

NM100405 Mathematically Connected Communities (MC2) Project

I. MSP Project Information

A. Project

1. Partnership title:

Answer: Mathematically Connected Communities (MC2) Project

2. MSP project director:

Answer: Wanda Bulger-Tamez

3. Project director phone number:

Answer: (575) 649-8213

4. Project director email address:

Answer: wguzman@nmsu.edu

5. Sources of Funding for this MSP project for the 12-month reporting period. (DO NOT include dollar values of in-kind contributions.)

MSP Grant Funded through Title II, Part B (\$):

Answer: \$1,370,024

Other State Funds(\$):

Answer: 100,000

LEA Funds (\$):

Answer: \$351,000

B. Lead Organization

1. Number of partner organizations/institutions (including the lead organization):

Answer: 53

2. Name of lead organization/institutions:

Answer: New Mexico State University

3. Type of lead organization/institution:

Answer: Institution of Higher Education (IHE)

C. Partner Organizations

Answer:

Partner 1

1. Name of participating organization/institution:

Answer: The Montessori School

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 2

1. Name of participating organization/institution:

Answer: Mosaic Academy-Aztec

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 3

1. Name of participating organization/institution:

Answer: New Mexico Navajo South

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 4

1. Name of participating organization/institution:

Answer: Central New Mexico Community College

2. Type of participating organization/institution:

Answer: Institution of Higher Education (IHE)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

3. Partner's Roles on MSP Project:

Answer:

Design professional development

Provide professional development

Analyze data

Partner 5

1. Name of participating organization/institution:

Answer: Springer Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 6

1. Name of participating organization/institution:

Answer: Gadsden Independent School District

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Provide professional development

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Advise project

Partner 7

1. Name of participating organization/institution:

Answer: Lovington Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Provide professional development

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 8

1. Name of participating organization/institution:

Answer: Tatum Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 9

1. Name of participating organization/institution:

Answer: Dexter Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 10

1. Name of participating organization/institution:

Answer: Alamogordo Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Provide professional development

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 11

1. Name of participating organization/institution:

Answer: Taos Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 12

1. Name of participating organization/institution:

Answer: Moriarty Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 13

1. Name of participating organization/institution:

Answer: Las Cruces Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 14

1. Name of participating organization/institution:

Answer: Espanola Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 15

1. Name of participating organization/institution:

Answer: Cobre Consolidated School District

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Advise project

Partner 16

1. Name of participating organization/institution:

Answer: Albuquerque Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Advise project

Partner 17

1. Name of participating organization/institution:
Answer: Mora Independent Schools

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:
Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 18

1. Name of participating organization/institution:
Answer: South Valley Academy

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be

included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:
Answer:

Design professional development

Provide professional development

Provide mentors/coaches/teacher leaders

Advise project

Partner 19

1. Name of participating organization/institution:
Answer: Hatch Valley Public Schools

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:
Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 20

1. Name of participating organization/institution:
Answer: Ruidoso Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 21

1. Name of participating organization/institution:

Answer: New Mexico State University

2. Type of participating organization/institution:

Answer: Institution of Higher Education (IHE)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

3. Partner's Roles on MSP Project:

Answer: Lead organization

Project management and administration

Design professional development

Identify and recruit teachers for professional development and/or comparison group

Provide professional development

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Evaluate the MSP

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Advise project

Partner 22

1. Name of participating organization/institution:

Answer: Western New Mexico University

2. Type of participating organization/institution:

Answer: Institution of Higher Education (IHE)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

3. Partner's Roles on MSP Project:

Answer:

Project management and administration

Design professional development

Provide professional development

Advise project

Partner 23

1. Name of participating organization/institution:

Answer: Mosquero Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 24

1. Name of participating organization/institution:

Answer: Mountainair Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 25

1. Name of participating organization/institution:

Answer: Dora Consolidated Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 26

1. Name of participating organization/institution:

Answer: Des Moines Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 27

1. Name of participating organization/institution:

Answer: Clayton Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 28

1. Name of participating organization/institution:

Answer: Cimarron Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Provide professional development

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 29

1. Name of participating organization/institution:

Answer: Artesia Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 30

1. Name of participating organization/institution:

Answer: Chama Valley Independent Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 31

