U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Technical Review

Applicant: University of Miami (U423A170078)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Significance		
1. Significance	15	15
Quality of the Management Plan		
1. Management Plan	25	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Priority Questions		
Competitive Preference Priority		
Promoting Diversity in the Educator Workforce		
1. CPP 1	5	3
Support for Personalized Learning Environments		
1. CPP 2	3	2
Total	108	100

Technical Review Form

Reader #1:   * * * * * * * * * *

Applicant: University of Miami (U423A170078)

Questions

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

    (2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

    (3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

    (4) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

    (5) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

    Strengths:

    The proposal emphasizes the fact that little research has been done to investigate MS Ed. Programs as an approach to PD. (p. 10). This project aims to build on previous work in this area. (p. 10). The project incorporates components of research that suggest the importance of vocabulary instruction as well as positive student teacher interactions. The project is primarily a partnership between the University and the public school system. (p. 2). In addition, a partnership of sorts exists with the CLASS team from the University of Virginia to help build capacity of using the CLASS framework in this effort. (p. 3). The partnership with the school district ensures that the teacher candidates can work with a target population of high needs. Also, the design of the program, with an emphasis on cultural responsive practices shows that the program seeks to prepare candidates for the target population. (p. 11).

    Weaknesses:

    No weaknesses noted.

Reader's Score: **40**

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

    (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and Student Achievement.

    (2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

    (3) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of the grant.

(4) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The project aims to have an impact on teacher retention, teacher knowledge as well as student achievement scores (p. 35-36). The proposal states that the project will support and develop 120 highly qualified teachers and minimally 2,760 students as well as the benefits for students in the future. (p. 35). This suggests that the budget is reasonable with respect to the number of students and teachers that will be impacted. The proposal also describes a variety of ways to disseminate the work, such as academic and practitioner conferences as well as publications and webinars (p. 35). The fact that the program is building upon a master's program and the project builds capacity of school district staff suggests that this work will carry on beyond the term of the grant (p. 35).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

    (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

    (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The proposal provides three goals for the project with accompanying objectives and outcomes (p. 17-20). The outcomes are specific and measurable and include a description of the data that will be used for measurement. The management plan includes a timeline with a description of key project activities, milestones to indicate when an activity is to be completed, the project team members who will be responsible for the activity and the timeline in which the activity will be completed (p. 34).

Weaknesses:

The applicant does not make evident how feedback will be provided for the overall project or what mechanisms might support the use of that feedback for continuous improvement of the project. On pages 35-37, the proposal does not state how much of an increase they aim to make, for example, by a certain percentage with respect to the project's goals.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

    (1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(2) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(3) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

Note: Applicants may wish to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbook 3.0: https://ies.ed.gov/ncee/wwc/Handbooks; and (2) "Technical Assistance Materials for Conducting Rigorous Impact Evaluations" to the list of evaluation resources: http://ies.ed.gov/ncee/projects/evaluationTA.asp; and (3) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/. In addition, applicants may view two optional webinar recordings that were hosted by the Institute of Education Sciences. The first webinar discussed strategies for designing and executing well-designed Quasi-Experimental Design Studies and is available at: http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=23. The second webinar focused on more rigorous evaluation designs, discussing strategies for designing and executing studies that meet WWC evidence standards without reservations. This webinar is available at: http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18.

Strengths:

The evaluation plan provides objective performance feedback and is intended to provide periodic feedback on the extent to which the project is reaching the intended goals. (p. 37-38). The evaluation plan aligns the measures with the goals of the project, which ensures a level of consequential validity in the inferences that can be made from the analyses. (p. 36-37). Moreover, the evaluation will employ a quasi-experimental study to investigate participants who receive coaching and those who do not (p. 35). The proposal notes that multiple coders will be used to ensure inter-rater reliability of the analyses (p. 39).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting Diversity in the Educator Workforce

1. **Under this priority, we provide funding to projects that are designed to address both of the following priority areas:**

   (a) Providing educator development activities designed to improve cultural competency and responsiveness skills that contribute to an inclusive school culture; and

   (b) Improving the recruitment, support, and retention of educators from diverse backgrounds.

   Applicants must respond to both of the priority areas in order to receive the maximum available points under this competitive preference priority.

   Strengths:

   The proposal stresses that the teachers in the project will be engaged in learning culturally responsive pedagogical practices to support student learning in their classrooms. (p. 23). The project proposal also states that the teachers will be recruited from Dade County Public Schools with the help of the partners at the district and the proposal notes that the teacher workforce is diverse in the district. (p. 17).

   Weaknesses:

   The proposal does not indicate how they will improve upon the recruitment of educators since they will be carrying out the strategy that they have been employing. (p. 17)

Reader's Score: 3

Competitive Preference Priority - Support for Personalized Learning Environments

1. **Under this priority, we provide funding to projects that are designed to support teachers, principals, or other School Leaders implementing personalized learning environments in their classrooms or in classrooms in their schools, using data to inform their instruction, and increasing students' engagement, voice, and choice in their learning. Projects may support educators' implementation of college and career ready strategies such as project based learning, competency based education, or blended learning.**

   Strengths:

   The project proposal stipulates that by engaging in culturally responsive practices, the teachers will be able to glean more meaningful data to support and tailor learning experiences for students. (p. 23).

   Weaknesses:

   The proposal does not make the connection for the learning experience of the teachers between the culturally responsive instructional practices that they will learn to use with their students and what data they might glean from these practices. Moreover, they do not explain what strategies teachers ought to employ once they get meaningful data from these practices.

Reader's Score: 2

Status: Submitted
Last Updated: 08/07/2017 01:57 PM

Technical Review

Applicant: University of Miami (U423A170078)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Significance		
1. Significance	15	15
Quality of the Management Plan		
1. Management Plan	25	21
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Priority Questions		
Competitive Preference Priority		
Promoting Diversity in the Educator Workforce		
1. CPP 1	5	3
Support for Personalized Learning Environments		
1. CPP 2	3	3
Total	108	102

Technical Review Form

Reader #2:   * * * * * * * * * *

Applicant: University of Miami (U423A170078)

Questions

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

    (2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

    (3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

    (4) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

    (5) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

    Strengths:

    Participant services include collaboration with peers and project personnel in a data-driven instructional decision-making environment with problem-based learning (p. 17), job-embedded support through coaching or summer academy, and make connections between theory and practice to apply the knowledge gained to their respective high-need populations and then reflect on their practice (p. 21). The partners (UM and M-DCPS personnel) will work closely together to align learning needs of participants to learning needs of the students, (p. 22) identify locations and course formats for the summer academies (p. 30), continue recruitment efforts (p. 31), and disseminate results (p. 35). The demographics of the Miami-Dade County Public Schools reflect a high-needs population (p. 3-4), and it is from these schools that participants will be selected. The project's primary aims are on the improvement of cultural competency and responsiveness that contribute to an inclusive school culture (p. 4) and personalized learning through self-monitoring and self-advocacy (p. 23).

    Weaknesses:

    No weaknesses noted.

Reader's Score: 40

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

    (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and Student Achievement.

    (2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the

anticipated results and benefits.

    (3) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of the grant.

    (4) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The importance of the project is the information that it will add to the knowledge-base in three areas: (1) effects of a holistic meaning-based approach (systematic-functional linguistics) to language instruction in secondary schools (pp. 7-8); (2) effects of using the M.S ED. as an approach to increase student achievement outcomes (p. 10); and (3) effects of hybrid spaces to develop and retain qualified teachers in urban settings (p. 11), which will likely impact student achievement. The project will impact teacher and over 2500 students, but also, it will build district capacity by training Curriculum Support Specialists, and produce teachers who are able to lead, coach, and support others serving high needs populations (p. 35). Results will be disseminated to a wide range of stakeholders (e.g., policy makers, practitioners, general public) through presentations national conferences and manuscripts submitted to journals so that others may replicate the project. (p. 35).

Weaknesses:

No weaknesses identified

Reader's Score: **15**

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

    (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

    (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The project includes goals (p. 3-4) with aligned objectives and outcomes (pp. 17-20). An overview of the management plan gives an outline of the tasks to be completed, milestones, and the "owner" of the tasks (p. 34). The timeline and responsibilities of faculty who are involved in the project are described in the narrative (pp. 24-26). The project includes a variety of evaluation methods to provide feedback for assessment of progress toward meeting goals (p. 38). Qualitative analysis of multiple measures is ongoing to identify concerns related to goals and objectives so that adaptations or recommendations can be made (p. 39).

Weaknesses:

Although measurement is implied in the objectives, there is no specific criterion of measurement (pp. 17-12). The placement of the timeline in narrative made it difficult to align the timeline with the management plan (pp. 27-31).

Reader's Score: **21**

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

   (1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   (2) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

   (3) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

   Note:Applicants may wish to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbook 3.0: https://ies.ed.gov/ncee/wwc/Handbooks; and (2) "Technical Assistance Materials for Conducting Rigorous Impact Evaluations" to the list of evaluation resources: http://ies.ed. gov/ncee/projects/evaluationTA.asp; and (3) IES/NCEE Technical Methods papers: http://ies.ed. gov/ncee/tech_methods/. In addition, applicants may view two optional webinar recordings that were hosted by the Institute of Education Sciences. The first webinar discussed strategies for designing and executing well-designed Quasi-Experimental Design Studies and is available at: http://ies.ed.gov/ncee/wwc/Multimedia.aspx? sid=23. The second webinar focused on more rigorous evaluation designs, discussing strategies for designing and executing studies that meet WWC evidence standards without reservations. This webinar is available at: http: //ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18.

   Strengths:

   Informal evaluations include reflections, questionnaires, interviews, and observations of teaching through video (pp. 15, 19), along with validated and reliable protocols (e.g. Classroom Assessment Scoring System - Secondary (CLASS-S) (p. 8), MY Teaching Partner (MTP) (p. 8), REME CLD Teaching Guide (REME) (p. 12), and Clearinghouse (p. 3). The multiple assessments allow for the triangulation of data to insure consistency of results, and for ongoing qualitative analysis to determine progress toward reading intended goals (p. 38). The project uses a quasi-experimental design which meets What Works Clearinghouse (WWC) Evidence Standards with reservations (p. 35). Additionally, the CLASS-S and the MTP protocols used within the project meet the moderate evidence of effectiveness as defined by the WWC (p. 3).

   Weaknesses:

   No weaknesses noted.

Reader's Score: **20**

Priority Questions

Competitive Preference Priority - Promoting Diversity in the Educator Workforce

1. **Under this priority, we provide funding to projects that are designed to address both of the following priority areas:**

   (a) Providing educator development activities designed to improve cultural competency and responsiveness skills that contribute to an inclusive school culture; and

   (b) Improving the recruitment, support, and retention of educators from diverse backgrounds.

   Applicants must respond to both of the priority areas in order to receive the maximum available points under this competitive preference priority.

Strengths:

A primary aim of the project is to improve cultural competency and responsiveness skill that will contribute to an inclusive school culture. This is accomplished throughout coursework as depicted in Table 5. (p. 29). The nature of the project is recruitment, support, and retention of educators from diverse backgrounds because of the demographics of the school district they are using for selecting participants (pp. 1-2 & 14).

Weaknesses:

The project does not explicitly describe the relationship between the project activities and their contribution to an inclusive school culture (p. 29), nor does it specify in what way the recruitment was improved since the i3 project (p. 30). The purpose of i3 was to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Reader's Score: 3

Competitive Preference Priority - Support for Personalized Learning Environments

1. **Under this priority, we provide funding to projects that are designed to support teachers, principals, or other School Leaders implementing personalized learning environments in their classrooms or in classrooms in their schools, using data to inform their instruction, and increasing students' engagement, voice, and choice in their learning. Projects may support educators' implementation of college and career ready strategies such as project based learning, competency based education, or blended learning.**

   Strengths:

   The emphasis placed on a data-driven approach to personalize learning throughout coursework as depicted in Table 5. It shows that this approach has emphasis on ten of the 17 courses within the curriculum (p. 29).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Status: Submitted
Last Updated: 08/07/2017 01:09 PM

Technical Review

Applicant: University of Miami (U423A170078)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Significance		
1. Significance	15	15
Quality of the Management Plan		
1. Management Plan	25	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Priority Questions		
Competitive Preference Priority		
Promoting Diversity in the Educator Workforce		
1. CPP 1	5	3
Support for Personalized Learning Environments		
1. CPP 2	3	2
Total	108	100

Technical Review Form

Reader #3: * * * * * * * * * *

Applicant: University of Miami (U423A170078)

Questions

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

    (2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

    (3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

    (4) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

    (5) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

    Strengths:

    The University of Miami and Miami-Dade County Public Schools have a long history of partnership and this proposal builds on a previously funded project between them (p2).
    One hundred twenty Miami-Dade County Public School secondary teacher participants from High-Need schools will enroll in 1 of 3 UM M.S.Ed programs (p14). The three M.S. Ed. programs all emphasize the use of data-driven instruction, academic language/literacy and culturally responsive practices, student engagement, and problem-based learning as effective professional development for practicing teachers (p5).
    The improvement of academic achievement part of the project is based on the effectiveness of the understanding of academic language development including vocabulary intervention (p 6). This approach has experienced success with instruction for improving H-NPs' academic literacy outcomes in Australia (p7)
    In college classes, the project uses the effective academic literacy instruction programs Classroom Assessment Scoring System–Secondary™ (CLASS-S) a research tool for documenting participating teachers' practices over time, and MyTeachingPartner™ (MTP) (p3).
    For a targeted population, the district had a high percentages of ESL and SpEd students, and 70% qualify for free- or reduced-priced lunch (p2).

    Weaknesses:

    No weaknesses noted.

Reader's Score: 40

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

    (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and Student Achievement.

    (2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

    (3) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of the grant.

    (4) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The applicant's project goal is to develop teachers' understanding of academic language development in secondary content areas, focusing on three three dimensions of academic language within the word/phrase, sentence, and discourse levels (p6)

The project's study design will enable empirical results to distinguish the extent to which classroom-based coaching adds value to using the MTP in conjunction with an ongoing comprehensive PD program which is in effect the M.S. Ed (p9). As part of the reasonable cost provision of the proposal, and because it is important for teachers to invest in their own professional growth, participants will pay a portion of the tuition for the M.S. Ed.

For dissemination, the project will use a variety of presentations and publications. Presentations will be made at conferences targeting researchers (e.g., LRA, AERA, SSSR), as well as practitioners (e.g., ILA, Council of Great City Schools, TESOL), and manuscripts submitted to journals and to the public via social media and newspapers. (p35).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

    (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

    (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

To meet the priorities of the proposal, the objectives, outcomes, and measures with the three goals are listed. These are to increase the number of diverse and highly qualified teachers, to increase teachers' knowledge and their use of improved instructional approaches, and to enhance teacher facilitation of their H-NPs' engagement with school and community (tables 2,3,4).

Achievement and engagement by secondary H-NPs will be measured by multiple classroom-based measures, including teachers' reflections, questionnaires, interviews and students' achievement results and analyses of work samples. (p15).

Table 6 shows an overview of the applicant's Management Plan with activities including milestones (p 34).

A continuum of project activities contributes to theory and practice for M.S. Ed. Programs, all of which aim to support and retain diverse teachers in targeted M-DCS high-needs secondary schools (p16).

For dissemination, the project will use a variety of presentations and publications. Presentations will be made at conferences targeting researchers (e.g., LRA, AERA, SSSR), as well as practitioners (e.g., ILA, Council of Great City Schools, TESOL), and manuscripts submitted to journals and to the public via social media and newspapers. (p35).

