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

Technical Review Coversheet

Applicant: University of West Alabama (U336S160018)

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

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	35	35
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	115

Technical Review Form

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

Applicant: University of West Alabama (U336S160018)

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 applicant meets the Absolute Priority List of criteria.

   The applicant offers a detailed description of the high-need rural schools who will be served by 400 pre-service teacher and 100-150 in-service teachers. (p. e13-Abstract).

   REP thoroughly discusses the high need targeted student population and cites valid research documenting the need for their proposed program. The 2016 Kids Count Data Book reports 96.5% of the students in Sumter County, one of two targeted areas, are eligible for free or reduced meals. (p.3)

   The coursework, clinical experiences, induction programs and professional development will build the   cultural competency and content knowledge which is necessary to effect change that will meet the learning needs of students. (p. 5)

   The applicant provides a chart with 2014 U.S. Census data which documents the challenge they face.(p.7).
   The applicant presents 2015-2016 data documenting low performance levels in math, reading, and science which the applicant attributes to gaps in services. (p. 8) The applicant and partners concur the challenges are due in part to teacher attrition.

   Weaknesses:

   There were 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 offers a logic model (appendix g, p. e83) that focuses on the theory that teachers improve their skills by collaboration and practice within the learning community. The applicant's research documents teacher training is best accomplished through in community learning and immersion within the community in which they intend to teach. The project will include participatory observations of real life and learning how culture affects education. (p.11)

The design of this project will include placement and support of new teachers which will assist in retention and improvement of academics for students. The (p.12)

A discussion on partnership collaboration is thorough. Partnerships are developed to be actively participating in the project with content, education, and clinical faculties fully collaborating and sharing responsibilities. Cohesive and integrating objectives will involve intern and field-based experiences, professional development, and opportunities for improvement for interns and practicing teachers.   (p.13)

Weaknesses:

There were none noted.

Reader's Score: 35

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 proposed project management plan will include funds contributed by project partners and will coordinate these funds to provide support. Fro example, the Black belt Teaching Corp will commit to financially supporting the position of Recruitment Coordinator, and offer scholarships for supplies to qualified teacher candidates. (p. 27)

A Leadership Council will be established to involve members from each partnership who will draft policy, implement monitory practices and oversee the evaluation process. (p.27)

An organizational structure graphic is included to diagram the flow of work. (p.28)

Partner schools will be equipped to meet the technology needs of interns. (Budget-p. e199)
The applicant offers a comprehensive budget which will cover travel, workshops, and master teacher stipends that fit well within the goals of the project. For example, they include an allowance for special education kits and for consumable art supplies for interns to work with hands on curriculum development. (p. e199-e201)

The applicant discusses job descriptions, a key personnel chart, and a management plan chart outlinig the objectives, activities and milestones, a timeline to achieve these goals, and the entity or individual responsible. (P. e46,e47/p. 32-33)

A graphic depicting the flow of expected results and cycle of inquiry is also included. (p.e49,p.35)
Resumes are also included with potential personnel having excellent qualifications.

Weaknesses:

There were no weaknesses note.

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 external evaluation methods will correlate with the four objectives listed in the applicant's chart of objectives, activities, and milestones. (p. 36)
   Instruments to be used will involve performance data, standardized instruments , and collaborative instruments designed by the research team. These instruments will cover continual quantitative and qualitative data which will present both summative and formative information for regular reports. (p.38,39,40)

Weaknesses:

There were no weaknesses.

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 offers current data demonstrating a support for high need students.

   Weaknesses:

   None were 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: 08/14/2016 03:56 AM

Technical Review Coversheet

Applicant: University of West Alabama (U336S160018)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	8
Quality of Project Design		
1. Project Design	35	30
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	20
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	13
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	0
Total	115	101

Technical Review Form

Panel #1 - Teacher Quality Partnership - 1: 84.336S

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

Applicant: University of West Alabama (U336S160018)

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 applicant appropriately responded to each criterion and thoroughly described the importance of the need to reform its Early Childhood Preparation Program to ensure new and perspective teachers are equipped to improve teaching and student achievement in rural schools (pages 6-7).   The application clearly outlined eight strategies/and or reform practices that will be implemented as well as the outcomes likely to be attained by the project (pages 8-9). The applicant documented Student Achievement for Performance (2015-2016) depicting the low student achievement areas which clearly justified the need to have high-quality teachers in the most pressing content areas.

