

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

Status: Submitted

Last Updated: 08/07/2017 01:39 PM

Technical Review

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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 | 22 |
| 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 #7 - Supporting Effective Educator Development - 7: 84.423A

Reader #1: *****

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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 presents an exceptional approach to the priority by creating culturally responsive practice centers for teachers to build their cultural competences (p. 2). The proposal provides a research base –through citations, that supports the use of the components for the professional development and convey a level of quality (p. 2-3). The project is a collaboration between UWM and the Milwaukee Public Schools. (p. 2). This partnership brings together high-needs schools and students with a high capacity for providing professional development. The schools are identified as high need by the students' academic performance, attendance, and graduation rates (p. 10). The proposal explicates a transformation model that makes clear how the professional development work is assumed to improve teachers' practice and schools, and, in turn, addresses the needs of the students (p. 10-11).

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 proposal shows the importance of the anticipated results of this work through the goal of teachers learning and developing culturally responsive pedagogy to improve student achievement (p. 14). The proposal lists the number of educators and students that will be impacted by this project (p. 23). These numbers, coupled with the overall budget, suggest that the general costs of the project are reasonable. The proposal notes that the Institute for Urban Education will provide some outlets for dissemination (p. 4). The budget justification explains that the team will disseminate the work of the project at academic and practitioner conferences.

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 describes the goals and objectives for the project (p. 12-15) and they are aligned with the overall focus of the project. These goals and objectives are provided with outcomes and modes of measurement that will further communicate the aims of the project (p. 30-32). Appendix "d" in the proposal provides a timeline for the project. This timeline includes the activities that will be carried out as defined by their milestones, the sequence by which the activities will be carried out, who will be responsible for the activities, and how they will align with the project objectives. In addition, the proposal also links these project activities with feedback opportunities to enable ongoing improvement.

Weaknesses:

It is not clear how all of the goals and objectives are measurable, such as "grant partners will reconceptualize programs in alignment with CRSB" (p. 12). The proposal does not clearly state the intended increases that the project intends to accomplish. (p. 30-32). For example, one outcome is to increase the number of clinical placements, but the proposal does not make clear how many.

Reader's Score: 22

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 will use a previously validated instrument to measure cultural responsiveness (p. e75). Formative evaluation is built into the work activities to enable information to the project on implementation and the extent to which it's making progress toward the goals. (p. 32). The evaluation plan also clearly conveys the evaluation questions that will be addressed and the methods that will be used to address the questions (p. 37-39).

The evaluation plan notes that a quasi-experimental design will be employed that meets the WWC standards with reservations (p. 34).

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 substantial focus of the project is developing culturally responsive teaching practices with the participating teachers. (p. 2-8). In addition, the project will employ a grow-your-own model for teacher recruitment and retention (p. 19-20). The proposal cites research that supports the use of this model and its effectiveness in recruiting and retaining a diverse staff (p. 19-20).

Weaknesses:

No weaknesses 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:

This priority is not addressed

Weaknesses:

This priority is not addressed

Reader's Score: 0

Status: Submitted

Last Updated: 08/07/2017 01:39 PM

Status: Submitted

Last Updated: 08/07/2017 01:02 PM

Technical Review

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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 | 22 |
| 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 #7 - Supporting Effective Educator Development - 7: 84.423A

Reader #2: *****

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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:

It is the goal of UWM to become the expert source of teacher education programs focused on Culturally Responsive Practice (CRP) (p. 13). Therefore, they have designed a project of sufficient quality, intensity and duration to lead to improvements. Collaboration is a key aspect of the project. Initially, staff from the university will meet with Ball State University to discuss the implementation plan and get feedback (p. 13). Each of the university facilitators will work in direct collaboration with one public school (pp. 13-14). Two Teaching Fellows will have their time involved with the project divided evenly. That is, they will coach and mentor interns for 25 percent of the day and implement Culturally Responsive Standards Based Practices (CRSB) another 25 percent of the day. Additionally they will serve as in-house teacher leaders to support the design and implementation of the project, teams of teacher to design lessons, and coach teachers to include cultural identity in lessons in their instruction (pp. 16-17). The UWM CRP facilitators will work with the leadership teams that will be developed in each school (p. 14). These activities will ensure that the needs of the target population through Schools chosen for the project results in service to approximately 6000 students and 400 teachers (p. 7). Student demographic and achievement data will provide support for supporting a high-needs population (pp. 8- 10). Teacher demographic data is shown in Appendix C of schools chosen to participate in the project. The project will take a grow-your-own recruitment approach, and a Professional Learning with Undergraduate Support (PLUS), by recruiting teacher candidates of color from within the communities these schools serve (p. 19).