Weaknesses:

The applicant's annual performance measures did not include actual numeric or percentage goals, only that measures will be taken from student scores, teacher questionnaires, surveys, or other instruments (tables 2,3,4).

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

    (1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

    (2) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

    (3) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

    Note:Applicants may wish to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbook 3.0: https://ies.ed.gov/ncee/wwc/Handbooks; and (2) "Technical Assistance Materials for Conducting Rigorous Impact Evaluations" to the list of evaluation resources: http://ies.ed. gov/ncee/projects/evaluationTA.asp; and (3) IES/NCEE Technical Methods papers: http://ies.ed. gov/ncee/tech_methods/. In addition, applicants may view two optional webinar recordings that were hosted by the Institute of Education Sciences. The first webinar discussed strategies for designing and executing well-designed Quasi-Experimental Design Studies and is available at: http://ies.ed.gov/ncee/wwc/Multimedia.aspx? sid=23. The second webinar focused on more rigorous evaluation designs, discussing strategies for designing and executing studies that meet WWC evidence standards without reservations. This webinar is available at: http: //ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18.

    Strengths:

The applicant's proposal listed their goals and objectives for their ongoing formative evaluation. These goals included an increase in the number of diverse and HQ teachers, an increase in teachers' knowledge and use of data-driven instructional decision-making for reading/academic literacy learning, teacher-student classroom interactions, and problem-based learning; and enhanced teacher facilitation of their secondary H-NPs' engagement with school and community (tables 2,3,4).
The project incorporates a validated protocol, the RTI Effectiveness Model for ELLs, to measure teacher's supportive literacy instruction and culturally responsive practices. (p11).
The Student Engagement Inventory, a validated measure, will be used as a measure of student engagement with an environment to include meaningful academic tasks as well as a connection between student and faculty, collaboration with other students, a supportive learning environment that yields to the student a level of agency, and culturally responsive activities (p13).
To research the questions associated with the goals and objectives, and to measure the effectiveness of the proposed SEALED project, the evaluator will use surveys, interviews, cost analysis, student scores, and other data sources across the conditions of coaching and no-coaching (Tables 7-9).

Weaknesses:

No noted weaknesses.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting Diversity in the Educator Workforce

1. **Under this priority, we provide funding to projects that are designed to address both of the following priority areas:**

   (a) Providing educator development activities designed to improve cultural competency and responsiveness skills that contribute to an inclusive school culture; and

   (b) Improving the recruitment, support, and retention of educators from diverse backgrounds.

   Applicants must respond to both of the priority areas in order to receive the maximum available points under this competitive preference priority.

   Strengths:

   The project embeds culturally responsive instructional practices and methods for facilitating student engagement across the courses as well as within the focused classroom application support (p23).
   The project goals include recruitment, enrollment, retention, and professional development, in the form of a M.S. Ed, of 120 teachers serving H-NPs, (p1, 17).

   Weaknesses:

   The project's goals include recruitment and enrollment of 120 teachers serving H-NPs (p1); but it does not address increased diversity.

Reader's Score: 3

Competitive Preference Priority - Support for Personalized Learning Environments

1. **Under this priority, we provide funding to projects that are designed to support teachers, principals, or other School Leaders implementing personalized learning environments in their classrooms or in classrooms in their schools, using data to inform their instruction, and increasing students' engagement, voice, and choice in their learning. Projects may support educators' implementation of college and career ready strategies such as project based learning, competency based education, or blended learning.**

   Strengths:

   Appropriate use of data also allows teachers to involve students in self-monitoring and independent goal setting. The activities of the project lists embedded culturally responsive instructional practices and methods for facilitating student engagement. (p23).

   Weaknesses:

   Although the applicant mentioned the use of instructional practices to enhance a personal learning environment, there were no specific activities given to create that.

Reader's Score: 2

Status: Submitted
Last Updated: 08/07/2017 01:11 PM