

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

Status: Submitted

Last Updated: 08/07/2017 05:25 PM

Technical Review

Applicant: TNTP, Inc. (U423A170007)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Significance		
1. Significance	15	14
Quality of the Management Plan		
1. Management Plan	25	25
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	5
Support for Personalized Learning Environments		
1. CPP 2	3	0
Total	108	104

Technical Review Form

Panel #1 - Supporting Effective Educator Development - 1: 84.423A

Reader #1: *****

Applicant: TNTP, Inc. (U423A170007)

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 addresses a need for more highly effective teachers available in rural and urban areas using a proven model, TEACH, a teaching fellows recruitment program with teacher certification pathways through TNTP Academy. The project states very well how it will accomplish this need with competitive recruitment, preparation and development for teachers and performance-based certification aligned with the state standards. The partners stated their specific needs and their support of TNTP in directing their human resource programs. An established pipeline will then be in place to be used by the partner districts and agency for securing more targeted teachers with built-in sustainability. This will provide an exceptional model for other districts facing repeated teacher shortages in their high-need schools. (Letters of support & pgs. e29-32)

The TEACH Training Continuum comprehensively discusses the areas of the proven customized approach to be utilized in pre-service training, first school year, and teaching certification. The partner input completes the plan with their specific needs defined and the teacher certification activities identified to credit the teachers at the end of the program. The rigorous plan over the three years offer a framework of support and an online platform of training for an alternative route in certification of teachers targeted by the partner schools. (pgs. e35-40)

The partners have identified their specific needs and agreement to work in cooperation with TNTP for defining the most appropriate training to ensure a new diverse teaching force available to fill the open positions with more effective teachers each year after the project as well. The scaling of the project allows for finding local experts to continue the academic content, as well as, the TNTP online courses for each subject in each district. For example, the video clips can demonstrate how the teacher can teach a math standard lesson, but will include the feedback from a professional for observations and coaching. The core elements for the guiding principles at each site with their specific rationale build an universal program.(pgs. 36-37) The strong core elements illustrate the intensive practice and high standards addressed in the universal program.

Each individual district and agency identify the areas of greatest subject need and substantiated with evidence--data demonstrating a lack of qualified teachers in subject areas within a high-need and diverse school population. These

schools reflect the focus on the grant's criteria--those with the greatest need for recruiting and training a more diverse staff of effective teachers. (Partner Letters of Support)

This proposal design includes a proven model for alternate pathways for teacher training and the elements of this plan will be customized to address specifically each high-need population and their need for more highly effective and culturally diverse teachers. Table A.3 effectively outlines the high need indicators among students enrolled in the project sites. (pg. e43)

Weaknesses:

None 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 proposal clearly provides evidence for the number of high need students impacted by the program--one million students that are economically disadvantaged within the participating schools targeted for this teacher shortage of well prepared teachers' intervention program. (pg. e43) The improvement involves filling the open teacher positions for more highly effective and diverse teachers in each identified school which should positively affect student achievement according to the research provided by the proposal. (pg. e45)

The project identifies ways TNTP will use the grant funds to create an infrastructure to more efficiently address the needs of each district. The costs during the grant period are reasonable. The resources and implementation plan includes developing a customized hiring and training program with a sustainable system that will require modest costs to continue after the grant program ends. (pg. e46)

Grant funds will be used for TNTP to build a user-friendly data tracking system for recruitment, professional development, teacher performance and continuous improvement. This program will allow a staffing specialist to use real time data for making decisions. For example, the staffer could identify all applicants with skills and qualifications necessary for a needed position easily, saving time and effort. The new system would also include the online courses created for the in-house certification program. This connectivity is very important for the more remote schools to access course work, training curriculum, virtual coaching and professional development. (pg. e47)

TNTP will recommend ways to build the human resource capacity of the local staff and retain expert teachers with strategic planning, goal setting, new staff induction, ongoing training, and transferring knowledge and skills through the modified technology tools designed to be used in their district. The districts can continue to modify the technology tools after the grant period ends. (pg. e48)