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's model proposes to take culturally relevant pedagogy beyond individual classrooms to school-wide, and ultimately system-wide implementation (p. 21). It will initially impact enough teachers, preservice teachers, and administrations through the implementation of the project to maintain the project. It will serve 411 teachers, 200 support staff, 30 administrators, and 165 teacher candidates. The PLUS program will indirectly impact 1500 teacher candidates with student teaching or clinical field experiences in these sites, impacting the 5,660 students in the twelve schools (pp. 22-23). Considering the number of people served and the sustainability plan, the costs seem appropriate for the number being served. Because the restructured curriculum, including field experience, will remain in place at UWM, it is likely that the purposes and activities will be ongoing (Budget narrative, pp. 22-23). Plans for dissemination are as follow: (a) the UWM website and through national publications and conferences, such as AERA, NCTE, LRA, AACTE, and CEC, so that issues of cultural responsiveness will be at the forefront (pp. 23-24).

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:

Goals, objectives, and outcomes are clearly stated and appropriate for the design of the project (pp. 30-32). Appendix D provides a detailed outline of the milestones and timelines for accomplishing project tasks. It also gives detailed information on the kinds of data that will be used and the procedures for feedback and continuous progress with a list of responsible personnel for these activities. Formative evaluation of management (e.g. focus groups, interviews, questionnaires) is built into every milestone to ensure continuous improvement of the project. Qualitative and quantitative data will be collected, analyzed, and reflected back allowing timely improvement and changes (p. 32). In addition, findings

that are theoretically grounded and clearly replicable will be identified (p. 32).

Weaknesses:

The objectives of the project are not written in measurable terms, nor are there outcomes cited for each objective (pp. 31-32). Responsibilities of all personnel involved in the project were not clearly described (pp. 25-30).

Reader's Score: 22

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 includes a well-articulated evaluation plan (pp. 33-39). Research questions related to their project goals and evaluation methods will result in a variety of data. Both qualitative and quantitative data will be collected, and will provide formative and summative evaluation at various stages to create feedback for program improvement (p. 35). Table 12 details the research questions, behavior to study, and identification of measurement instrument and results (e.g., mixed methods, qualitative, quantitative, summative) (pp. 34-36). The quasi-experimental design of the evaluation meets the What Works Clearinghouse Evidence Standards with reservations (p.34.)

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 project's design centers around improving cultural competency and responsiveness by aligning the UWM curriculum with a CRP framework (p. 11). Partner schools will participate through implementation while receiving support by school and university personnel. The project has developed a grow your own program to recruit and retain teachers to the schools in their partnership (p. 18).

Weaknesses:

No weaknesses 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:

Competitive Preference Priority 2 was not addressed.

Weaknesses:

Competitive Preference Priority 2 was not addressed.

Reader's Score: 0

Status: Submitted
Last Updated: 08/07/2017 01:02 PM

Status: Submitted

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

Technical Review

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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 | 22 |
| 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 | 4 |
| Support for Personalized Learning Environments | | |
| 1. CPP 2 | 3 | 0 |
| Total | 108 | 101 |

Technical Review Form

Panel #7 - Supporting Effective Educator Development - 7: 84.423A

Reader #3: *****

Applicant: Board of Regent of the UW System for Univ of WI-Milwaukee (U423A170029)

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:

Asset-Based Cultural Competence Ensuring Student Success (ACCESS) aligns the work of UWM and MPS in implementing Culturally Responsive Standards Based teaching to improve student achievement, teacher practice, and teacher candidate preparedness by creating 12 professional development partnership schools with almost 6000 of MPS's highest needs students and 400 teachers (p7, 8).

UWM will collaborate with Ball State University's Alliance for Community-Engaged Teacher Preparation (a network to support and provide a scholarly community, UW System's Institute for Urban Education, and Milwaukee Area Technical College (p4). MATC is a public, two-year comprehensive technical college offering an alternative professional licensure route to diversify the Milwaukee teacher candidate pool (p4)

For this project, forty-eight interns will be selected from a pool of highly diverse applicants that ACCESS targets for PLUS, (Professional Learning with Undergraduate Support), a partnership program to identify, recruit, prepare, and hire teacher candidates who are local to the area (p19).

The applicant proposes that twelve MPS-selected school sites which serve almost 6000 of MPS's highest needs (p8) will become a Culturally Responsive Practice Center (p13).

Table 2 of the proposal describes the 12 current site high rates of Economically Disadvantaged, Disability, ELL, and students of color and Table 3 describes the low rates of achievement and growth (p9, 10).

UWM CRP Facilitators and the MPS CRP Coordinator, will work with the 12 identified schools' leadership teams (principal, assistant principal, a school support teacher and others) to develop deeper understanding of CRSB, evaluate school equity, design the path to improved school culture and build instructional leadership skills needed to support the essential teacher development (p15).

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:

A study shows that Teaching in this manner improves student achievement because K-12 students can "find themselves" and their cultural experiences will be reflected in the lessons taught to them (Beach) (p6).

The focus on urban issues and on social justice at UWM means CRSB is already a prominent component of many of its existing teacher education programs (p12).

As a Research One (R1) Doctoral University, UWM faculty, staff, and students are constantly involved in the dissemination of research findings related to its research areas and will create an online presence for ACCESS (p23) with a website to house activities, information, and related resources. The University will also spearhead the presentation of research findings with mixed groups of University and MPS schools and district personnel at local and national conferences (p23) and linking to ACCESS to the larger, national community focused on CRP (p14).

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 project's goals and objectives are listed in Table 11 with expected outcomes and modes of measurement (p30).

The Management Plan lists personnel roles and responsibilities for ACCESS from UWM and MPS, with University key personnel in Table 8, University Support Personnel in Table 9, and School District Key Personnel in Table 10.

University researchers and graduate research assistants will collect and analyze the qualitative and quantitative data to

provide formative and summative evaluations at various stages to create feedback for program improvement and provide valid and reliable evidence of performance outcomes (p35).

The University will also spearhead the presentation of research findings with mixed groups of University and MPS schools and district personnel at local and national conferences (p23) and linking to ACCESS to the larger, national community focused on CRP (p14).

Weaknesses:

Some of the outcomes are not measurable or they do not show specific expected results, only “improved” or “increased”.

Reader's Score: 22

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:

ACCESS will provide data for implementation including how a school-wide culturally responsive teaching initiative affects student achievement, how building capacity around culturally responsive teaching affects teacher retention in high poverty, high need, urban schools and how building partnerships with K-12 schools around CRP increases teacher candidate preparedness to contribute to the field of research on CRP (p5).

The projects evaluation measures are intended to serve as formative and summative assessments. Examples include Teacher-Candidate Cultural Awareness, Relevancy and Efficacy Scale (TC-CARES) already used by UWM's IUE and Educator Effectiveness (EE) used by MPS to measure teacher impact (p37).

ACCESS's evaluation is a quasi-experimental design that meets What Works

Clearinghouse Group Design Standards with Reservations. MPS District Administration identified 12 community schools as treatment sites referred to here as the CSPCs. Twelve other MPS schools that are similar in student demographics, student achievement, and teacher demographics that identify community schools will serve as the control group (p34).

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:

ACCESS utilizes culturally responsive pedagogy (CRP) to improve teacher practice, school culture, and teacher preparation programs (p13).

Culturally responsive teaching affects teacher retention in high poverty, high need, and urban schools (p5).

Weaknesses:

Although the proposal lists the objective of hiring more diverse teachers through GYO, there were no specific listed methods of accomplishing that objective (p22). This criteria was discussed with the panel and this is my personal opinion.

Reader's Score: 4

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:

None noted.

Weaknesses:

The Teacher-Candidate Cultural Awareness, Relevancy and Efficacy Scale (TC-CARES) (p38) evaluates the teacher's ability to provide a personal learning environment, but the project does not specifically address PD in that area.

Reader's Score: 0

Status: Submitted

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