1. Name of participating organization/institution:

Answer: Central Consolidated School System

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 32

1. Name of participating organization/institution:

Answer: Carlsbad Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 33

1. Name of participating organization/institution:

Answer: Bloomfield Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 34

1. Name of participating organization/institution:

Answer: Belen Consolidated Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 35

1. Name of participating organization/institution:

Answer: Aztec Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 36

1. Name of participating organization/institution:

Answer: Farmington Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 37

1. Name of participating organization/institution:

Answer: Gallup-McKinley County Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 38

1. Name of participating organization/institution:

Answer: Hagerman Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 39

1. Name of participating organization/institution:

Answer: Jemez Valley Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 40

1. Name of participating organization/institution:
Answer: La Promesa Early Learning Center (LPELC)

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:
Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 41

1. Name of participating organization/institution:
Answer: Maxwell Municipal Schools

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 42

1. Name of participating organization/institution:

Answer: Las Vegas City Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 43

1. Name of participating organization/institution:

Answer: Los Lunas Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 44

1. Name of participating organization/institution:

Answer: Loving Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 45

1. Name of participating organization/institution:

Answer: Pecos Independent Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 46

1. Name of participating organization/institution:

Answer: Raton Public School

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 47

1. Name of participating organization/institution:

Answer: Roy Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 48

1. Name of participating organization/institution:
Answer: Roswell Independent Schools

2. Type of participating organization/institution:
Answer: Local education agency (LEA)

Other (Please Specify):
Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: Yes

3. Partner's Roles on MSP Project:
Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 49

1. Name of participating organization/institution:

Answer: Santa Fe Indian Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 50

1. Name of participating organization/institution:

Answer: Socorro Consolidated Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 51

1. Name of participating organization/institution:

Answer: Tularosa Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 52

1. Name of participating organization/institution:

Answer: Wagon Mound Public Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Provide mentors/coaches/teacher leaders

Collect and/or provide data

Analyze data

Provide technical assistance to teachers and/or project

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 53

1. Name of participating organization/institution:

Answer: Floyd Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: No

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 54

1. Name of participating organization/institution:

Answer: Ft. Sumner Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)

Answer: Yes

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

Partner 55

1. Name of participating organization/institution:

Answer: House Municipal Schools

2. Type of participating organization/institution:

Answer: Local education agency (LEA)

Other (Please Specify):

Answer:

Does this partner meet your state's definition of a high-need LEA? (This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)
Answer: No

3. Partner's Roles on MSP Project:

Answer:

Identify and recruit teachers for professional development and/or comparison group

Participate in/receive professional development

Collect and/or provide data

Analyze data

Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)

II. MSP Project Abstract

A. Project Abstract

Answer:

The Mathematically Connected Communities (MC2) is a partnership project involving mathematicians and math educators in higher education institutions along with teachers, principals and district administrators from charter schools, Bureau of Indian Education (BIE) schools and from 48 of the 89 school districts in New Mexico. MC2 partners are dispersed throughout the state and range from the largest district in the state (Albuquerque) to small rural schools serving less than 100 students. (A map of all MC2 districts can be found at <http://mc2.nmsu.edu/community/maps.htm>.) The project is designed to improve the pedagogical content knowledge of teachers resulting in high quality mathematics learning experiences for all New Mexico students. With the CCSS-M on the horizon, MC2 opened the invitation of partnership to New Mexico districts across the state. This year we expanded our support system in order to provide New Mexico schools with knowledge, skills, and tools to begin the transition to implementation of Common Core State Standards for Mathematics (CCSS-M), and to improve the capacity of district leaders to support effective implementation of these standards.

The MC2 Professional Learning Model is designed to build capacity of teachers and administrators to implement of CCSS-M in grades K-12 and to ensure the Standards for Mathematical Practices are applied and developed as habits of mind for all students. Partner districts designate a district Implementation Team and a district Leadership Team whose focus is to organize district-wide professional learning of CCSS-M. The MC2 Professional Learning Model includes four major components:

1) Summer Mathematics Institute for Implementation Teams: Summer Institutes are designed to develop K-12 participants' content and pedagogical knowledge of the Common Core State Standards for Mathematics (CCSS-M) with the goal of improving student learning and achievement. The teams (comprised of teachers, instructional coaches, and administrators) take the lead in supporting others in the implementation of the CCSS-M at districts sites. The goals of the Summer Institute include having participants:

- Become knowledgeable in the CCSS-M

- Understand what the math practices look and sound like in the classroom and how they can be used to build mathematical understanding
- Understand content focus areas at each grade level and the vertical trajectory of each major content strand across grade levels
- Develop content and pedagogical knowledge necessary to improve student learning and achievement in mathematics
- Learn to facilitate protocols, tools, and strategies at the school site to study the CCSS-M
- Work in cooperation with the district Leadership Team to develop and implement action steps for full district implementation of the CCSS-M

2) Summer Leadership Academy for Leadership Teams: Summer Academies are designed to develop the necessary tools for the Leadership Team (comprised of district administrators, principals, math coaches, teacher leaders, guidance counselors, and parents/community members) to implement effective instructional change in mathematics. The goals of the Summer Academy (and the four follow-up days during the school year) include having team members:

- Understand the demands of the CCSS-M and Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment systems
- Develop a clear vision of classroom mathematics instruction that increases students' learning
- Build capacity for learning, leading, and developing collective responsibility for implementation of the CCSS-M
- Create support systems and structures for effective professional learning
- Create alignment of resources, instruction, and assessment
- Learn how to ensure students' mathematics proficiency

The Leadership Team works alongside the Implementation Team to design a district plan for ongoing professional learning and implementation of CCSS-M.

3) Follow-up Learning during the school year: The district Implementation Teams meet four-five times throughout the academic year to continue the learning gained from the summer institute. Team members further develop mathematics content knowledge, instructional strategies to deepen student math learning, and strategies and skills to facilitate and support their colleagues' implementation of the CCSS-M in the classroom. The follow-up also provides a venue for teams to discuss, plan and reflect on what has been working or not working in their districts and provides an opportunity to learn what has worked or failed in other districts.

4) On-site support for each partner district: The function of on-site support is to assist with CCSS-M implementation at the district and school level. In larger districts, the MC2 math specialists may plan district-wide professional development (PD) with district team members and/or co-facilitate CCSS-M workshops until the Implementation Team members are comfortable facilitating on their own. In smaller districts, the MC2 math specialist may model a lesson that exemplifies the Mathematical Practices. Each district receives a minimum of four days of on-site customized support that meets the particular needs of the teams.

To ensure adequate funding and to create buy-in from partners, districts are required to pay a portion of the cost of travel and participation of team members. Districts provide all teacher stipends and substitute costs for PD during the school year. They are also expected to develop a district CCSS-M implementation plan to articulate how the district Implementation Teams share information and resources from MC2 institutes and also support colleagues in learning about and implementing CCSS-M at the school site.

MC2 also collaborates with institutional partners (Western New Mexico University, Public

Education Dept – New Mexico Educator Leader Cadre, Dual Language Education of New Mexico, and Cooperative Education Services) to share resources and coordinate efforts towards statewide impact. The project also capitalizes on the partner NSF-MSP project, MC2-LIFT (Mathematically Connected Communities - Leadership Institute for Teachers). Teacher leaders from the MC2-LIFT project serve in piloting and implementing classroom strategies and lessons, and in assisting with the design and facilitation of MC2 summer institutes. Both projects benefit from co-constructing PD models and processes, and using teacher leaders' classrooms as laboratory settings in order to study the impact of lessons and instructional strategies on student learning before effective strategies are shared with the broader state-wide audience.

III. Responsibilities

A. Administer Overall Program

1. % Provided by K-12 Institutions:

Answer: 30

2. % Provided by IHE faculty (Institutions of Higher Education):

Answer: 70

3. % Provided by Other (Please specify):

Answer:

B. Design Professional Development

1. % Provided by K-12 Institutions:

Answer: 30

2. % Provided by IHE faculty (Institutions of Higher Education):

Answer: 70

3. % Provided by Other (Please specify):

Answer:

C. Deliver Professional Development

1. % Provided by K-12 Institutions:

Answer: 50

2. % Provided by IHE faculty (Institutions of Higher Education):

Answer: 50

3. % Provided by Other (Please specify):

Answer:

D. Evaluate MSP

1. % Provided by K-12 Institutions:

Answer: 20

2. % Provided by IHE faculty (Institutions of Higher Education):

Answer: 40

3. % Provided by Other (Please specify): Internal Evaluator

Answer: 40

IV. Professional Development

A. Number of University Faculty Involved in MSP Project

1. Number of Mathematics faculty:

Answer: 7

2. Number of Science faculty:

Answer:

3. Number of Engineering faculty:

Answer:

4. Number of Education faculty:

Answer: 3

5. Number of Technology/Computer Science faculty:

Answer:

6. Number of other faculty involved:

Answer:

(Please specify discipline):

B. Indicate the Primary Goal for the Intervention

1. Please select the main goal of the MSP project:

Answer: Both - Improving individual teacher's content knowledge and training teacher leaders are equally important aspects of our program

C. Total Number of Participating Educators

1. Total number of teachers and/or administrators receiving MSP professional development in Math or Science: (Do not double-count teachers for this figure).
Answer: 628

D. Elementary School Teachers

1. Total number of elementary school teachers:
Answer: 372

A. Regular core content teachers: Elementary school:
Answer: 262

B. Gifted and talented teachers: Elementary school:
Answer: 0

C. Special education teachers: Elementary school:
Answer: 15

D. Teachers of English language learners: Elementary school:
Answer: 35

E. Non-teaching math teacher coaches (full or part time):Elementary school:
Answer: 60

F. Non-teaching science teacher coaches (full or part time):Elementary school:
Answer:

G. Paraprofessionals: Elementary school:
Answer:

2. Total number of elementary school teachers who primarily work in a high-need school, as defined by your state:
Answer: 260

E. Middle School Teachers

1. Total number of middle school teachers:
Answer: 123

A. Regular core content teachers: Middle school:
Answer: 98

B. Gifted and talented teachers: Middle school:

Answer: 2

C. Special education teachers: Middle school:

Answer: 6

D. Teachers of English language learners: Middle school:

Answer: 2

E. Non-teaching math teacher coaches (full or part time): Middle school:

Answer: 15

F. Non-teaching science teacher coaches (full or part time): Middle school:

Answer:

G. Paraprofessionals: Middle school:

Answer:

2. Total number of middle school teachers who primarily work in a high-need school, as defined by your state:

Answer: 115

F. High School Teachers

1. Total number of high school teachers:

Answer: 96

A. Regular core content teachers: High school:

Answer: 83

B. AP/IB: High school:

Answer: 4

C. Special education teachers: High school:

Answer: 3

D. Teachers of English language learners: High school:

Answer:

E. Non-teaching math teacher coaches: High school:

Answer: 6

F. Non-teaching science teacher coaches: High school:

Answer:

G. Paraprofessionals: High school:

Answer:

2. Total number high school teachers who primarily work in a high-need school, as defined by your state:

Answer: 80

G. Administrators

1. Total number of administrators:

Answer: 79

A. Administrators: Elementary school:

Answer: 28

B. Administrators: Middle school:

Answer: 13

C. Administrators: High school:

Answer: 11

D. Other (please describe): District Admin

Answer: 27

H. Participant Students

1. Number of elementary school students taught by participating teachers:

Answer: 7440

2. Number of middle school students in math and/or science classes taught by participating teachers:

Answer: 7380

3. Number of high school students in math and/or science classes taught by participating teachers:

Answer: 7680

4. TOTAL number of students in math and/or science classes taught by participating teachers. (This should be the sum of the number of students in elementary school plus middle school plus high school, as reported above):

Answer:

V. Professional Development Models

A. Contact Hours

Answer: 74

B. Type of Professional Development Activities

Answer: Summer Institutes with additional or follow up activities

B. i. Summer Institutes

1. Total duration in HOURS per participant (on average):

Answer: 39

B. ii. Academic Year Professional Development

1. Duration on average of HOURS per participant for all academic year professional development activities. (Do not include hours for the summer institute): 35

Other (Please specify):

Answer: Regional Follow-up Workshops

C. Description of Professional Development Model

Answer: Summer institutes provided two levels of professional development (PD). The first is a teacher leadership component to develop the knowledge/skills of master teachers to be able to serve as teacher leaders at their districts. This component began with a five day leadership workshop in May 2012 and continued for an additional week in June. Activities included engaging in content and math practices of CCSS-M, designing mathematics lessons to engage Implementation Teams, and developing facilitation skills to effectively work with adult learners. 24 partner district teachers participated.