The applicant will disseminate knowledge to advance policy and practice by utilizing blog posts (Appendix F), posting guides and white papers freely online, and through the use of peer organization forums. Also, the narrative included, "The project will publish lessons and findings that have value for practitioners, researchers and policymakers." The various genres to be used for dissemination were listed under the chart for Management Plan C.1. (pg. e 52)

Weaknesses:

Participant tuition for the TEACH program is suggested to generate revenue to sustain the project elements after the grant period ends. It is not clear how this will be done in the economically disadvantaged areas. (pg. e46)

The estimated federal cost per student was stated to be \$157.33. (pg. e46) It is not clear if this is reasonable or not. More detail about how this estimate was determined would strengthen this criteria.

Reader's Score: 14

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 management plan is comprehensive with well defined goals which align with the grant funding parameters. The objectives are clearly specified with measures. (pgs. e51-52)

The site-based staff and district leadership roles are clearly defined and are supported with evidence of their expert status to do the tasks assigned. The letters of support from the partners clearly state their endorsement of their role and responsibilities for the teacher-centered project for improving student achievement. (pgs. e54-56 & Letters of Support & Tables C.1 and 2)

The project goals are well aligned with the project milestones which accurately correspond with the timelines provided for TNTP and partners. The milestones are specific to the month and the year for project wide goals but varying in times for specific district ones which are yet to be identified. (Table C.3; pgs. e56-60)

The proposal describes very strong quality control: ongoing assessment for continuous improvement will be provided by TNTP through their full-time analyst support staff monitoring the goals and outcomes. Regular reports will be generated for every site performance against the goals and reviewed by TNTP management. If performance does not match the goals then program managers must present an intervention plan for improvement. The tracking data is shared with the district staff for identifying more successful outcomes. (pgs. e60-61)

68)

Weaknesses:

None noted.

Reader's Score: 25

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 project evaluation plan aligns very well with the goals, objectives and milestones that focus on producing evidence on the proposal's impact for each site. The plan meets the WWC standards with reservations specifically with research question two: "How does TEACH positively impact the teacher pipeline and teacher workforce in partner sites?" The evaluation methods for this question plan to produce evidence, with two matched samples of participants and non-participants, to meet the WWC Standards with reservations. (pg. e65)

The evaluation methods support the project's overarching research questions. (Table D.1; pg. e62) Topics to be monitored include: TEACH implementation, key metrics, and impact on key outcomes.

The evaluation team will provide TNTP and partner sites with formative findings. The timeline of program evaluation will keep all stakeholders on task for performing assessments. (Table D.2; pg. e62-63)

The evaluation methods also will provide valid, reliable data for the relevant outcomes as outlined in Table D.3, which also respond to the four overarching research questions. Each question has a detailed outcome measure and related sources for determining growth over time. (pgs. e63-65)

Research questions two through four are referenced with a detail description for evaluating each question fully. (pgs. e65-68)

Weaknesses:

None 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 TEACH program is designed around the need for hiring a teaching staff to match the diverse student population. The diverse candidate pool outreach plan builds around research grounded in the six key tenets addressing cultural responsive teaching. (pgs. e32-33)

The value of diversity for teachers with student populations was evident in the alignment of the training continuum, project goals and the evaluation tools. (Figure A.1; pgs. 51-52 & 62-63)

The Teacher Academy past record reflects very well the proposal's customization approach that addresses the selective recruitment and support of a diverse teaching staff that aligns with the school population. For example, TNTP's proven partnership, "Opportunity for All," with Boston Public Schools, successfully trained new teachers with a commitment to use culturally and linguistically sustainable practices. (pg. e33)

The TNTP model plan will address the need to develop strong teachers and retain them. The design will include teacher leadership training and suggest new policies that provide incentives for teacher growth. (pg. e44)

Weaknesses:

None noted.