   Because of the low achievement levels of students in the proposed two counties to be served, the project will focus on preparing pre-services teacher candidates for fields in which shortages are prevalent in rural schools. The four- in- one certification areas include Early Childhood, Elementary Education, Collaborative Special Education, and Early Childhood Education (pages 8-9). The redesigned certification areas provide opportunities to recruit and retain more highly qualified teachers in rural areas.

   The applicant recognizes that in order to strengthen the existing workforce, improve teaching, and student achievement in the two counties to be served, that it must offer a teacher preparation program that produces new and beginning teachers who are well prepared to teach critical content areas, who are knowledgeable of concepts taught, who can apply research-based instructional practices, and be highly skilled. To achieve this goal, the applicant will offer reform practices that include classroom culture, instructional planning for State and national standards, effective teaching strategies, assessment, and reading and literacy instruction (page 5).

   The proposed project could contribute to the body of research on recruiting and preparing teachers to teach in rural schools.

   Weaknesses:

   The application could have been strengthened by the applicant providing information/data related to its history in educating and preparing highly effective teachers to teach in rural areas and in critical content areas. In doing so, the applicant would have demonstrated a track record of preparing teachers to be highly-qualified as well as the likelihood of the project goals being attained.

Reader's Score: 8

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 adequately describes the process, the strategies and practices it proposes to implement and the Logic Model depicts inputs and activities as well as short-term and long term-goals (page 10, Appendix G). The proposed model includes components of Adult Learning Theories that focus on engagement, job-embedded professional development, clinical experiences, reflection, application of instructional practices, feedback and formative and summative assessment that support change in knowledge, skills, disposition and practices.

   The applicant details how the proposed project will provide opportunities for the University, other colleges, and the two partner LEAs and their schools to develop teachers' professional knowledge, skills and practice (page 11). This process allows partners to collaborate and plan for a comprehensive system of reform to increase student achievement and to effectively prepare high-quality teachers for high-needs schools through a process of continuous improvement and community engagement.

   The applicant has clearly outlined the responsibilities of its partners in a Memorandum of Understanding (Appendix I, page e.116).

   The project design is distinct in several ways. First, content faculty will collaborate with education faculty to develop rich experiences in specific content areas and clinical faculty will work collaboratively with mentor teachers and education faculty (page 13). Traditionally, this is not a normal practice at colleges of education. This proposed plan will create and sustain positive collaborative and productive partnerships among the University, colleges, the LEAs, the schools and teachers for the benefit of improving student achievement. It will also provide valuable feedback regarding the effectiveness of coursework offered by the University.   Second, mentors, co-teachers, and clinical faculty will work across different cohorts (page 14). This process encourages improvement of programs and practices and provides opportunities to make needed adjustments in the program along the way. Third, the applicant has redesigned its' certification process to provide a "4N1" program track certification in Early Childhood, Elementary Education, Special Education, and Early Childhood/Special Education. This new degree program that focuses on specific curricular-content knowledge and pedagogies needed to teach effectively and will help develop teachers' professional knowledge, skills, and instructional practices through differentiated pathways for learning to improve teaching and learning.

Weaknesses:

While the applicant emphasizes throughout the project narrative, the goal is to increase student achievement, the application could have been strengthened if the applicant would have listed increased student achievement as a long-term goal in the Logic Model. (Appendix G, page e.83).

Activities 8 and 9 of the Memorandum of Understanding are not clear as to which partner will be responsible for these activities. Specifically identifying the responsible party would have made these items less confusing. . (Appendix I, page e.116).

The applicant does not provide appropriate citations that the project design is exceptional (pages 10-14).

Reader's Score: 30

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 applicant has developed appropriate organizational structures to provide oversight, leadership, and management of the project (pages 27-28). The proposed structure provides opportunities for collaborative examination of practice, collegial feedback, and collective learning to improve the project design.

   The applicant has also considered the financial resources needed to ensure the project is within budget and has secured commitment of funds to support one position and to supply scholarship opportunities for underrepresented teacher candidates (page 27).