The second level of PD (with over 600 participants) was a five-day summer institute held for Implementation Team members. The institute developed math/pedagogical knowledge of teams and strategies for organizing PD back in the district. Summer Institute topics included:

- History/Structure of CCSS-M
- Algebraic Thinking, grades K-12
- Cognitive Demand – Developing tasks to support the rigor of CCSS-M
- Instructional Shifts – Maintain a high level of student thinking/learning and developing mathematical practices
- Formative Assessment - Assessing student understanding of CCSS
- Developing school/district action plans.

District Leadership Teams were also designated to ensure coordination of PD efforts at the district sites.

The designers/facilitators of the institutes were mathematicians and mathematics education specialists.

VI. Professional Development Content and Practices

A. Mathematics Content and Practices

1. Did your MSP project provide training in math content or processes in the MSP professional development during this 12-month reporting period?

Answer: Yes

2. Please indicate the major content, topics, or practices of mathematics taught to teachers in the MSP activities during this 12-month period. Select all that apply and indicate the GRADE LEVELS OF TEACHERS to whom each topic was taught.

2.1 Mathematical Practices:

Answer: Elementary School Teachers Middle School Teachers High School Teachers

2.2 Number and Operations:

Answer:

2.3 Ratios and Proportional Relationships:

Answer:

2.4 Algebra:

Answer: Elementary School Teachers Middle School Teachers High School Teachers

2.5 Geometry:

Answer:

2.6 Measurement and Data:

Answer:

2.7 Probability and Statistics:

Answer:

2.8 Problem Solving:

Answer:

2.9 Reasoning and Proof:

Answer:

2.10 Modeling and Functions:

Answer:

2.11 Calculus:

Answer:

2.12 Other (Please Specify):

Answer:

B. Science Content and Practices

1. Did your MSP project provide training in science content or processes in the MSP professional development during this 12-month reporting period?

Answer: No

2. Please indicate the major content, topics, or practices of science taught to teachers in the MSP activities during this 12-month period. Select all that apply and indicate the GRADE LEVELS OF TEACHERS to whom each topic was taught.

2.1 Scientific Practices:

Answer:

2.2 Physical Science/Physics:

Answer:

2.3 Chemistry:

Answer:

2.4 Life Science/Biology:

Answer:

2.5 Earth and Space Science:

Answer:

2.6 Technology:

Answer:

2.7 Engineering:

Answer:

2.8 Other (Please Specify):

Answer:

VII. Program Evaluation

A. Type of Evaluator

Please select from the list below the best description of your project's evaluator. (Select all that apply.)

Other (Please specify):

Answer: Internal Evaluator

B. Evaluation Design

Other (Please Specify):

Answer: Mixed Methods

B. iv. One-Group, Qualitative/Descriptive, and Other Designs

Answer: The evaluation design provides for the collection and analysis of both quantitative and qualitative data. All evaluation measures are closely linked to the goals and outcomes of the partnership. All of Guskey's Five Levels of Professional Development Evaluation (Guskey, 2005) are addressed in the plan: 1) Participants' reactions, 2) Participants' learning, 3) Organizational support and change, 4) Participants' use of new knowledge and skills, and 5) Student learning outcomes.

C. Phase of Implementation

1. Indicate your MSP project's stage of implementation.

Answer: Fully Developed: All components of the planned MSP model are fully operational.

2. Current year of implementation:

Answer: 3rd year of this grant cycle

3. Is this the final report that you will submit for this grant (i.e., this is the last APR you will complete to report on the funds you received for this MSP)?

Answer: Yes

D. Teacher Assessment Measures

E. Analysis of Changes in Teacher Practice

1. How are you measuring the extent to which teachers are applying lessons from the MSP PD to their classroom instruction?

Answer: Classroom observation Questionnaire/Self-report

Other (Please specify):

F. Teacher Findings

Answer: The focus of professional development in the reporting cycle was to build capacity of school districts to effectively implement Common Core State Standards for Mathematics - both content and mathematical practices. In 2012, most teachers and administrators in New Mexico were unfamiliar with the standards and their implications for classroom practice and large scale assessments. Our goal was to build strong foundation for districts to be purposeful and systematic in providing all teachers in the district professional development in Common Core content, mathematical practices, and instructional shifts for effective implementation. Although we were in our third year of the funding cycle, we approached the PD as a year of "getting grounded" in the CCSS-M. We see the effective implementation of CCSS as three to five year journey that we are just beginning. Our model focuses on developing the capacity and skills of district Implementation Teams and Leadership Teams to take an active role in designing and facilitating CCSS Implementation Plan that will be effective in their particular district or school. In the 2012-2013 school year, we focused on building competence and confidence of teams to design and carry out their districts plans.