Reader's Score: 5

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:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted

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Technical Review

Applicant: TNTP, Inc. (U423A170007)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	38
Significance		
1. Significance	15	14
Quality of the Management Plan		
1. Management Plan	25	25
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	5
Support for Personalized Learning Environments		
1. CPP 2	3	0
Total	108	102

Technical Review Form

Panel #1 - Supporting Effective Educator Development - 1: 84.423A

Reader #2: *****

Applicant: TNTP, Inc. (U423A170007)

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 applicant proposes implementing an existing, proven teacher recruitment and certification program that will be tailored to the specific needs of the diverse district partners' high-needs student populations and instructional vacancies; by the end of the grant, sufficient infrastructure and capacity will have been built to enable the partners to continue to support and implement the program independently. The districts involved have majority-minority student populations. Certification areas offered will focus on content areas partners have identified as high need, such as Special Education, secondary Math and Science, and Bilingual (e37).

The training and PD services provided through the project are of exceptional quality through their ability to customize delivery and content to the individual districts being served. Content will be tailored to specific state standards and allow content-specific practice in the local schools; training teachers in this specific manner increases participants' retention through authentic exposure, versus general concept familiarity. Online courses are taught not only by instructors who are not only content experts, but also local teachers; additionally, these online instructors will provide live support to participants (e36).

The performance screening aspect of the program (e38-39) is unique and supports the program's provision of highly effective teachers in that only those who have a certain level of competency will remain in the program and receive support. While this could seem to be a deterrent to participation due to possibility of failure, it could serve to reinforce participants' confidence and, ultimately, retention.

The applicant team will work with each district to enable them to run the program at a local level by the second year of the three-year grant, as well as assisting with effective and efficient management of human and time resources to do so (e42); this directly illustrates collaboration for the purposes of maximizing the program's effectiveness.

Weaknesses:

The applicant indicates that a subject-specific online course can reach “dozens” of participants and are facilitated by one or more teacher leaders (e37); the application would be strengthened by specifying the participant-to-facilitator ratio, especially for the online courses, as the level of intensity and support each individual participant will require from the facilitator to be successful limits the number of participants a facilitator should be responsible for. Typically, more than 20 online participants can reduce the level of support a facilitator can provide effectively, especially as the online facilitators will be providing in-person support as well.

Reader's Score: 38

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:**

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(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:

Successful outcomes would be significant in validating a model template that, through its ease of adaptability, would be effective in a variety of districts, from small remote/rural locations to large urban areas. The recruitment and support aspect directly addresses the negative impact that underprepared late-hire, novice, and temporary teachers have on student achievement (e45-46).

The program is specifically structured to enable the local partners to continue the program after the grant is over without the applicant's support (e30). Trainings are provided to local veteran teachers on how to be effective recruiters, coaches, and facilitators for incoming participants, thus building the infrastructure to continue the program (e40). Microcredential values will be tailored to each individual districts needs and requirements, enabling them to justify supporting their continued implementation at the end of the grant. New expenses are anticipated to be offset by helping districts identify funds that can be redirected from less strategic initiatives (e25). The bulk of expenses occur at the frontend of the project, especially those associated with the creation of digital resources; ongoing costs of maintaining and revising materials and resources are anticipated to be on par with costs usually associated with any district's PD efforts. The applicant is an activate contributor of knowledge to nationwide policy and practice; dissemination will occur via these established avenues, which include major publications, online resources, forums, and conferences (e50).

Weaknesses:

The applicant offered the example of Clark County's inability to retain top teachers due to outdated systems and salaries; while the applicant states they will support districts to help keep this from happening, no example of how they could do this was provided (e48). This would especially strengthen the grant since the technology tools designed for the districts will be the property of the districts even after the grant, but the costs to keep these systems updated are usually more significant than just regular maintenance; technology systems usually require updating at a more frequent rate than materials and content and an inability to support these updates could lead to a situation such as that experienced in Clark County.

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:

Goals, objectives, and outcomes are clearly stated and measurable (e51). They include appropriate designation into the distinct categories the program seeks to address: certification, recruitment and retention, and sustainment of the program once it is in place. Multiple measurable outcomes are indicated for each area, and appropriately relate to the objectives and will lead to the indicated outcomes. The tiered structure of personnel – the overall implementation team at the applicant's level, district- and school-level teams – with explicit responsibilities to accomplish milestones by appropriate timelines has adequate human resources with relevant expertise to allow the program to be completed on time and in budget (Table C.1, e54; C.3, e56). Of note is the division of responsibilities into two domains of implementation – those related to instruction, and those related to human resources (Table C.2, e55-56). Also notable is the applicant's available human resources of various specialties that can offer additional support to districts as needed in areas that are secondarily related to the program's success, such as finance and communications (e52). Continuous improvement is robustly supported by an analyst that operates in a failsafe manner; while project staff are expected to collect regular feedback on the project's implementation and content, an applicant-provided analyst oversees program evaluation to ensure it remains on track, which can help mitigate being unable to use feedback analysis in a timely and effective manner (e60). If project staff determine that an aspect of the program is off track, continuous improvement is encouraged by having them provide intervention plans along with the performance feedback (e61).

Weaknesses:

None identified.

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

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:

One project evaluation question address feedback and progress assessment directly; the feedback generated through the evaluation methods will be shared in the form of calls, meetings, and reports that take place at appropriate times to allow for meaningful assessment of outcome achievement. An external evaluator will work with both the applicant and the partner districts to conduct an independent evaluation of the project. The data sources proposed for each of the research questions indicate methods that will provide valid and reliable data (Table D.3, e64). The applicant indicates they will meet WWCES with reservations (e65).

Weaknesses:

None identified.

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:

Development activities that address this priority are built into the goals and evaluation of the project (e51, e62); additionally, strategies previously implemented by TNTP have shown to increase the diversity of applicants by virtue of increasing the overall pool of applicants (e34). The microcredential program attempts to assist with retention by offering a way for districts to recognize and reward competent teachers; lack of recognition and opportunities for advancement have been identified as main reasons for teacher turnover (e44). The applicant uses talent-market research to customize recruiting methods for individual communities (e34).

Weaknesses:

None identified.

Reader's Score: 5

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

learning, competency based education, or blended learning.

Strengths:

Information regarding this priority was not included in the proposal.

Weaknesses:

Information regarding this priority was not included in the proposal.

Reader's Score: 0

Status: Submitted

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Status: Submitted

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Technical Review

Applicant: TNTP, Inc. (U423A170007)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	38
Significance		
1. Significance	15	15
Quality of the Management Plan		
1. Management Plan	25	25
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	5
Support for Personalized Learning Environments		
1. CPP 2	3	0
Total	108	103

Technical Review Form

Panel #1 - Supporting Effective Educator Development - 1: 84.423A

Reader #3: *****

Applicant: TNTP, Inc. (U423A170007)

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.

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(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 indicates that the project will build on the foundation of a previous validated project with similar goals to create a new, sustainable pipeline to recruit and train diverse teacher candidates who will be highly effective in priority subjects and monitor, and improve the project so that it will be sustainable by the participating school districts. The end-result that is expected is a locally operated, sustainable teacher pipeline project that will not need external support. If the project is successful it will have implications for other large high-needs districts across the country and will serve as a national model.

The proposal indicates, with citations, that the TEACH model is equally effective as the traditional teacher education model. The TEACH model includes pre-service training, hands-on practice, on-line coursework, performance screening, effectiveness coaching, and developing teacher leaders, which is a comprehensive approach to achieving quality, intensity and duration.

The partners in this project include Nevada's largest and fastest-growing district, (Clark County School District); a consortium of LEAs in western Texas (Region 18 Education Service Center); and the country's largest school district (New York City Department of Education), who will work in collaboration with TNTP to implement the TEACH program and assume the leadership of the project. This is an appropriate partnership for this type of project.

The proposal indicates that the project will be focused on the needs of students who are economically disadvantaged, from rural communities, from low graduation rate communities, English language learners, have disabilities, and/or attending schools that are eligible for Title I services. This is the definition of students with the greatest needs.

The proposal indicates that the project will address the needs of the target population by increasing their access to effective teachers, particularly in subject areas that are often short of effective teachers.

Weaknesses:

While the proposal indicates, with evidence, that the TEACH method is effective, it would have been strengthened by the inclusion of more detail about the intensity and duration of the proposed PD, with timelines and milestones indicated.

Reader's Score: 38

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 proposal indicates that the project will be implemented in three sites that include 35 districts and seven charter schools, employ approximately 99,000 teachers, and educate nearly 1,447,000 students by recruiting and enrolling an estimated 12,275 teacher candidates that will directly teach 100,130 students during the grant period. In numbers alone, this is evidence of the magnitude of the outcomes that are likely to be attained by the project.

The proposal provides evidence that the project will result in the production of effective teachers. The proposal also indicates that it will increase student achievement by recruiting and preparing teachers suited for shortage teaching areas, strategically recruiting candidates with roots in the community, preparing them well, and supporting them once they are in the classroom, and establishing a reliably strong pipeline of teacher candidates.

The proposal indicates that grant funds will be used to create infrastructure and set up collaborative, cross-district methods for developing and training the needed teacher workforce. The proposal indicates that the teacher training will rely on extensive amounts of online learning and virtual coaching. Further, the proposal indicates that some costs of the program will be sustained by student tuition. The cost per student is reasonable for a project of this type.

The proposal makes it clear that the major purpose of the project is to develop an infrastructure within each participating district that will work to improve teaching recruitment and preparation while simultaneously developing capacity with the districts to operate and manage the project themselves once grant funding ends.

The proposal describes the dissemination efforts that have followed previous successful projects by the project planners, including publications, media coverage, postings on public websites, public forums, and presentations at professional conferences, and indicates that they intend to achieve the same results for this project.

Weaknesses:

No weaknesses were 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:

For each project goal the proposal outlines objectives, outcomes, and measures that will be used. Each objective is clearly stated. Expected outcomes are clear and outcome measures are specific.

The management team from TNTP is highly qualified and very experienced with projects of this size and nature. The participating districts have identified qualified leadership team members who will collaborate in designing and implementing the project. For each objective, goals have been listed, staff roles and responsibilities have been clearly identified, milestones are included, and timelines have been established.

The proposal indicates that key staff members will be designated to monitor the project goals and hold quarterly meetings with project staff and relevant senior leadership. These meetings will include the analysis of program data and consider potential corrections to the project. This method will be part of the training that will be provided to participating districts in anticipation of their eventual management of the program.

Weaknesses:

No weaknesses were identified.

Reader's Score: 25

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 proposal indicates that the project will evaluate how the program is being implemented in the partner districts, how that implementation corresponds to intended performance measures and activities, how the project impacts the teacher pipeline and workforce in partner sites, and what impact the project has on instructional practice.

The proposal provides a program evaluation timeline (Table D.2, Table D.3) that specifies activities to be undertaken during each program year. The proposal indicates that the external evaluator will supplement programmatic data collection with qualitative data collection including artifact collection; focus groups, interviews, and surveys with key district staff. The proposal indicates the intention to collect data on pre-service training, First School Year Training, and coaching supports, inputs, outputs, and immediate outcomes expected from the intervention, as well as the expected paths from the outputs and immediate outcomes to longer-term effects on educators, schools and students. This is evidence that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes and provide valid and reliable performance data on Relevant Outcomes.

The proposal indicates that the project evaluators will use matched samples of TEACH participants and nonparticipants, which will allow the evaluation to produce evidence that will meet WWC standards.

Weaknesses:

No weaknesses were identified.

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 indicates that the project will train new teachers to be culturally responsive in their teaching practice. The proposal states, with citations, that new teachers are given high-quality alternate routes to certification that are rigorous and have been validated as successful in comparison to those who have completed traditional teacher preparation programs.

The proposal indicates that previous efforts to recruit, support, and retain educators from diverse backgrounds conducted by the same project planners have achieved startling success rates in comparison to other more traditional efforts. These efforts have recruited diverse, highly effective teachers in subject areas that are traditionally difficult to fill. The same approach will be used in this project. This is evidence that this effort will meet the requirements of this priority

Weaknesses:

No weaknesses were identified.

Reader's Score: 5

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:

N/A

Weaknesses:

No response to this priority could be located within the proposal.

Reader's Score: 0

Status: Submitted

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