

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

Status: Submitted

Last Updated: 08/11/2016 12:09 AM

Technical Review Coversheet

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	35	33
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	0
Total	115	113

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #1: *****

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Questions

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors?--
??

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

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

Strengths:

The proposal has strongly demonstrated clear evidence of improving teacher quality in both urban Baltimore City Public Schools as well as rural Allegany County Public Schools. It is evident that the proposal will support a very effective new strategy to prepare in preparing its candidates dedicated to exposing them to learning opportunities in both high-poverty and low-performing schools.

The detailed explanation of the "Connected Mega Community" has strong and comprehensive goals that will build on local commitments to maximize expertise. Appropriately, the project has planned a year-long clinical experience, and a two-year induction program (page 13) to give candidates the so needed authentic experiences. With the success of these three goals, improvement of teacher effectiveness is expected to increase. One of the strongest areas among the outcomes is the valuable contribution to P-12 students in high-need, low-performing rural and urban schools to have high quality instruction taught by highly effective and diverse teachers (page 14).

Weaknesses:

No weaknesses found

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of????--

(i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

(ii) 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.

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

Note: Applicants are encouraged to develop logic models. These logic models should include the

applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models.

Strengths:

The project adequately points out a detailed and strong plan for implementation and evaluation. It is helpful that the proposal references much of the current research done on innovations in teacher effectiveness. Since the model has been based on many already proven strategies mentioned in the references (page 15), the chances of success are strongly improved. It is clear that the goals of the program call for complete collaboration of the education community including the education learning ecosystem and the educator employment ecosystem (page 16). The Pathways to Professions (P2P) clearly states its goals and objectives in a Logic Model (Tables 1-3 and Figure 1, pages 11 & 12) which includes the applicant's plan to implement and evaluate the proposed project. It is a great idea to give new candidates, who would not otherwise have the opportunities, a chance to gain and demonstrate competencies in both rural and urban settings. The goals are thoroughly presented in the proposal (pages 16-28). The project strongly addresses the absolute priority requirements priorities for this grant by developing a program that clearly will improve teacher effectiveness and student achievement.

Weaknesses:

The 100 day-internship is well thought out with both virtual and onsite visits; however the two-day on-site visit in Phase 1, and the one-week residential clinical rotation in rural or urban PDSs would not give the candidate adequate time to achieve enough true hands-on-experiences to acclaim immersion experiences (page 20). It is imperative for these experiences to have more time in order to actually give the candidate meaningful authentic experiences. The plan also indicates that there will be co-teaching strategies incorporated in the program; however there is no mention of the training for this program. It is unlikely that Co-teaching will be a very effective method for this project since Co-teaching requires both mentor teachers as well as candidates in the program to go through a thorough training (pages 20-21).

Reader's Score: 33

Selection Criteria - Quality of the Management Plan

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

(i) 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.

(ii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The management plan is a very strong and unique design in that they have included a Management Council made up of three committees: P2P Executive Committee, Teacher Preparation Committee, and the Teacher Induction Committee. It is excellent that the proposal describes in detail how each of these committees will have their own roles and responsibilities and scheduled times for progress meetings. This has created an extremely well planned and designed method for ensuring success (pages 31-32). The Implementation Plan is also well done in that it includes all of the Goals, Objectives, Milestones, Timelines, and Responsibilities. This plan is comprehensive and adds to the detailed

documentation of the plan (page 33 -35). Another strength of the project is that the plan includes shared governance among the P2P partners, mutual accountability through common goals, and simultaneous transformation through collective re-design of policies, processes, and practices among the IHEs, and the LEAs, and partnering agencies in the communities. A step-by-step plan is completely outlined on page 32 where it states the executive team will meet on a bi-weekly basis to review status, address barriers, and make adjustments in policies and operations, when necessary, to ensure progress and achieve milestone objectives. It was also a great idea to point out the amazing collaboration the program will have with the work of the Teacher Preparation Committee meeting monthly, the Teacher Induction Committee meeting monthly, and an annual P2) Management Council Meeting for all groups.

Weaknesses:

No weaknesses found

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers???

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Strengths:

The methods of evaluation for this project are excellent. All information is not only comprehensive but also well documented. It is a great idea to include both formative and summative assessments, but even more important that this project is including assessments from both internal as well as external sources. This impacts the validity of the assessments. The project will analyze valid and reliable performance data on relevant outcomes related to the three major goals of the project. This will include both qualitative and quantitative data from multiple assessments and multiple sources in and over time. Again, this is very important in a thorough evaluation process. All of this is summarized in Table 4 (page43). The external evaluations will be conducted by an independent evaluation team based on data collected, surveys, teacher hiring, and student achievement data (page 42). Annual reports will be provided to the P2P partners to address progress, barriers, outcomes, and implications for improvement. With all of the evaluation methods planned this project has a strong chance for success.

Weaknesses:

No weaknesses found

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. **Projects that are designed to improve academic outcomes for one or both of the following groups of students:**

(a) Students who are members of federally-recognized Indian Tribes.

(b) Students served by rural LEAs (as defined in the TQP NIA).

Strengths:

The P2P is designed to serve the rural population in Maryland serving 8,865 students from grades K-12, among which 90% are white students. It is pointed out (page 4) that the high-poverty and low-performing status as reflected of PARCC assessments the need to significantly improve teacher effectiveness to better support individualized learning. The grant will focus on culturally responsive instructions and specialized interventions to increase student engagement and achievement. It is an excellent idea to include the two-year induction plan into the proposal. The P2P year-long clinical preparation and the two-year induction will provide opportunities for candidates to be successful in both rural and urban schools.

Weaknesses:

No weaknesses found.

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. **a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.**

(b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

(1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

(2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

(3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

Strengths:

The P2P is designed to serve the rural population in Maryland serving 8,865 students from grades K-12, among which 90% are white students. It is pointed out (page 4) that the high-poverty and low-performing status as reflected of PARCC assessments the need to significantly improve teacher effectiveness to better support individualized learning. The grant will focus on culturally responsive instructions and specialized interventions to increase student engagement and achievement. The P2P year-long clinical preparation and the two-year induction will provide opportunities for candidates to be successful in both rural and urban schools.

Weaknesses:

No weaknesses found.

Reader's Score: **0**

Status: Submitted
Last Updated: 08/11/2016 12:09 AM

Status: Blank

Last Updated: 07/27/2016 01:32 PM

Technical Review Coversheet

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	
Quality of Project Design		
1. Project Design	35	
Quality of the Management Plan		
1. Management Plan	30	
Quality of the Project Evaluation		
1. Project Evaluation	25	
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	
Total	115	

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #2: *****

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Questions

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors?--
??

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

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

Reader's Score:

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of???--

(i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

(ii) 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.

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

Note: Applicants are encouraged to develop logic models. These logic models should include the applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

(i) 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.

(ii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers???

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. Projects that are designed to improve academic outcomes for one or both of the following groups of students:

(a) Students who are members of federally-recognized Indian Tribes.

(b) Students served by rural LEAs (as defined in the TQP NIA).

Reader's Score:

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.

(b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

(1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

(2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

(3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

Reader's Score:

Status: Blank
Last Updated: 07/27/2016 01:32 PM

Status: Submitted

Last Updated: 08/10/2016 01:51 PM

Technical Review Coversheet

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	35	34
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	24
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	
Total	115	113

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #3: *****

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Questions

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors?--
??

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

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

Strengths:

The proposal includes research that supports the specific needs of the population to be served by the program (p. 9). The project focus is aligned to the needs outlined in the introduction and significance section (p. 13), which will increase the likelihood of impact on teacher effectiveness and student outcomes. The variety of techniques and approaches outlined in the proposal address multiple factors, i.e., student academic concerns, diversity, and teacher retention, and if implemented will have the desired impact (p. 14). The logic model included in the application was detailed and provided clarity on the approaches to the project and outcomes expected (p. 11).

Weaknesses:

None noted

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of???--

(i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

(ii) 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.

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

Note: Applicants are encouraged to develop logic models. These logic models should include the applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models.

Strengths:

There is ample evidence that the proposed project is supported by strong theory through the project design (p. 12), the research base (p. 3), and the logic model (p. 11). Each of the specific approaches in the design are supported by research-based practices (p. 15). Each of the 3 main areas of the proposal are thoughtfully presented and provide detail on the expected participation, timeframe of rollout, and potential goals and objectives (i.e., p. 17). The redesign of the courses and curriculum, including the clinical rotation, addresses specific needs relevant to the teaching population served by the program, as well as the students being taught (p. 20). The assessments and micro-credentialing identified will provide evidence of completion and proficiency of the participating teachers (p. 21). The micro-credentialing is a novel means of ensuring proficiency in important areas, as well as tracking progress of participants (p. 22). A multitude of partners appears to be working with the project to provide expertise, exposure, and experience to the participating teachers (p. 1 & 26).

Weaknesses:

The phase II mentioned in the clinical experience notes that there will be a 2-day onsite visit and one-week residential visit, which does not lead to the immersion sought in the application (p. 20).

Reader's Score: 34

Selection Criteria - Quality of the Management Plan

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

(i) 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.

(ii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The management plan includes a clear outline of the activities, goals, and timelines of the proposed project (p. 33 & 34). The responsibilities for the various activities outlined in the proposal appear to be parsed out to qualified individuals who will be allocated sufficient time to meet the program needs (p. 36-40). The proposal includes specific assessment and evaluation tools and procedures (p. 33-34) and includes plans for regular meetings with participants to discuss results and impact of the program (p. 32).

Weaknesses:

None noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers???

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals,

objectives, and outcomes of the proposed project.

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

Strengths:

The research plan for the proposed evaluation is based on sound research and addresses both implementation and outcomes (p. 43). The assessments identified are either already reliable or are being designed with a plan to ensure adequate reliability, which will lead to valid assumptions (p. 41). The objectives within each goal are aligned to specific evaluation activities to ensure adequate implementation and sufficient outcomes (p. 43). The analysis proposed for the collected data will provide sufficient evidence of impact (p. 42). The use of the TAP-IT framework is a useful way to track the progress of the community activities outlined in the proposal (p. 45). The proposal includes multiple surveys, focus groups, and quantitative measures to assess progress and impact (p. 45). The evaluation includes adequate means to address the required GPRA measures for this project (p. 47-48). The inclusion of the micro-credentialing as an assessment tool is a useful means of increasing engagement of participants, tracking progress, and focusing on needed areas within the program. The data provided from this approach will provide formative information to the management team through performance in specific areas by teachers (p. 47).

Weaknesses:

The budget for the evaluation activities, \$115,000 (Budget Narrative p. 5), appears to be below the standard 8% to 15 and may not allow the evaluator to complete all evaluation activities.

Reader's Score: 24

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. Projects that are designed to improve academic outcomes for one or both of the following groups of students:

(a) Students who are members of federally-recognized Indian Tribes.

(b) Students served by rural LEAs (as defined in the TQP NIA).

Strengths:

The proposal includes students who are considered to come from a rural section of Maryland (p. 3). There is a focus on improving instruction to students through a culturally responsive approach (p. 4). The students will be rotating into rural schools for their clinical rotations into Allegany county (p. 3)

Weaknesses:

None noted

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.

(b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

(1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

(2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

(3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 08/10/2016 01:51 PM

Status: Submitted

Last Updated: 08/12/2016 04:21 PM

Technical Review Coversheet

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	35	34
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	
Total	115	114

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #4: *****

Applicant: COPPIN STATE UNIVERSITY (U336S160014)

Questions

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors?--
??

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

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

Strengths:

The proposed project confirms the ability to build local capacity to address needs of the targeted population through the three goals stated in the project logic model (p.11) and narrative. One goal in the project model is developing a "Connected Career Pathway". This component is important in targeting teacher retention, offering support, collaboration, quality professional development and mentorships (p. 11)

The applicant gave clear understanding and a solid model to show the importance of results or outcomes attained through the project with a list of specific assessments designed or chosen to assess and evaluate each of the three innovations and goals. These assessments will measure teacher effectiveness and student achievement. (p. 14-15)

Weaknesses:

No weaknesses noted

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of????--

(i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

(ii) 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.

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

Note: Applicants are encouraged to develop logic models. These logic models should include the applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models.

Strengths:

The applicant showed theoretical substantiation through a list of seven cited sources. (p.15) The project gave strong evidence of theory behind its three innovations: Connected Mega-Community (p. 16) Connected Learning (p. 16), and Connected Career Pathways (redesigned year-long clinical experience model. (p. 18-)Throughout the project design there was clear focus on the goals and objectives for collaboration. (p. 26) The proposed project detailed sustainability goals and plans. (p.29-31) The clinical preparation in diverse settings component (p. 17-18) assures that teacher candidates will have a more global understanding of the needs of diverse populations (rural and urban).

Weaknesses:

The proposed project details the 100-day clinical experience in various phases, which includes the process of co-teaching. However, no training was mentioned to prepare teachers for this.

Reader's Score: 34

Selection Criteria - Quality of the Management Plan

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

(i) 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.

(ii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

With the formulation of a variety of committees and a plan for interval meetings and communication (p. 32), the applicant showed proof of adequacy in its management plan. Specific strategies, activities and milestones was detailed in Table 2 (p. 33) and Table 3 (p. 35).

The proposed project even went so far as to list names, project descriptions and responsibilities of each member of the project which link directly back to the model goals.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers???

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Strengths:

The applicant stated that the proposed project embedded a continuous cycle of data collection to analyze and use for continuous improvement as evidenced with the TAP-IT model and Network Improvement Communities strategies. (p. 41) Validity and reliability were seen in the formative and summative assessments such as EdTPA and PRAXIS II. (p. 41) An outside evaluation team will conduct evaluations to identify annual progress and impact. The choice of outside evaluation lends itself to a more reliable assessment as well as keep evaluations free of bias. (p.42) Each set of assessments was clearly stated and explained within each of the three project goals with detailed explanations of how each assessment would be used and conducted as seen in Table 4 (p. 43) and throughout the narrative for section five. These assessments will lead to a very clear picture of growth patterns in teacher preparation effectiveness and overall effectiveness of the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

- 1. Projects that are designed to improve academic outcomes for one or both of the following groups of students:**
 - (a) Students who are members of federally-recognized Indian Tribes.**
 - (b) Students served by rural LEAs (as defined in the TQP NIA).**

Strengths:

The applicant proposed a partnership between Coppin State University and Allgeny County Public Schools, a county with a high FARM percentages, which meets the criteria for serving a rural LEA. The proposed project gave evidence of student needs in High Poverty/Low Performing Schools as well as clear statistical data in regard to the percentage of highly qualified teachers. The applicant cited data from a needs assessment based on input from local LEA's, State Department reports and other reports (p.4) which showed a high proportion of students receiving special services. The proposed project dealt with facing this challenge with competency-based credentialing concerning a culturally responsive instructional approach along with training in special interventions which is included in the 2-year induction plan.

Weaknesses:

No weaknesses noted

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.

(b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

(1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

(2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

(3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 08/12/2016 04:21 PM