Three types of data were gathered at the summer institute. The first was a reflection/evaluation of the institute. Second was a pre-survey/post-survey used to determine if after the week-long training, participants' perceptions of their knowledge of the CCSS-M and their self confidence in using and sharing the information provided by MC2 had changed. Third was a pilot test of open ended math problems to assess change in grade specific mathematics content of teachers.

Based on our pre- and post- survey data, we know that before the summer academy, team members had little basic knowledge of CCSS-M. They rated their own ability to share information about CCSS-M with others at an average of 1.7 on a four point scale. At the end of the week they rated themselves at 2.9. The point descriptors were:

1=Not at all 2=Somewhat 3=To a great extent 4=Completely

The questions on the survey regarding knowledge and ability to serve in a leadership role for CCSS-M in the district included:

I am able to:

- ...share the structure of the CCSSM with teachers and administration in my school or district.
- ...share how Mathematical Practices and Numbered Standards will be enacted in classrooms.
- ...share the critical areas for the grade level I teach.
- ...share the critical areas for the grade levels above and below the one I teach.
- ...share the critical areas for all the grade levels at my campus.
- ...design cognitively demanding tasks to support the CCSSM.
- ...share instructional strategies with my colleagues that support the CCSSM.
- ...design formative assessment tasks to analyze student understanding of the CCSSM.

Follow-up professional development during the subsequent academic year and on-site customized support showed that teams continued to improve in their knowledge, confidence, and ability to work with colleagues in the implementation of CCSS-M.

The open-ended question in the survey was a grade specific mathematics problem selected by each of the MC2 grade level teams. The goal of asking the participants to solve a mathematics problem was to discern if their approach to the problem changed and showed the inclusion of strategies and ideas linked to the CCSSM after a week of professional development. The inclusion of a pre-post-mathematics question was piloted for this evaluation, but hopefully will be used in the future when the selection of mathematics problems will undergo a more rigorous screening process and more specific scoring rubrics can be developed.

The full report with finding from all data collected can be found in the uploaded evaluation documents.

G. Student Findings

Answer: In the past, MC2 provided mathematics professional development which focused on mathematics teaching and learning. By improving teacher mathematics content and pedagogical knowledge, positive changes in student achievement were expected. The New Mexico Standards Based Assessment (NMSBA) was used to report these changes.

The professional development (PD) provided by MC2 in 2012-2013, was very different than the PD provided previously. At the request of the New Mexico Public Education Department (NMPED), the PD provided by our project was focused primarily on 1) building awareness and knowledge about the Common Core State Standards in Mathematics (CCSS-M), and 2) assisting districts in developing a plan for its implementation. We are confident (and have data indicating)

that our services impacted teacher knowledge of CCSS and that district plans for its implementation are in place. However, we are hesitant to say that the services we provided impacted student achievement in the districts we served, especially since the NMSBA is still basically aligned to the New Mexico Standards and Benchmarks, not the CCSS-M. The overall proficiency of the students in New Mexico dropped by .9%, which may be explained in its entirety by the state including 10th grade scores (they took the same 11th grade test with one less year of instruction). Our 52 partner districts hovered around this same change. There were no districts with significantly different changes. The New Mexico testing program will not be completely aligned with the CCSS-M until spring 2015.

In conclusion, our findings on student achievement are very limited at this time for two reasons: 1) the focus of the PD requested by our state was not explicitly directed toward mathematics achievement, and 2) the assessment used to report mathematics achievement in New Mexico is not aligned with the CCSS-M, the focus of our project. We anticipate measurable student achievement this year as we are working with fewer districts and our model includes focused learning on classroom instruction.

