helps build capacity, developing “teachers of teachers” who understand the need to work closely with MAT students in a model of collaborative teaching that brings the apprentice into close relationship with the forms of thinking that shape the practices of the experienced teacher.

Becoming an active partner with the work of public school teachers and extending the length of the apprenticeship cycle has been effective but challenging. Public school teachers work under myriad constraints and schools typically do not reflect a consistent set of standards and practices on a district-wide basis. These are common circumstances that prompted teacher education programs to create Professional Development Schools (PDS). The PDS model is a powerful idea that has proved less successful in practice. Research about this model helps
illuminate the strength and weaknesses of the PDS initiative. A key element seems to be the persistent separation of college and public school.

The long history of success of the Bank Street College of Education’s early childhood education program seems to underscore this finding. At Bank Street, graduate faculty and students share a common campus with teachers and students in grades K-8. Daily interactions throughout the school year build productive relationships that close the gap between theory and practice by creating an ongoing dialogue that demonstrates the forms of reflective practice that define effective teaching.

The Bard MAT Program, inspired by this model and supported by generous funding commitments from Paramount Farming Company and the Resnick Foundation, has established the Paramount Bard Academy in Delano, California. This public school, a California Charter, will enroll 700 students in grades 6-12 by 2012 and opens its doors to 200 students in 6th and 9th grade on August 3, 2009. Its goal is to provide a model of educational innovation, serving a representative population of students in the region. The Paramount Bard Academy is committed to achieving a minimum graduation rate of 95% with all graduates having earned the equivalent of 30 college credits by the end of their senior year. Half of the students in the region are designated English Language Learners and 78-83% of the students qualify for free or reduced lunch. These are typical statistics for many school districts in California’s Central Valley.

The Paramount Bard Academy is partner to and the central campus of the MAT Program, offering graduate students a fully integrated teacher education program in which studies and classroom practice are carefully aligned. A common faculty of graduate professors and classroom teachers will work closely together, providing graduate apprentices with a closely
monitored internship, working with students who are typical of students these apprentices will be
teaching if hired to other high needs schools throughout the Central Valley.

Recognizing that the Paramount Bard Academy is a unique educational model, the MAT
Program will build on the model it has established in New York’s Hudson Valley and New York
City. The MAT will reach out to regional high-need schools to create a network of partner
mentor teachers who can provide internships during the second half of the yearlong program,
building a broader base of experience for the apprentices that will ensure their professional
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success in future placements.

**Assessment of resources available to the partnership:** All LEA’s and project partners
have a history of collaborating with each other, with letters of support and collaboration on file
specific to this project. LEA’s have committed, in writing, that they are eager to hire Residents
when they complete the program and have committed matching resources and institutional
changes to support them in their induction into the teaching profession as they pursue their
professional credential and National Board certification. The MAT program at Bard College has
proven its ability not only to graduate excellent teachers, but also to retain them in their chosen
field. For example, The MAT Program at Bard College has just entered its fifth year of
operation and has graduated and certified 112 New York State teachers. Of these 112 teachers,
43 have taken jobs in the New York City Public School System, or 37% of the total graduates. Of these 43 NYC teachers, 12 are just beginning their teaching jobs in September 2008. Of the remaining 31 NYC teachers, only two have left the NYC school system – one because his wife took a job in England and the other because her working visa expired and she returned home to Austria. To date, this means that 29 of the 31 graduates (96%) who have been teaching in NYC schools remain in their positions.

Bard College has committed staff and faculty on site in Delano, resources of the college and tuition reductions valued at over $600 to each Resident. The Institute for Writing and Thinking at Bard College is committed to provide expertise and assistance to Residents and Mentors. The California Teacher Recruitment Project (CTRP) at the Tulare County Office of Education has a proven statewide track record in recruiting and training highly qualified teachers for rural schools and has committed staff and resources to the project.

Moreover, the Resnick Foundation and the Paramount Agricultural Companies have been engaged in the improvement of public education since 1998, providing support for programs to advance student achievement in school districts serving the following California communities: Avenal, Delano, Earlimart, Lost Hills, Richgrove, Pond, Shafter, Wasco, and Woodlake. The Resnick Foundation is a 501(c)(3) non-profit corporation that has given generously not only to these school districts but also to schools in Los Angeles and other areas of California. In recent years, The Paramount Farming Company has invested close to $500,000 annually in programs to help address student learning needs and to increase the numbers of students enrolling in postsecondary institutions. Most recently, Paramount Farming Company and the Resnick Foundation built a preschool facility in Avenal in response to community needs and to support a program of early childhood education that will foster greater success in school.
Documented commitment to change by partner LEA’s: NCLB program

Improvement status brings sanctions, but its implementation mandates are also often unfunded. Although some of the partner schools have received limited state funding to conduct substantive teacher training, develop research-based programs for English learners, and fully implement an innovative curriculum, most have not. However, despite the critical lack of funding for institutional improvements, partner schools have forged ahead with existing or even lowered resources to try to provide for the needs of their students.

Coordination of the program with other state and federal initiatives by partner LEA’s: Districts are committed to increasing student academic achievement and understand that the quality of the teaching experience determines the quality of the learning experience for students. They are eager to adopt and support proven strategies that improve the teaching/learning experience and have a proven track record in rural schools. Superintendents, project directors and other district and school decision-makers will coordinate federal Title I and Title II funds and programs with this project to maximize impact and avoid duplication of precious resources. Through TCOE, the project will also be coordinated with two other major reform efforts: compliance with NCLB teacher quality requirements and processes and reform of low performing schools and LEA’s through the federal Program Improvement requirements. In both programs TCOE is the lead agency in state and local efforts for participating school districts and will assure that this project will be coordinated with and enhanced by those efforts.
Management Plan

Project governance and management will be vested in a nine-member Oversight Council composed of empowered representatives of all partners. The Oversight Council will meet monthly and, with the project manager and staff, will oversee the day-to-day operations of the project. They will regularly participate in community-building and team building training. The Oversight Council will have decision-making authority, within policies established by the U.S Department of Education, Bard College, and the project partners, to oversee activities, budgets, schedules, and monitor project activities.

The Oversight Council will be trained in Continuous Process Improvement (CPI), a process found to be effective in other capacity building efforts in the partnership. The Oversight Council will follow all ideas from conception to completion and will be composed of empowered representatives from participating schools and partners. In this case, empowered means members who can approve a project through spending authority and other resource allocation (such as staffing) for their agency. The project will use a system approach or **ADDIE** (Analysis, Design, Development, Implement, Evaluate) model. The model has five phases:

- **Analysis** - Identify areas of opportunity and target specific problems. These areas and problems are based on team brainstorming sessions, process definition sessions, recommendations forwarded to the team by organizational members, and other various analysis techniques.
- **Design** - Generate solutions through brainstorming sessions. Identify the required resources to implement the chosen solution and identify baselines to measure.
- **Development** - Formulate a detailed procedure for implementing the approved solution.
• Implementation - Execute the solution.

• Evaluation - Build measurement tools, monitor implementation, and evaluate measurements to baseline. This phase is performed throughout the entire process.

The Co-Principal Investigators will be Dr. Ric Campbell of Bard College and Donna Glassman-Sommer of the California Teacher Recruitment Project at the Tulare County Office of Education (TCOE). They will assure that all program components are implemented among all partners in a manner that assures program success and adherence to the intent of the TQP program. Both Principal Investigators have extensive experience in the field of education and in overseeing projects of this scope.

Project Director

Upon notification of funding, the project will hire a project director who will oversee day-to-day management, training, and project coordination. The qualifications of the director include experience and training to effectively: 1) manage personnel and programs; 2) communicate verbally and in writing; 3) problem solve; 4) facilitate groups; and 5) plan, organize and implement activities. The successful candidate will have extensive knowledge of teacher preparation and induction programs as well as knowledge and experience in assisting teachers to deliver standards-based instruction. Pertinent abilities include providing direction to others and make independent judgments; keeping and maintaining accurate records; meeting deadlines; communicating with individuals of varied cultural and educational backgrounds; preparing clear and accurate reports; and collaborating and establishing partnerships with the business community, K-12 districts and schools, and institutions of higher education.
Recruitment and placement of candidates will be greatly assisted through the work of Marvin Lopez of the California Teacher Recruitment Project. Born and raised in Guatemala, Marvin and his family immigrated to the United States when he was fourteen years old. His capacity to bridge the gap for individuals seeking careers in education has evinced itself during his years with the Central California Teacher Recruitment Center (CCTRC) and California Teacher Recruitment Program (CTRP). This faculty stems from his time serving as a teacher at the secondary level in New Jersey as well as the professional path he then pursued outside of the classroom. As a regional recruiter for Cal Teach, Marvin canvassed the Southern United States to recruit individuals to fill the teacher shortage in California. He designed recruitment strategies and events that outsourced qualified candidates to prospective districts and certification programs at a critical time in California’s educational endeavors. Within the CCTRC and CTRP, Marvin has collaborated with various public and private entities to seek, screen, refer, and support potential teachers. Marvin has been an integral component in drawing candidates from under-represented groups to serve in the classroom.

Other key personnel in the project include:

- Bard professors who will deliver the MAT program
- Bard College faculty from the Institute for Writing and Thinking
- Staff at Paramount Bard Academy who will assist in delivery of the program
- Mentor teachers for the Residents during the MAT Residency and during the three-year induction period
- Staff at Bard and TCOE who will assist in recruiting and screening candidates for the MAT program
Placement staff at TCOE who will place Residents at project schools upon completion of their degree and credential

Bard faculty and the external evaluator who will conduct internal and external evaluations

Bard and TCOE staff and consultants who will assist in project data gathering and assist residents in using data to drive decisions about instruction.

The Bard College Institute for Writing and Thinking

The Institute for Writing and Thinking at Bard College is dedicated to improving the teaching of writing in secondary schools and colleges, and to making writing central to teaching in all academic fields. A writing centered classroom not only improves students’ writing, it engages them as learners, readers, and thinkers; it also makes them better listeners. The Institute’s goal is, and has been for 25 years, to make available to teachers across the curriculum imaginative, intellectually challenging, experiential writing workshops that are also practical, adaptable, and effective. The Institute resists formulaic approaches to teaching writing, valuing instead teachers’ experience with essential writing practices (e.g., writing to explore an idea, encourage close reading, solve problems, revise) that can be applied in, and adapted to, diverse teaching situations. Teachers from all across the country are frequent participants in workshops and conferences offered by the Institute, both at Bard and on-site. Since its founding in 1982, the Institute has developed and its writing pedagogy, inspired by a diverse faculty from the fields of composition, literature, philosophy, art, and science. Institute associates work with, and learn from, one another through ongoing conversations about teaching and writing; these cooperative efforts set the Bard Institute for Writing and Thinking apart from other university writing programs, creative writing workshops, and professional development programs for secondary teachers, and form the basis for new workshops each year.
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