   The applicant thoroughly documents the objectives, activities, and milestones for the proposed project (page33). The Management Plan is complete and includes timelines and person(s) responsible for activities that are aligned to the objectives of the project (page 33).

   The applicant also documents the experiences of project staff as well as their duties and responsibilities (page 29). An examination of the experiences of the proposed staff demonstrates the applicant's ability to lay out an appropriate management plan for the proposed project as well as strategically allocate personnel and expertise to build capacity of new and beginning teachers.

   The applicant has appropriately planned for monitoring the use of time and resources as the Management Team will play a key role in fostering continuous improvement. It will develop Action Plans that are aligned to the project goals (page 35). The Management Team will also be responsible for assessing each year the degree to which milestone have been met and will share the results on a quarterly basis at the Leadership Council's meeting (page 36). This process provides for ongoing feedback and ensures accountability for project outcomes.

   To ensure actionable feedback of the project and support of teacher candidates, the applicant will establish Focus Teams to collaborate through distributed leadership and communicate expectations with supports through mentoring, modeling,

and collaboration, and collaboration to support the development of teacher's knowledge, skills and practices (page 35).

The applicant will utilize the Results Oriented Cycle of Inquiry to ensure this is a culture of continuous improvement (page 35). This process includes planning, acting, assessing, reflecting, adjusting, and setting goals. This strategy will provide timely and continuous feedback.

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 applicant will collect data from four areas that are aligned to the four objectives. It has developed valid systems of data collection which include both quantitative and qualitative data (pages 39-40). The applicant has appropriately planned for analysis of the quantitative data which will be analyzed using t-test, repeated measures ANOVA, or growth curve modeling (page 40). The applicant will collect performance data on teacher candidates, new teachers, partner collaboration, and the students to measure the intended outcomes and objectives of the proposed project. The proposed methods of evaluation are appropriate to the goals, objectives and outcomes of the proposed project.

   The applicant has intentionally planned for objectivity and reliability of the analysis of the Teacher Instruction Observation Protocol tool that will be used to assess the teacher effectiveness; as an external observer outside of the project team will be utilized to collect observation data (page 37). Another strength noted is that the observers will be trained and inter-rater reliability will be checked through pilot observations.

   The applicant appropriately documents its plan to ensure performance assessments are on-going. Standardized tests assessments will occur at fixed time schedules as determined by the LEAs, the performance assessment instruments will be administered periodically throughout the year, and partnership collaboration surveys will be administered at the end of each Summer, Fall, and Spring semester (page 38). This process will ensure timely feedback as to how well the project is working towards its objectives as well as provides continuous improvement feedback.

   Weaknesses:

   The application could have been strengthened by adding teacher evaluation surveys from coursework at the University and school level as a data gathering method for assessment. This information could prove valuable in providing timely feedback regarding the quality of courses offered and affords opportunities for necessary coursework adjustments or changing of professors.

Reader's Score: 20

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 has adequately identified two high-need counties in which children live in extreme poverty to be included in this project. Supporting data indicates a high percentage of the students are eligible for Free and Reduced Lunch (page 4).

    The applicant is proposing to address the cultural competencies needed to teach in rural schools. It will provide specific coursework, clinical experiences, professional development, and induction experiences to enable them to gain cultural competencies, content knowledge, and cultural competencies and pedagogical skills to support the learning needs of rural students (page 4). The proposed project provides opportunities for new and perspective teachers to practice new learning with ongoing support, assessment, feedback and coaching as well as prepare teachers to meet applicable State certification and licensure requirements.

    The applicant describes how it will collaborate with a local Center for Rural Education, rural school districts, and its College of Education Center for Excellence in Teaching and Learning to provide professional development opportunities and other culturally responsive trainings to ensure teachers in are highly qualified and prepared to meet the academic, social, and emotional needs of students in rural school districts (pages 4-5).

    The applicant ensures that all coursework, clinical experiences, induction programs, and professional development will be aligned to its State licensure standards (page 5).

    Weaknesses:

    This section of the application could have been strengthened by documenting current student performance data in tested areas as well as an analysis of the data to further emphasize the need for highly effective teachers in rural counties to improve the academic outcomes of high-need students.