H. Impact on the Partnership

Answer: The MC2 project has expanded from under 20 partner school districts to over 50 partner districts and three institutions of higher education. The project has brought together teachers, mathematicians, education faculty, math coaches, and administrators in an effort to transform the culture of mathematics learning in the state. This year, the New Mexico Public Education Department (PED) made a commitment to support school districts in the implementation of CCSS. MC2 became a partner with the PED in offering quality professional development and ongoing district based support in the effort to rethink mathematics learning for all students in the state. The status quo would no longer be an option for schools – particularly those whose student mathematics achievement was not showing growth. One change we made as a result of the PED partnership was to expand from a primarily secondary math project to serve all K-12 teachers. We also developed a capacity building model to be able to impact all teachers within our partner districts rather than only a select group that participates in summer institutes. In addition, the project strengthened the partnership model so that all partners contribute to the design, implementation, and cost of the professional development.

The impact this year has been an impressive “stepping up to the plate” attitude by Implementation Teams. Partner districts are taking responsibility to design PD opportunities for all math teachers in their district to learn about and implement CCSS-M. While MC2 provided summer institutes and follow-up workshops for the Implementation Teams, most have designed large scale PD in their districts to share their growing knowledge. While we impact about 700 teachers and principals, the work of Implementation Teams has resulted in professional development for over 2000 teachers in partner districts in year 1. As Implementation teams are becoming more competent and confident and understand their role as leaders, we anticipate that the number of teachers impacted will double in the coming year.

As a result of the professional development provided by the project, most of the teachers with whom we work report feeling more confident about the change to CCSSM. Many say that they felt that this was one more change that would be replaced with another in the near future, but after attending the professional development provided by MC2, the general consensus among teachers with whom we work seems to be that this is a change that will have a positive impact on student achievement. Further, teachers now say that they are excited to be a part of the change, especially

the addition of the mathematical practices in the classroom. Once teachers have a vision of what it is that the mathematical practices help students accomplish, they report an eagerness to begin designing lessons that incorporate the standards and math practices.

Additionally, MC2 created a rubric for district use while choosing a textbook resource for adoption. This rubric included elements of the six instructional shifts, the five mathematical practices, critical areas from the standards, cognitive demand of tasks, and the PARCC Content Model Framework. This allowed districts to assess various textbooks before adopting one to determine which would best fit the needs of their district while ensuring that the new standards would be addressed efficiently.

I. Other Impacts (Optional)

Answer:

J. Upload Report

Attachment:

VIII. Findings for MSP Participants and Their Students

A. MSP Participants

i. Total number of participants receiving MSP professional development in math: (If a participant receives PD in more than one discipline within Math, count that participant only once.)

Answer: 628

ii. Total number of participants receiving MSP professional development science: (If a participant receives PD in more than one discipline within Science, count that participant only once.)

Answer: 0

Mathematics

1. Number of participants receiving MSP professional development in math (participants can be counted multiple times if they participate in multiple sets of independent professional development courses, particularly in different topics):

Answer: 628

2. Among those participants reported in 1 above, number of participants with both pretest and posttest scores in math content knowledge:

Answer: 0

3. Among those participants reported in 2 above, number of participants who showed significant gains in math content knowledge:

Answer: 0

Science

4. Number of participants receiving MSP professional development in science (participants can be

counted multiple times if they participate in multiple sets of independent professional development courses, particularly in different topics):

Answer: 0

5. Among those participants reported in 4 above, number of participants with both pretest and posttest scores in science content knowledge:

Answer: 0

6. Among those participants reported in 5 above, number of participants who showed significant gains in science content knowledge:

Answer: 0

B. Students

Mathematics

1. Number of students taught math by MSP teachers:

Answer: 164170

2. Number of students from question 1 with state assessment data in math:

Answer: 123128

3. Number of students from question 2 who scored at basic or below in math:

Answer: 72012

4. Number of students from question 2 who scored at proficient or above in math:

Answer: 51116

Science

5. Number of students taught science by MSP teachers:

Answer:

6. Number of students from question 5 with state assessment data in science:

Answer:

7. Number of students from question 6 who scored at basic or below in science:

Answer:

8. Number of students from question 6 who scored at proficient or above in science:

Answer:

IX. Lessons Learned

A. MSP Implementation

Answer: In order for the capacity building model to be successful we found that there needs to be buy-in and sustained support of school and district administrators. A success of the project was changing the culture of districts from one of “provide us with professional development” to taking ownership in establishing structures and supporting teacher leaders in designing PD for their own district. When district administration understand the potential of the partnership to design on-going and sustainable professional learning structures for the district that can be co-developed by their own staff, the results were impressive. One example of this success was a large school district in the northwest that used its Implementation Team to provide four days of district wide PD in the district. The PD was co-designed by MC2 staff and the Implementation team. As a result, not only was the district team seen as knowledgeable in CCSS-M implementation, but district teachers also knew they had a resource at their school campus that could serve as the “go to” person for Common Core. District teachers began to see the work of CCSS-M as doable and that there was a support system in place as they began implementation. The district associate superintendent for instruction worked closely with the Implementation and Leadership Team members to organize the district effort. He committed the four district PD days, provided time for planning, and communicated to all staff that the effort was important and worthwhile. Stories like the one in this northwest district were common in many partner districts where administrators understood the value and potential of the partnership and their Leadership/Implementation Teams.

Challenges were presented when district administration signed a memorandum of agreement, but did not understand or capitalize on the potential of the partnership. Teams that lacked administrative support were frustrated and floundered. Team members felt that they were provided important and meaningful PD that should be shared with others and were stifled when there was no venue for them to share with other teachers in their district. Some highly motivated teachers and coaches organized professional learning communities after school hours or shared their learning in informal settings. However, districts with little or no administrative support saw little or no district-wide impact.

We found that bringing Leadership Teams together to share their own successes and challenges has helped ineffective teams see new possibilities. When neighboring districts are proving to be highly successful in district-wide implementation, the success stories give floundering teams (and their administrators) new strategies and ideas for moving forward. The sharing also serves to develop a stronger network of educators who are working to improve student learning. District teams began organizing events in collaborative efforts and drawing on one another’s expertise.

Overall, the MC2 capacity building model has been successful in developing effective partnerships and providing districts across New Mexico with support for building teacher content and pedagogical knowledge for effective implementation of CCSS-M. Nearly tripling the number of partner districts has caused our staff to stretch and grow to meet the needs of districts. Yet, we have risen to the challenge by developing more effective communication strategies, creating replicable professional development sessions that can be recreated at the district level, and developing an on-site support system to make sure no partner district “falls through the cracks”. While we need to continue to refine our model to respond to the ever changing expectations of CCSS-M and the upcoming PARCC assessment system, we have a strong track record of designing and delivering professional development that focuses on students’ mathematics learning and developing effective learning environment for children. CCSS-M has created new opportunities and expectations for districts to improve teacher content knowledge and improve the learning that occurs in mathematics classrooms.

B. MSP Evaluation

Answer: MC2 is fortunate to have an evaluation plan that provides continuous feedback to project staff. The major success of our evaluation plan is that we have many different data sources to consider the strengths and weaknesses of the project model and activities in terms of impact on teacher and student learning. Participant evaluations and surveys, observation of professional development sessions, and student achievement data provide sources of data to analyze our project effectiveness. The project evaluator also works closely with project staff to provide immediate feedback when possible so modifications can be made to improve our effectiveness. For example, participant feedback from summer academies was immediately reported to project staff so changes were made in the moment and used to improve subsequent academies.

A new challenge that arose this past year, was trying to gather data in a capacity building model where impact of change does not only sit with the participants of the summer institute and follow-up workshops, but rather the entire district. We struggle with how to gather data on the full impact of the project. We also struggled with gathering data on change in teacher content knowledge when a large part of our focus was supporting districts in the implementation of CCSS-M content and math practices. We chose to pilot a new content assessment that aligned with our academy expectations rather than use the LMT (Learning Mathematics for Teaching) instrument. While we learned from our pilot project, we found that we needed to make many changes before our process can be used as an effective measure. (Please see Summer Evaluation report for more detailed findings of the pilot.)

Comparing student achievement data from year to year to analyze growth continues to be a challenge. It has been difficult to attain student achievement scores by teacher and therefore hard to compare teachers who have participated in MC2 professional development with other teachers in the district that have not participated in the PD. We are working with PED to find solutions to this challenge. We also look forward to the new state and PARCC assessments that are aligned to CCSS-M.

X. State Review

A. Awards

A high-need LEA in New Mexico is defined as a school or district in which at least 20% of the students receive free or reduced price lunches.

XI. Attached Supplementary Documents

File 1: Summary_Evaluation_report_for_all_Academies_Summer_2012X.docx

File 2: MC2_Participant_Evaluation_Report_2012-2013_FINAL.docx

File 3:

File 4:

File 5: