

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

Status: Submitted

Last Updated: 08/12/2016 03:00 PM

## Technical Review Coversheet

Applicant: University of New Hampshire (U336S160019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	35	32
<b>Quality of the Management Plan</b>		
1. Management Plan	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	23
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	15	15
<b>Invitation Priority (No Additional Points)</b>		
<b>Enhancing Cultural Competencies</b>		
1. Invitational Priority	0	0
<b>Total</b>	<b>115</b>	<b>105</b>

# Technical Review Form

Panel #6 - Teacher Quality Partnership - 6: 84.336S

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

Applicant: University of New Hampshire (U336S160019)

## 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 application has effectively made a case for project UNH-Teacher Residency for Rural Education as one that will build local capacity. Statewide data is provided to highlight the need for STEM teacher recruitment and retention. The applicant will partner with the local state institution of higher education consortium. The applicant has a history of successful teacher preparation program, and has stipulated high academic standards for prospective applicants. The project is structured so that the applicant College of Engineering, Department of Math and Statistics, and the Cooperative Extension will provide comprehensive support for individualized, contemporary and community-based professional development program. The applicant has already succeeded in establishing an effective teacher residency for high-need rural schools. On the other hand, data is provided for the target school districts that show that more than 50% of the core classes are taught by teachers who did not have appropriate credentials. The project seeks to change this picture by building local capacity.

(ii) The application has successfully stipulated that the project will seek to train and provide 60 highly qualified math and science teachers in rural high-need schools through the grant period. These teachers will be culturally competent, and their capacity will be enhanced in using data to inform instruction. The project will also seek to establish a professional network of teachers through induction support and provide professional development. The project thus seeks to create a pipeline of highly needed elementary and secondary math and science teachers, with an option to be certified in special education. The evaluation of this project will help develop suitable replicable practices.

### Weaknesses:

(i) & (ii) 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:**

(i) The application has provided a basic logic model that summarizes the project structure in the resources provided, the activities, outputs, short, mid and long term outcomes. The logic model is comprehensive as it lists all the applicant and grant resources, along with the partnerships, along with major project activities. The application has provided a strong research support for the various components of the project design.

The three pillars of the project are: content and pedagogy; clinical strength based on a cohort model; and community and family competence in rural teaching. For each of these pillars, research support is provided such as that by Adams and Woods, 2015 and Hargreaves et al., 2015. Many components of the project such as the residency cohort model, recruitment and selection methods, retention of teachers in rural areas, and building high-quality pedagogical expertise are based on research that is appropriately cited.

(ii) The application has clearly discussed the collaborative partners and their roles in the project implementation. The main partners listed provide appropriate support. For instance, the College of Liberal Arts will provide 50% tuition scholarship for the participants, the Department of Education will provide faculty resources, the Department of Mathematics and Statistics will review the curriculum for math teacher trainees, the Cooperative Extension will coordinate the participants' involvement with community organizations, and the rural partnering schools will serve as residency placement sites and collaborate with mentor teacher recruitment and finally hiring of graduates.

(iii) The exceptional nature of the project is that it tries to address the high rate of teacher attrition from high need rural areas. The project builds upon and uses the cohort model that will ensure the forming of sustainable professional development activities with a focus on pedagogical support for teachers. The induction program will be used to enhance teachers' social capital in their rural communities. The project seeks to establish a support structure, and also provides opportunities to train in special education. Moreover, the project design seeks to capitalize on the partnerships to build long-term and collaborative and sustainable relationship. The project seeks to implement a model for engaging parents in school life and enhancing academic and educational enrichment services.

**Weaknesses:**

(i) The project logic model shows the grant monies as a part of a general teacher residency logic model, and it is unclear if the project monies will be used as a part of an existing program or a new program. Moreover, the logic model does not reflect any evaluation system that has been cited as an important aspect to make the project magnitude.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

**Reader's Score: 32**

**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 application has provided a thorough and well-structured management plan. The management team facilitates day-to-day operations with a feedback loop. The project includes an advisory council that will coordinate with members of the management team to monitor progress. The application discusses the detailed management plan by referring to each of the project objectives, and the methods, the time line, as well as the staff or project personnel responsible for the project. The documentation of these project management activities are also discussed. The application has also discussed the PI and co-PI with their responsibilities that cover fiscal, administrative and executive activities. A full time program manager helps with day-to-day activities and there are several experts such as director of pedagogy, director of community engagement, coordinator of special education whose project responsibilities help in providing the participants qualified and professional leadership.

(ii) The application has stipulated a feedback system that is embedded in the project. The feedback mechanism includes use of weekly management team, semi-annual reports by the program manager to the advisory committee and annual meeting of the management team and advisory council. The management team provides monthly updates to the institutional Department of Education.

**Weaknesses:**

(i) The project timeline has not discussed milestones to assess project implementation. For instance, one of the goals, goal # 3 about participants outperforming students of non-participating novice math and science teachers in rural New Hampshire is not fully developed into milestones.

(ii) The project feedback system is limited to only project leaders. The application feedback is based only on meetings and reports. However, feedback from the faculty as well as project participants is not discussed to ensure continuous and responsive project improvement.

**Reader's Score: 25**

**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 application has discussed a comprehensive project evaluation plan that includes a qualified and experienced external evaluation team. The evaluation plan includes a combination of qualitative and quantitative methods that will provide valid and reliable performance data. The evaluation plan discussed the short, mid and long term outcomes and the methods of assessment to be used to ensure that pertinent data is collected. For example, for the long term outcome

the Carsey School of Public Policy will present both data and reports. The overall trends and growth during the program will inform the project evaluation.

(ii) The application has provided a thorough evaluation plan. Both qualitative and quantitative data sources are discussed with appropriate methods such as a quasi-experimental design, the propensity score matching, and use of state longitudinal database. The evaluation plan includes strategies to use conditional models, and to address small sample sizes. Moreover, the Center for Statistical Analysis will help in data analysis. Thus, the project evaluation plan is well structured based on project outcomes.

(iii) The evaluation plan discusses some methods of feedback on project evaluation. The methods for feedback are effective since they include both electronic and in-person communications between the external evaluation team and the management team. The evaluation reporting include quarterly memos, and annual reports. These evaluation findings are discussed at the advisory council retreat.

**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) The project feedback mechanism does not include feedback from participants and a reporting structure of sharing of evaluation data with participants. While the plan discussed satisfaction surveys for the partners, it does not provide a method to analyze satisfaction levels among the participants.

**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:**

(a) Not addressed.

(b) The project will work with predominantly rural high need schools. The project will offer pathways for teachers at the elementary, middle and secondary school levels with an option to choose for special education. The application has detailed four goals that seek to recruit and prepare 60 qualified math and science teachers with matching skills for high-need partners. Moreover, the project seeks to address the problem of teacher retention in high-need rural schools by using the three pillars of content and pedagogy, clinical strength, and community and family competence. The project especially seeks to use the cohort model and focuses on participants' building their social capital and gather knowledge of their communities. Furthermore, the participants will work on community and family competence to build on the assets of rural communities and integrate themselves with the high need communities.

**Weaknesses:**

(a) Not addressed.

(b) 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:**

(1), (2) and (3) Not addressed.

**Weaknesses:**

(1), (2) and (3) Not addressed.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 08/12/2016 03:00 PM

Status: Submitted

Last Updated: 08/12/2016 01:17 PM

## Technical Review Coversheet

Applicant: University of New Hampshire (U336S160019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	15	13
<b>Invitation Priority (No Additional Points)</b>		
<b>Enhancing Cultural Competencies</b>		
1. Invitational Priority	0	
<b>Total</b>	<b>115</b>	<b>113</b>



# Technical Review Form

Panel #6 - Teacher Quality Partnership - 6: 84.336S

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

Applicant: University of New Hampshire (U336S160019)

## 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 demonstrated a comprehensive plan to establish an effective teaching residency program designed around three "instructional pillars" (pg. 1). The proposed project has the capacity to provide content and pedagogy training (pg. 2) and skills to teacher residents, which will effectively improve outcomes for students in rural, high-needs school districts in New Hampshire. To underscore and aid in building capacity, the applicant aims to leverage existing partnerships in conjunction with new partnerships to expand the services, experiences and support provided to teacher residents. The inclusion of content and pedagogy, clinical experiences and community outreach are particularly strong points and add credence to the applicant's assertion that the project has the potential to substantially and positively impact students in the region. In addition, the teacher mentor training as described on pages 24 and 25 will ensure that mentors are fully capable of supporting teacher residents.

### 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's logic model clearly and thoroughly depicts the proposed resources, activities, outputs and outcomes for the project (pg. 10). The applicant aims to leverage gains from successful Teacher Residency Models (pages 11-12) and the program design is grounded in theory and based on research on student achievement. The three foundational pillars (pg. 12) are particularly strong components of the project's design. "The program provides through-lines of support in the form of coursework and experiences.... Involves coherence of the cohort structure...building community 'rootedness' ...synergy of three foundational pillars..." which represents an exceptional approach to teacher preparation. Finally, the inclusion of qualified paraprofessionals who already work in the target, high-need LEAs, represents a type of "grow your own" ideology and will positively impact teacher retention. Research shows that when persons already work in the community, they are more likely to stay in the community.

**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:**

The applicant presents a management plan that includes multiple entities and stakeholders who will efficiently and adequately carry out the goals and activities of the project. Roles of team members (pages 38-41) are clearly defined and milestones for accomplishing tasks are clear. Weekly management team meetings to coordinate the program components and the semi annual, advisory council meetings as well as annual retreats to review evaluation data will serve the project well and ensure that all stakeholders are included in discussions and will receive timely, continuous feedback on project implementation.

**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's plan represents a good approach to evaluate project outcomes.

There is a plan for both formative and summative evaluation. Communication between evaluation team and stakeholders will be frequent (electronic and in-person – pg. 42) timely and ongoing. The inclusion of the annual summer Advisory Council retreat is an excellent opportunity for partners to meet to review data, discuss challenges and propose modifications to project activities (pg. 42). In addition, the multiple opportunities for feedback and continuous improvement – such as formative surveys administered to residents at the end of each term (summer, fall, spring) and focus groups conducted among relevant stakeholders – will aid in providing information regarding achievement of project goals and objectives.

**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 proposes activities that will directly affect students served by rural LEAs as defined in the TQP. The applicant proposes to create a program to serve students in 8 high-needs, rural schools that are part of the partner high-need LEAs. Teacher Residents will also receive training and support that is designed for work with students in rural, high-need schools. Specifically, the project's third pillar of community and family competence in rural teaching will emphasize a "proactive problem-solving stance of civic engagement aimed toward fostering a more sustained TR investment in their local community" (page 13).

**Weaknesses:**

One of the schools listed, Errol Consolidated Schools, although eligible for the Small Rural Schools Achievement Program, does not qualify for this as high-needs based on Free and Reduced lunch recipients. This is despite the applicant's request: "Given the unique rural characteristics of ECS and the opportunity for UNH-TRRE to have a significant impact on the local community, we would like to petition this school to be considered as a rural, high-need partner school (page 8)."

**Reader's Score: 13**

## 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:

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**Status:** Submitted  
**Last Updated:** 08/12/2016 01:17 PM

Status: Submitted

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

## Technical Review Coversheet

Applicant: University of New Hampshire (U336S160019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	35	32
<b>Quality of the Management Plan</b>		
1. Management Plan	30	26
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	23
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	15	15
<b>Invitation Priority (No Additional Points)</b>		
<b>Enhancing Cultural Competencies</b>		
1. Invitational Priority	0	0
<b>Total</b>	<b>115</b>	<b>106</b>

# Technical Review Form

Panel #6 - Teacher Quality Partnership - 6: 84.336S

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

Applicant: University of New Hampshire (U336S160019)

## 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 project's main strengths in terms of its likelihood to build local capacity to provide, improve, or expand services that address the needs of the target population, are as follows:

- The Governor's Task Force on STEM Ed. (2015) highlighted the problems of STEM teacher recruitment and retention (page 3).
- The University of New Hampshire (UNH) established the STEM Teachers Collaborative, and houses the Leitzel Center on P-12 STEM ed. (page 3).
- The UNH teacher education program is already successful with graduates in the teaching field (page 4).
- The grant partnership includes many university departments, cooperative extension, NHDOE and North Country Education Services, as well as the four School Administrative Units (pages 5-7).

In addition, the project supports the development of cultural competency using the assets of the communities (page 9), and it establishes a professional network, including induction, PD for experienced teachers, and partnerships (page 9).

### Weaknesses:

NA

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 proposed project is supported by strong theory in that:

- The UNH Teacher Residency for Rural Education (TRRE) proposal uses a successful residency model from CSU DH and others (page 11).
- The curriculum aligns with NGSS and CCSS (page 12).
- The cohort groups are based on research by Marzano and others (page 13).
- Research by Hammer and others provides a basis for community rootedness (pages 13-14).

The project also describes the collaboration of appropriate partners for maximizing the effectiveness of project services:

- The certification coursework is provided by various departments in UNH (pages 16-21).
- The program will target qualified paraprofessionals and mid-careers through partner LEAs and NEA NH (page 22).
- UNH colleges and departments: provide 50% tuition scholarship, contribute faculty time and resources, review/revise curriculum for rural schools; coordinate with community based organizations generate PD; integrate community activities and provide evaluation. While the rural school partners provide services for TRs, the NH DOE provides data and personnel support, and NEA-NH collaborates the existing mentor programs (pages 26-28).

Finally, the logic model indicates short-term, mid-term, and long-term outcomes (page 10).

Recruitment of TRs will also work with STEMbassadors, SWE, and Society of Asian Scientists and Engineers and Noyce Scholars (page 22).

**Weaknesses:**

The long-term outcome of resident graduates outperforming other teachers in student achievement does not give a rubric for determining a baseline or comparison of student scores.

**Reader's Score: 32**

**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 adequate to achieve the objectives of the project with the following evidence:

- The UNH TRRE Program Timeline lists not only the activities and responsible personnel, but also the evidence of the four goals being met (pages 34-38).
- Working with four cohort groups over 5 years, with an additional 2 years for Cohort 3- 4 Induction, allows for modification of activities. Timeline is also given (pages 15-22).
- A management team for day-to-day operations and advisory council to monitor and plan long range implementation, will help ensure accomplishment of project (page 33).
- UNH plan coordinates with community based organizations to generate PD, integrate community activities and provide evaluation; while the rural school partners provide services for TRs, the NH DOE provides data and personnel support, and NEA-NH collaborates the existing mentor programs (pages 26-28).
- The stipends for TRs are tied to an agreement to teach for three years (page 24).
- Teaching mentors will assure that the TRs consistency of classroom work (pages 24-25).

**Weaknesses:**

Although the management plan provides for a continuous feedback loop, there is no checklist or rubric for that feedback (page 33).

The cost per Teaching Resident of \$116,000 seems excessive.

**Reader's Score: 26**

**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 will provide valid and reliable performance data on relevant outcomes based on the evidence shown: a team from the Carsey School at UNM, with considerable experience, has an evaluation plan incorporating qualitative and quantitative data for summative and formative purposes (page 42).

The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes as shown by the evaluation of short-term, mid-term, and long-term outcomes of the project (pages 43-46). The plan includes data for summative and formative purposes. This includes data from the NH DOE to ensure continuous improvement (pages 42, 46).

Finally, the methods of evaluation will provide performance feedback and permit periodic assessment in that the program timeline lists the evidence which will be used to prove success (pages 34-38); quarterly memos by the external evaluation team and an Annual Summer Advisory Council retreat for partners and external evaluation team review data and propose modifications (page 42).



**Weaknesses:**

The evaluation plan proposed does not have a rubric for many of the goals.

Students of TRs will “out perform” students of non-participating teachers in rural NH. The ultimate goal is improved student achievement in math and science but that data will not be analyzed until the final year.

The UNH Carsey School of Public Policy will provide faculty and in-kind support and also serve as the external evaluator for this project. This may present a conflict of interest (page 28).

**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:**

This project is designed to improve academic outcomes for students served by rural LEAs:

The eight high need schools within five of the districts are part of rural school programs.

The schools are also in the North Country Education Services(NCES) a consortium of high need schools and LEAs.

**Weaknesses:**

NA

**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 project will address the unique challenges of serving the identified population in that UNH has classes specifically for improving cultural competencies for rural students. This includes Coursework, Community experiences, and Classroom experiences.

The logic model lists the activities and outputs –certified teachers (page 10).

**Weaknesses:**

NA

**Reader's Score: 0**

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