Reader's Score: 13

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

 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 applicant appropriately documents data from the 2016 Kids Data Book which indicated that in its State the children fared worst in the economic domain and the State's showed no change or was worsening in the domains of Education, Health, and Family and Community (page 2).

The applicant also highlights significant educational trend data from this report which indicate the children in this state performed poorly in the review of education indicates, including no improvement in the fourth-grade reading proficiency scores and the percentage of eighth graders not proficient in math remains the worst in the nation (p 3). This data provides opportunities for the applicant to increase student achievement by improving the quality of new and prospective teachers in high-need rural schools.

The applicant has adequately identified two high-need counties in which children live in extreme poverty to be included in this project. Supporting data indicates a high percentage of the students are eligible for Free and Reduced Lunch (page 4).

The applicant documents the results of a study conducted by The Rural School and Community Trust that indicated its State ranked number two in the nation for the highest need for attention to rural education (page 4).

The applicant is proposing to address the cultural competencies need to teach in rural schools. It will provide specific coursework, clinical experiences, professional development, and induction experiences to enable them to gain cultural competencies, content knowledge, and cultural competencies and pedagogical skills to support the learning needs of rural students (page 4).

The project will be aligned to local State licensure standards to ensure teachers meet applicable State certification and licensure requirements (page 5).

The application appropriately details how the University will collaborate with three College units, two LEAs, and school partners across the district in order to build coherence and consistency from one level of teacher preparation to the next (page 5).

Weaknesses:

The application could have been strengthened by describing how the project will be aligned to State and the Common Core Standards.

A chart depicting the percentages of teachers highly qualified and not highly qualified for the proposed two counties would

have strengthened the need to recruit, train and retain highly qualified teachers in rural areas.

Reader's Score: 0

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Status: Submitted
Last Updated: 08/12/2016 05:42 PM

Technical Review Coversheet

Applicant: University of West Alabama (U336S160018)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	9
Quality of Project Design		
1. Project Design	35	35
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	23
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	112

Technical Review Form

Panel #1 - Teacher Quality Partnership - 1: 84.336S

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

Applicant: University of West Alabama (U336S160018)

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:

   (i)The REP will build capacity to provide, improve or expand services that address the needs of the target population that seeks to improve student achievement by improving the quality of new teachers by : 1) institutionalization of program through reforms in the quality in the EPP and through the support of partnerships: ongoing planning and support for program sustenance through appropriated and re-allotted funds.2) Collaborative teams, guided by the REP Leadership Council (LC), focused on: Educator Preparation Curriculum Development, Professional Development, Induction, Mentoring Clinical Programming.

   The applicant of this proposal is very likely to build local capacity by expanding services that address the needs of the target population. For example, the demographics reported in the most recent US Census Bureau Report (2014) indicate that this area is poor, rural, underdeveloped, and comprised of low achieving schools. SCS and SCS students are faced with significant gaps in services and opportunities resulting in low achievement and high enrollment of economically disadvantaged students.

   (ii) This proposal is designed to provide their partners with an expert teacher who will be well prepared in content, concepts, pedagogy, instructional procedures and clinical experiences to support rural students', achievement. Increased teacher quality is expected, thereby providing benefits for the university, the region, and the students themselves.

   Weaknesses:

   The applicant could have strengthened the application by providing a history or track record of prior success at building capacity.

Reader's Score: 9

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:

(i)The applicant shows evidence of using strong theories supported by moderate to strong research evidence with "evidence of promise" and "theory of change" linkages between its inputs, short-term outcomes, and long-term outcomes, aligned with projects objectives. (p.12)

(ii) The proposal is designed to enhance collaboration and communication among all partners to address Educator Preparation Curriculum Development, Professional Development, Induction, Mentoring, Clinical Programming, Student Achievement, Data Teams, Recruitment, and Program Assessment/ Evaluation. Collaborative Focus Teams will address the specific program elements and clarify the instructional issues, refine current practice, and monitor the impact on candidates, new teachers, and students(PK-6) Collaborative partnerships will include a) intern and field –based course experiences for prospective teachers, (b) collaborative induction for beginning teachers, (c) professional development for experienced, practicing teachers, d) ongoing opportunities for improved PK-6 student learning, and school based inquiry for student equity and achievement.

(iii) The proposal shows as comprehensive approach to addressing the absolute priority 1. Each area outlines a detailed plan for teacher growth, professional development with an eye on student achievement and teacher recruitment and placement. (p. 16- 26)

Weaknesses:

No weaknesses noted.

Reader's Score: 35

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:

(i)   The management plan is designed to achieve the objectives of the proposal on time and within budget. Funds from UWA-COE, other college partners LEA's, the CRE, and the CETL will be coordinated with grant funds to provide support to meet and/or succeed project expectations. For example, The Black Belt Teaching Corp. (BBTC) has committed funds to support the project funding a position for the Recruitment Coordinator and to supply scholarship opportunities for underrepresented teacher candidates. The management plan detailed on p. 33 lists objectives, objectives, activities and milestones and responsibilities for the activities and milestones.

(ii)   Performance feedback to track the project's progress towards its objectives is considered a critical piece of improvement. The project will use the Results Oriented Cycle of Inquiry (ROCI) to present its findings. The Management team will assess during each year the degree to which milestones have been met for all of the projects objectives. The results will be shared on a quarterly basis at LC meetings. Those results will include both qualitative and quantitative data such as pre –post surveys, feedback questionnaires, teacher observations, student test scores, interviews, etc. The Management Team will meet with the focus team to review evaluations to determine changes and modifications to be made. An ongoing feedback loop will be employed whereby data is reviewed quarterly, modifications in program implementation are made as needed to ensure that goals are being met and that needed changes are implemented. Ongoing progress monitoring will be employed to continuously evaluate the effectiveness of these changes in improving the implementation of program objectives.

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:

(i)   The REP Initiative will collect valid and reliable performance data for four levels that correspond to the four objectives listed. A chart provided lists the surveys to be used by the testing service agencies and assessment test developed by the REP Initiative Research Team, reviews by UWA faculty members and pilot tests with potential respondents will be conducted to ensure these instruments possess face, content, construct, or predictive validity as appropriate. (p. 37)

(ii)   The project's evaluation plan covers all four objectives the project team aims to achieve. Data will be collected from REP Initiative partners, teacher candidates and new teachers enrolled in the initiative, students taught by teacher candidates and new teachers. (p. 39 &40)

(iii)   The project evaluation methods are aligned with the project objectives and are appropriate to assess the objectives. The output and outcomes benchmarks, outcome and performance measures, and assessment tools. For each project objective are specified in a table. Both summative elements and formative elements will be evaluated. The summative elements help to reveal whether the project's objectives have been met, formative elements inform how the project can be improved in terms of design and implementation of programs and activities. (p.43)

Weaknesses:

No evidence is provided of professor evaluations for coursework taught in college classes.

Reader's Score: 23

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:

   b) According to the 2016 Kids Count Data Book- 67 Alabama counties, Marengo ranks 44th and Sumter ranks 52nd in the well-being of the children, thus both are in the bottom half of a state that ranks 46th nationwide. Sumter County 46.9% of children live in a poverty with 24.3% living in extreme poverty, Marengo County 34.2% of children live in poverty. Poverty in extreme poverty

   Weaknesses:

   No weakness 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:

   1) The proposal shows as comprehensive approach to addressing the absolute priority 1. Each area outlines a detailed plan for teacher growth, professional development with an eye on student achievement and teacher recruitment and placement. (p. 16- 26)

2) The proposal is designed to enhance collaboration and communication among all partners to address Educator Preparation Curriculum Development, Professional Development, Induction, Mentoring, Clinical Programming, Student Achievement, Data Teams, Recruitment, and Program Assessment/ Evaluation. Collaborative Focus Teams will address the specific program elements and clarify the instructional issues, refine current practice, and monitor the impact on candidates, new teachers, and students(PK-6) Collaborative partnerships will include a) intern and field –based course experiences for prospective teachers, (b) collaborative induction for beginning teachers, (c) professional development for experienced, practicing teachers, d) ongoing opportunities for improved PK-6 student learning, and school based inquiry for student equity and achievement.

Weaknesses:

3) The grantee provides limited information about State licensure standards and strategies and putting them into practice.

Reader's Score: 0

Status: Submitted
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