



BEGINNING TEACHER NETWORK GRANT APPLICATION

EDUCATION STANDARDS AND PRACTICES BOARD

SFN 60432 (06-2017)

Send completed applications to:
Erin Jacobson
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Bismarck, ND 58503
Email: ecjacobson@nd.gov
Fax: 701.328.9647

Due by 4:00pm on August 24

District or REA Name Great Northwest Education Cooperative (REA)		
Name of Contact Person Brian Lawton	Telephone Number 701-609-5681	Email Address brian.lawton@k12.r
Mailing Address for Sending Check PO Box 1964		
City Williston	State ND	ZIP Code 58802-1964
Name of Proposed Grant <i>Ex. TSS West Fargo Beginning Teacher Network</i> GNWEC Beginning Teacher Network		Total Funding Requested \$ 10,750.00

<p>Description of Plan</p> <p>The GNWEC will provide support and coordination of services for 59 beginning teachers from 10 school districts in the Northwest region of North Dakota. Cohorts of beginning teachers will be formed based on geographic location, and district characteristics, within the REA, with each district assigned one to five master teacher facilitators (depending on number of beginning teachers in each district) to coordinate efforts among and between the cohorts. Meetings for each cohort will be held monthly. Initial meetings will be held face-to-face in each school district, with the goal of developing professional learning communities among the teachers based on grade level and/or subject matter focus. Follow-up meetings will be conducted using ITV labs, Adobe Connect, and/or Skype conferencing. There will be a record of each distance session by cohort distributed to all beginning teacher cohorts to assess differentiation among teacher practices, as well as to ensure open sharing of information. A master teacher facilitator will conduct two in-class observations of each beginning teacher: one toward the end of the Fall semester and one toward the end of the Spring semester. The GNWEC will be responsible for providing and facilitating focused learning sessions and identifying common themes among cohort groups to support communication, sharing of ideas, and challenges and success with implementation of classroom practices based on the particulars of each school district. The GNWEC will also provide evaluation data collection and analysis for determining the extent to which the beginning teacher network was successful, as well as the extent to which improvements in beginning teacher trainings are needed.</p> <p>School district and number of beginning teachers in the GNWEC Beginning Teacher Network:</p> <ul style="list-style-type: none"> Grenora: 3 Williston :15 Tioga: 3 Mandaree: 4 Parshall: 12 Yellowstone (East Fairview): 2 Ray/Nesson: 2 Powers Lake: 2 Burke Central: 1 McKenzie County: 15
<p>Estimated Number of First-Year Teachers to be Served</p> <p>59</p>
<p>Name of Facilitator(s) (if identified)</p> <p>TBD for all sites (approx. 20 facilitators)</p> <p>Initial identification includes: five from Williston, four from Parshall, one from Yellowstone, and one from Ray. Anticipating one from each: Grenora, Tioga, Mandaree, Powers Lake, and Burke Central; and five from McKenzie County.</p>

Activity Details

Tentative Dates, Time and Locations for Activities

Face-to-Face (Proposed the last two weeks of September)

- September 17: Ray and Tioga
- September 18: Powers Lake and Burke Central
- September 19: Mandaree and Parshall
- September 20: Yellowstone and McKenzie County
- September 21: Williston and Grenora

Distance professional learning community (PLC) cohort meetings
(successes and challenges within classrooms using new practices)

- October 2018
- November 2018
- January 2019
- February 2019
- March 2019
- April 2019

Classroom Observations and Feedback:

- November 2018
- April 2019

Final Evaluations and Cohort Focus Groups:

- May 2019

A List of Topics to be Offered and/or a Plan for Determining Topics

Classroom Management; Data Collection, Analysis, and Use; Personal and Emotional Support; Critical Reflection; Evidence-Based Modeling; Accessing Student Services; Effective Practices for Improving Student Achievement.

Initial self-assessments will also be used to determine the extent that other focused topics are needed, or planned topics are omitted, based on level of understanding and self-efficacy of pedagogical practice.

Proposed Budget (See allowable and non-allowable expenses)

Include costs for Facilitator, Presenters, Meeting Expenses, 5% District or REA administration expenses, and any other costs. Attach a separate sheet if preferred.

Facilitators	\$4,800.00 (~20 @ \$60/hour for 4 hours each)
Meeting expenses:	
Presenters:	\$2,000.00
Travel:	\$1,900.00
Materials:	\$1,514.00
REA Admin. (@5%):	\$536.00
Total:	\$10,750.00

Total Amount Requested	10,750.00	Would partial funding be accepted?
\$		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Description of your plan for evaluating how your meetings affected actual teacher practice.

An pre-test teacher self-assessment will be identified (modified, if needed) and administered at the beginning of September 2018 to identify teachers understanding of effective pedagogical practices, as well as to assess teaching self-efficacy. A post-test will be administered at the conclusion of project activities (May 2019). Both t-tests and analysis of variance (ANOVA) will be used to determine both individual, cohort, and overall pre-post differences in teacher practices and self-efficacy to determine the extent to which the support meetings improved teacher practice and confidence in the classroom. An evaluation survey will be administered, via SurveyMonkey, as the conclusion of each of the meeting sessions (both face-to-face and distance PLCs) to determine the extent to which the session was of value; modifications to delivery will be determined based on these results, if needed. An in-class observation protocol will be identified and used by the master teacher facilitators to provide both end-of-semester and end-of-year observations of actual teacher practice. The observation results will be shared with the teachers to provide both formative and summative feedback. End-of year focus group sessions will also be conducted to gather in-depth qualitative data about teacher perceptions of the beginning teacher network.

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