Regional, State, and National Partners
- New Mexico Consortium
- University of New Mexico (UNM)
- Bureau of Indian Education (BIE)
- Northern NM College
- Bradbury Science Museum
- WestED
- LANL Foundation
- Inquiry Science Education Consortium (ISEC)
- LASER I3
- MSA Staff
- LANL Community Programs Office (CPO)
- Community and Government Affairs (CGA)
- LANS
- BIE

LANL Resources
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Concrete Activity
- Core MSA Program – 3 Years
  - Intensive Summer Institute
    - 2 weeks of research-based instruction
    - 1 week Science-Citement or Math-Citement
    - Coaching 2-3 sessions/semester
    - After school team meetings 8hrs./sem.
    - Video reflection and presentation 2x/yr.
    - MSA days 2x/yr.

- Instructional Coaching and PLC Support
  - Includes complete coaching cycles, video review, and modeling throughout school year
  - Ongoing PLC support and PD based on student learning needs

- r-Rational Number Institute (Math PD)
  - Math content 6 Saturdays per school year
  - UNM collaboration

- Science Professional Development
  - Kit and Content Training
    - Fundamentals of inquiry, effective instruction

- Math and Science Writing PD
  - Communication, concept development, and classroom modeling
  - Science Notebooking

- UNM/BIE Partnership
  - Masters degree in Educational Leadership with a math and Native American focus
  - Educational Leadership Doctorate

- Develop Robust Partnerships
  - Foster coherence among partners
  - Team with partner organizations to provide high quality professional development

Short Term Outcomes
- Enhanced Teacher Pedagogical and Content Knowledge
  - Teachers develop a deep foundation of usable knowledge and skills by demonstrating growth in a combination of the following areas:
    - Standards-based Education
    - Effective Instruction and content specific pedagogy
    - Math and science content knowledge
    - Assessment practices for student learning
    - Brain-based learning
    - Student engagement and classroom management
    - Math and science writing
    - Common Core Math Standards
    - Next Generation Science Standards
    - A collaborative culture

- Improved School-Based Policies and Practices
  - School leaders implement policies and practices that support research-based math and science instruction and a collaborative culture of shared responsibility for student learning. Examples include: Professional Learning Communities, ongoing professional development, and peer observation and coaching models.

- Build Regional Capacity
  - District and regional educational leaders who use research for high stakes decision making.
  - Leverage existing district, regional, and state programs
  - A cadre of professional development providers with the capacity to consistently deliver high quality products and services based on a shared vision of effective learning and teaching.

Long Term Outcomes
- Effective Learning Experiences
  - Teachers use research-based instructional practices, materials, and assessments so that each student:
    - Reveals preconceptions, initial reasoning, and beliefs
    - Is intellectually engaged
    - Uses evidence to generate explanations
    - Communicates and critiques mathematical and scientific ideas and the ideas of others
    - Makes sense of learning experience and draws appropriate understandings
    - Makes connections between new and existing math and science concepts by understanding and organizing facts and information in new ways.
    - Reflects on how personal understanding has changed over time and recognizes cognitive processes that lead to changes.

- Improved Student Learning & Achievement
  - Increased Student Participation in STEM
    - Increased student participation and success in rigorous STEM courses K-12
  - Increased STEM Pursuits
    - Increase the number of students who seek further study in: STEM content
      - STEM careers