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

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S180045)
Reader #1:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Services			
1. Project Services		15	15
Quality of Project Design			
1. Project Design		40	40
Quality of the Management Plan			
1. Management Plan		25	22
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	97
Priority Questions			
Competitive Preference Priority			
Promoting STEM ED w/a focus on Computer Science			
1. CPP 1		3	3
Promoting Effective Instr. in Classrooms & Schools			
1. CPP 2		3	3
Novice Applicant			
1. CPP 3		2	0
	Sub Total	8	6
	Total	108	103

Technical Review Form

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

Applicant: Fresno Unified School District (U336S180045)

Questions

Selection Criteria - Quality of Project Services

1. **In determining the quality of project services of the proposed project, the Secretary considers the following factors:**

   (i) 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.

   (ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

   (iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   Strengths:

   - i: The proposal articulates a partnership between two key institutions, Fresno Unified School District and Fresno Pacific University to develop the Fresno Teacher Residency Program (e19). The model is based on a previous TQP award in 2014 and shifts the focus to look at sustainability practices associated with teacher residency models so that the funding structure can be refined and replicated in other areas of the nation. This focus on sustainability is noted as a strength of the proposed partnership, as it seeks to take existing district resources to sustain residency practices to support improved teacher training and student outcomes. Additionally, the partnership is based in matched needs between the two leading organizations. Fresno Unified School District is facing increased teacher shortages in STEM subject areas and Fresno Pacific University is seeking additional partnerships as 50% of their students engage in internship opportunities to defray the cost of rising tuition (e24-e25). The shared need for the Teacher Residency program for both institutions creates a strong foundational partnership.

   - ii: The research base is referenced throughout the presentation of each of the Fresno Teacher Residency program elements (e34-e43). The proposal presents elements including course of study, field experience seminars, field-based assignments, co-teaching and professional learning, that each draw upon up-to-date knowledge and effective practices. For example, the professional learning focuses on creating professional learning communities called accountable communities (e41). The accountable communities leverage research around asking four key questions to teachers to direct the use of data and alter instruction to meet the needs of students. This example highlights how the project has successfully leveraged research from multiple areas to construct a comprehensive design to all elements of the teacher residency program.

   - iii: The proposal clearly articulates how each of the elements will be executed with sufficient quality, intensity, and duration to improve practice among teacher residents. For example, in the professional development efforts, the teachers will have the opportunity to engage in pre-school preparation to allow the residents to begin co-teaching on the first day of instruction (e42, e113). In addition, the professional learning is sustained across the course of the year and involves experiential opportunities as well as time for reflection. This example highlights how the project has incorporated best practices to develop learning that is sufficient in duration and intensity to lead to change.

Weaknesses:

-        No weaknesses noted.

Reader's Score: 15

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

    (ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;

    (iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

    Strengths:

    -        i: The proposal presents a key rationale that centers on the needs of the two main partners. Fresno Unified School District has a teacher shortage in key STEM areas, and therefore the teacher residency model meets their needs to fill the key classrooms with highly qualified teachers to improve student outcomes (e24). Fresno Pacific University is seeking opportunities to increase internships to reduce costs for students to complete their degree and licensure requirements (e25). These two needs align directly with the teacher residency program proposal, which is a noted strength of the rationale for the proposal.

    -        ii: The logic model presented aligns inputs with activities, and outcomes for both teachers and students (e113). The outcomes presented are clear in regards to having measurable outcomes (e68). For example, the K-12 student outcomes include increased student academic achievement from the 50th to 58th percentile.

    -        iii: The current iteration of the Fresno Teacher Residency program from the 2014 TQP award leverages existing substitute teacher funding along with other district resources to be able to support the resident stipends (e22). The proposal plans to continue its fiscal model to allow the residency program to be sustained by Fresno Unified School District after grant funding has ended. The specific focus of sustainability goals and strategies, such as the example above, is a strength of the proposal in building capacity to extend the program beyond the grant award period.

    -        iv: The proposal includes comprehensive elements that are specific to establishing a teacher residency program that is designed to meet the needs of the Fresno community, as well as being able to inform the larger national community. The attention to the sustainability of the model leveraging existing district funding streams is noted and will allow advancement of teacher residency programs in non-grant-based scenarios (e22).

    Weaknesses:

    -        No weakness noted.

Reader's Score: 40

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

   (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

   Strengths:

   - i: The proposal clearly presents a management plan that addresses activities, benchmarks, timeline, and responsibility related to each of the proposed goals and objectives (e52-e54). The actions align with the objectives and reasonable timeframe. For example, the management plan states that the program will develop an online application leveraging multiple measures, and clearly states that it will be completed by Quarter 1 and is the responsibility of the Project Director. This level of details is a strong foundational path for the execution of the project toward the intended goals. The organizational chart was noted as a strength of the proposal, specifically the inclusion of a blend of leadership from Fresno Unified School District and Fresno Pacific University. The equal and balanced representation of both partners in the leadership structure is a noted strength of the proposal (e58).

   - ii: The proposal has a clear focus on sustainability, as demonstrated by Fresno School District is already supporting teacher residency stipends through local funding streams (e22). It is clear that the school district is seeking to build capacity in the residency model with an attention to sustainability. For example, the inclusion of personnel that is specific to the lens of sustainable funding model demonstrates the project's commitment to this effort.

   - iii: The Fresno Unified School District has a demonstrated record of accomplishment with previous grant implementation and evaluation (e61). The district outlines personnel and capacities that are adequate to support the proposed project.

   Weaknesses:

   - i: The management plan timeline is general when it comes to many of the project activities. For example, the timeline articulates that many of the activities are ongoing, as opposed to giving it an explicit timeframe for achievement (e52). Without the inclusion of specific timeframes in the management plan it is difficult to determine how progress toward the achievement of goals and outcomes will be accomplished.
   - ii: No weaknesses noted.
   - iii: No weaknesses noted.

Reader's Score: 22

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.

   Strengths:

   - The proposal presents an evaluation plan that meets the What Works Clearinghouse Design Standards with Reservation (e64-e65). The design includes both qualitative and quantitative data and seeks to evaluate both the teacher residency design as well as impact on student learning.

- The proposal leverages an external evaluator, WestEd, to also complete progress monitoring as well as performance feedback (e60). These additional evaluations will benefit the execution of the teacher residency program, as well as providing feedback to improve teacher resident instruction.

- The proposal presents a comprehensive narrative that outlines the measures and timeline associated with each of the six performance measures across multiple aspects of the proposal. The narrative clearly demonstrates how multiple data sets will be used for analysis (e59-e64).

Weaknesses:

- No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

   Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

   NOTE:

   How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

   1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR

   2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."

   Strengths:

   - The proposal for the Fresno Teacher Residency program is focused on developing both STEM teachers as well as computer science teachers to address the teacher shortage needs for Fresno Unified School District (e27). The program is targeting these areas by providing teacher residents with strong content knowledge coursework through inquiry-based coursework to model appropriate pedagogy. The coursework will be available to both teacher residents and mentor teachers to allow more educators to benefit from the exposure to computer science, which was noted as a strength of the application.

   - The research base is referenced throughout the model and program elements (e34-e43). The proposal commits to recruitment of teacher residents who are traditionally underrepresented in computer science including women, individuals with disabilities, and minorities (e27). This is a strength as it aligns with the student population of the Fresno community to provide role models. The proposal presents elements including course of study, field experience seminars, field study and other components which further aligns with the CPP1 criteria.

   - Fresno Unified is also committed to the launch of a K-12 Computer Science plan in parallel to the Fresno

Teacher Residency Program with a focus on computer science teachers (e27). This plan will support job opportunities and build support for more computer science opportunities.

Weaknesses:

- No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

   Strengths:

   - The proposal clearly articulates the intent to recruit underrepresented ethnicities in an effort to move to more closely reflect the demographics of the community (e30). The recruitment efforts will focus on recent college graduates from teacher shortage areas, as well as mid-year professionals who are committed to be educators. The recruitment efforts presented were diverse and innovative including leveraging current teachers to recruit new candidates, face-to-face presentations at local churches, fraternities, and sororities, as well as leveraging social media (e31). The diversity of strategies is noted as a strength as it allows the community to engage multiple communities in the recruitment process.

   - The proposal also included a recruitment effort for The Aspiring Teacher Expo. This event was noted as a strength of the proposal, as it highlighted the Fresno Teacher Residency Program in addition to other higher education opportunities for applicants. The community partnership to support improvement economic conditions while promoting the program is innovative and supports the local Fresno community.

   Weaknesses:

   - No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

   NOTE:

   The lead applicant must meet all three requirements to earn CPP 3 points:

   1. Has never received a grant or sub-grant under the TQP program; and

   2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and

   3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

   Strengths:

   Not applicable to this application.

Weaknesses:

Not applicable to this application.

Reader's Score: **0**

Status: Submitted
Last Updated: 08/02/2018 01:22 PM

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S180045)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Services			
1. Project Services		15	15
Quality of Project Design			
1. Project Design		40	40
Quality of the Management Plan			
1. Management Plan		25	22
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	97
Priority Questions			
Competitive Preference Priority			
Promoting STEM ED w/a focus on Computer Science			
1. CPP 1		3	3
Promoting Effective Instr. in Classrooms & Schools			
1. CPP 2		3	3
Novice Applicant			
1. CPP 3		2	0
	Sub Total	8	6
	Total	108	103

Technical Review Form

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

Applicant: Fresno Unified School District (U336S180045)

Questions

Selection Criteria - Quality of Project Services

1. **In determining the quality of project services of the proposed project, the Secretary considers the following factors:**

   (i) 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.

   (ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

   (iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   Strengths:

   (i)   Fresno Unified School District (Fresno Unified) is clear when providing solutions to address the identified needs and accomplishing the desired project outcomes through established partnerships. The partners include Fresno State University (FSU), WestEd, Commission on Teaching Credentials, Education First, National Center for Teaching residencies and other institutions who will provide the support needed (e172-192). There is also a comprehensive Memorandum of Understanding between Fresno Unified School District and Fresno Pacific University (FPU) that clearly outlines the specific responsibilities and services to be performed by each institution (e194 -204). Included is the specific in-kind contributions of each organization geared towards making this a very successful and unique project. Fresno Unified is also interested in partnering with Tulare County Office of Education (TCOE), the lead agency for the California Center on Teaching Careers and is discussing the best ways to support the project (e32).

   (ii)   The proposed project is supported by a solid and theory-based framework, i.e., the strategies and activities chosen were based on models that have been validated by similar target populations. The applicant presented the "grow our own" method of recruiting and training teachers, which is a research-based, proven model that develops loyal, well-trained educators who will be retained through a deep commitment to the students and school district (e20). It was also well documented that the use of residencies is the preferred model for teacher preparation and a thorough description of effective teaching practices to support the project is also noted. Fresno Pacific's Principles of Teaching and Learning contributes to the work described and lead instructors apply the principles to course design (e78-81).

   (iii)   Many opportunities were expressed in the proposal for professional development. This included district and university sponsored PD, online PD, and other opportunities. Each mentor will receive a $1,000 stipend every year to support their resident's growth, development, and attend additional professional development opportunities (e45). Mentors will also be privy to up-to-date professional development via monthly mentor meetings and discuss various subject matter such topics as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The ongoing professional development opportunities will further support the goals and objectives of the project (244).

   Weaknesses:

   (i)   No weaknesses noted.
   (ii)   No weaknesses noted.
   (iii)   No weaknesses noted.

Reader's Score: **15**

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

   (ii) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;

   (iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

   Strengths:

   (i)   The applicant provides a rationale that is realistic, attainable, and will support project activities. The project indicates that the LEA explored ways to increase student achievement in extreme poverty schools and prepare new teacher to teach effectively in high poverty, hard-to-staff schools. The focus of the project is to improve teaching and learning and the project offered a well-justified rationale for the plan to meet goals of the Fresno Teacher Residency Program (FTRP) (e26). The application has provided a sound logic model that summarizes the project structure in the inputs, activities, outputs initial outcomes, and long-range outcomes. The logic model is comprehensive as it lists the applicant and key partner with major project activities. The outputs and outcomes are clearly delineated as project effects (e113).

   (ii)   FTRP will address three objectives: 1) Recruitment and selection of diverse talent into the Fresno Teacher Residency Program; 2) Fresno Unified staff and Fresno Pacific faculty collaboratively reform the K-12 curriculum to train highly effective teacher residents; and 3) Induction and retention of highly trained new teachers in Fresno Unified schools (e29). Each objective is listed and numbers and percentages are included to establish baseline approaches to determine the success of the project. As an example, Objective 1 includes the following performance indicators: 150 well-qualified Teacher Residents will enroll in the credential program at Fresno Pacific University and 65% of teacher residents will be diverse members of underrepresented groups (e29). These two indicators which are measurable will provide information on the success of the project.

   (iii)   Fresno Unified is building capacity through the continuing effort collaboration, focusing resources on high need areas, and testing new program ideas. There is a strong induction process established by Fresno Unified that supports new teachers through mentoring, coaching, feedback, and other strategies (e21). There are other methods and strategies included in the proposal that describe viable approaches to building in the school district, and maintain a focus on retaining and recruiting new teachers that are diverse and highly effective.

   (iv)   Fresno Unified has described a first-rate model that uses funding for substitutes and additional district investments for resident stipends. The funding allows for more clinical experiences during the day, while reducing the issue of finding substitutes. The model supports the efforts to provide early and frequent clinical experiences and will sustain the partnership strategies after the grant funding cycle. Evidence is provided describing major in-kind contributions from Fresno Unified and FPU that will support and promote the project.

   Weaknesses:

   (i)   No weaknesses noted.
   (ii)   No weaknesses noted.
   (iii)   No weaknesses noted.
   (iv)   No weaknesses noted.

Reader's Score: 40

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

   (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

   Strengths:

   (i)   The applicant has designed and established an effective organizational structure that provides oversight, leadership, and management of the project. The proposed structure provides opportunities for collaborative examination of practice, feedback, and collective learning to improve the project design and use of various strategies. The partnership established between Fresno Unified School District (Fresno Unified) Fresno Pacific University (FPU), promoted the leadership to coordinate and integrate services and plan for the FTRP and other pipeline programs (e51). The Project Director will be responsible for grant activities, fiscal oversight, response to data analysis, and communication to all appropriate stakeholders. The Project Manager will have responsibility for data collection, analysis, and reporting as well as fiscal management. There is a leadership team that will focus on common learning, school walks with calibration, reflection on data, sharing institution updates, and identifying implications for partnership work (e51). There is also a curriculum team and course team with specific responsibilities (e52). The project staff has extensive experience and is well qualified to accomplish the outcomes of the program. A comprehensive and detailed list of staff members, their roles and responsibilities are included in the proposal (e58-59).

   (ii)   FTRP has indicated that it will make every effort to "grow their own staff" as a method to recruit and train teachers in profound research that will develop loyal, well-trained educators who will be retained through a deep commitment to our students and district (e20). The in-kind and creative approaches identified in the proposal for paying resident teachers provides another example of an effort the district is making to sustain this program.

   (iii)   Fresno Unified and Fresno Pacific University have made a major commitment to the project and have included budgets that provide the details for the in-kind which will support the project outcomes (e198-199 and 201-202). The in-kind is larger than the requested budget and includes supplies, materials, equipment, and a number of staff members who support the project outcomes. Additional institutions have written letters of support for the project.

   Weaknesses:

   (i)   The timelines for most of the activities in the proposal are not specific and only described in broad terms. For example, offering a range of years to complete the activity or the term "on going" for activities such Years 1-5 for Mentor Teachers for residency placement (e52-53).

   (ii)   No weaknesses noted.

   (iii)   No weaknesses noted.

Reader's Score: 22

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.

Strengths:

(i) The application has provided a thorough time-bound, comprehensive and well-documented evaluation plan. The applicant has ensured that the Project Leadership Team will manage the evaluation of the project. The team is proficient in data collection, analysis, the application of data in monitoring progress and implementing quality improvements, and in reporting all the results (e59). The Teacher Development Department and the partners developed a data system to track participants in the program, progress of university courses, degrees and certification completions. Quantitative and qualitative data collection will be used to ensure that appropriate and relevant data is collected. The results will be used to gather results on the quality of professional learning strategies to develop highly effective teachers. Additionally, the results will be used to guide improvement and ensure participants are gaining the competencies and skills to be effective teachers. WestEd will evaluate the Fresno Teacher Residency Program (e60). The proposal lists each of the major areas and describes the process for evaluating the impact of the area. Each area includes a description on the strategies that will be used to determine the impact (e59-64).

(ii) QED will be used to address whether the FTRP model is more effective at preparing teachers than traditional teacher preparation programs. Data will be collected on program implementation, including the collaboration among partners, the development of new curriculum, the selection of mentor teachers, and the resident recruitment for the program. Each set of assessments was clearly described and there was an explanation on how each would be used and analyzed. These assessments will lead to a very clear picture of growth patterns in teacher preparation effectiveness and overall effectiveness of the project.

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

   Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

   NOTE:

   How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

   1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR

   2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."

Strengths:

Teacher residents will develop STEM teaching foundations through courses that build strong content knowledge. Experiences will include hands-on, inquiry-based STEM learning for teacher residents and bridging subject matter acquisition to STEM instructional effectiveness (e27). Partnerships will be developed by the Teacher Development department to build the capacity of the FTRP residents while providing growth opportunities and learning for Mentor Teachers and the residents (e27). Teachers will receive extensive support for the Advanced Placement courses in computer science at the local high schools. Middle school students will also be provided elective options in computer science.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

   Strengths:

   The applicant clearly described two key efforts to address the needs of the district. They are to enhance STEM education with a focus on computer science; and promote effective instruction in classrooms and schools through rigorous teacher preparation, course design, and training activities in the Teacher Residency Program (TRP) that also increase diversity (e27). Comprehensive content courses will build and improve the content knowledge. Experiences will include hands-on, inquiry-based STEM learning for teacher residents and bridging subject matter acquisition to STEM instructional effectiveness (e27). Partnerships will be developed by the Teacher Development department to build the capacity of the FTRP residents while providing growth opportunities and learning for Mentor Teachers and the residents.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

   NOTE:

   The lead applicant must meet all three requirements to earn CPP 3 points:

   1. Has never received a grant or sub-grant under the TQP program; and

   2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and

   3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

   Strengths:

   N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
Last Updated: 08/01/2018 07:21 PM

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S180045)
Reader #3:   **********

	Points Possible	Points Scored
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1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	0
Sub Total	8	6
Total	108	103

Technical Review Form

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

Applicant: Fresno Unified School District (U336S180045)

Questions

Selection Criteria - Quality of Project Services

1. **In determining the quality of project services of the proposed project, the Secretary considers the following factors:**

   (i) 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.

   (ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

   (iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   Strengths:

   (i) Fresno Unified and Fresno Pacific University have formed a strong partnership to ensure that the goals and objectives of this project are accomplished. For example, while Fresno Unified will lead the recruitment efforts, selection of the residents will be determined by a committee representing both Fresno Unified and Fresno Pacific. Similarly, the residency program will integrate the district's expertise and experience with the academic standards and the university's experience and expertise in providing professional development. Each collaborator has identified roles and responsibilities in ensuring the project's success, and these roles and responsibilities represent a team approach to accomplishing the objectives (e33-e34, e52).

   (ii) Recruitment efforts will focus first on identifying residents locally, consistent with the referenced "grow your own" design. This design has been shown to result in well-trained educators with a deep commitment to their community. The development of the residency coursework will include research-based practices, including use of action research projects, portfolios with video reflections, and analysis of student outcomes. The use of mentor teachers and peer support as important components of field experiences, as well as the use of co-teaching strategies, are also identified as strategies due to their linkage to effective professional development practices (e20, e34, e38, e40).

   (iii) Residents will receive over 800 hours of co-teaching experience in Fresno Unified, and will have over 225 hours of job-embedded professional learning. Co-teaching begins on day one of instruction to ensure that residents have the maximum amount of teaching experience. Residents are required to attend seven Saturday workshops per year as a vehicle to continuously improve the quality of the instruction they provide. The proposal services are designed to include a substantial level of intensity and duration to ensure that the ambitious project objectives will be met. (e34, e42, e113).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 15

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

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   (iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

   Strengths:

   (i) The applicant demonstrates Fresno Unified's need to recruit and retain teachers from underrepresented groups who are qualified and have the ability to provide effective instruction in STEM and computer science. The design will result in the addition of 150 teachers, with 65% coming from underrepresented populations—which is designed to meet the unique teacher recruitment and retention needs of Fresno Unified. The project design includes strategies to ensure that these new teachers understand and can provide instruction aligned to the academic standards specified in the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) (e6, e24-e25, Appendix D).

   (ii) There is one strategic goal that serves as the foundation for three specific objectives. The applicant specifies that the overarching goal is to improve student achievement through recruiting, training, and retaining effective teachers, and then aligns each objective to components of that goal. For each objective, there are at least two measurable outcomes (e.g., 65% of teacher residents will be diverse members of underrepresented groups). The applicant has provided a coherent set of objectives aligned to a goal that is consistent with the identified needs of the district (e29).

   (iii) The model makes use of existing substitute teacher funding, and the frequent need for substitutes to provide instruction, to provide financial support for and instructional opportunities to support the addition of 150 residents. This approach builds capacity in two ways: increasing the number of highly-qualified teachers during the grant period, and establishing a model that can be sustained in part beyond the grant period with existing funding. In addition, new residency coursework will be designed collaboratively between partners, which builds on the strengths of both partners to build capacity in areas where expertise may not exist (e113).

   (iv) The use of current substitute teacher funding and opportunities for early and frequent clinical experiences represents an exceptional approach to the priorities. Use of this exceptional approach allows the partnership to implement multiple teacher residency programs in the district to maximize the Federal funding (e22, e27).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 40

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

   (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

(i) The qualifications and time commitments of each primary staff member is provided, and each staff member has demonstrated experience in the assigned responsibility area. Key project tasks are organized by each of the three objectives, and there are assigned owners for each of the listed tasks. The applicant provides broad categories of when these tasks will occur (e.g., ongoing, QTR 4, year 1-5). There is a balanced representation of key staff from each collaborator, which will assist in the resolution of management issues as they occur during the project implementation (e52).

(ii) The revised K-12 curriculum, course offerings, and the modification to instruction to integrate technology, are two project components that will result in benefits beyond the grant period. In addition, the integration of substitute funding and substitute opportunities allows for a mechanism to sustain the partnership strategies after Federal funding ends. Finally, the strong collaborative partnership evident in the integration of the project roles and responsibilities can be used in the future to continue collaborations in the development of new coursework and professional development workshops when new academic standards are established and implemented (e113).

(iii) The commitment of the applicant to provide the necessary resources to ensure that the project is fully supported as evidenced by the 120% match in funding. The majority of this match (i.e., close to $3.9 million) comes from the in-kind support of Fresno Unified, consisting of staff time, supplies, mileage, laptops. Fresno Unified is also providing district facilities at no cost, in addition to these in-kind contributions. Fresno Pacific is providing in-kind support through staff time and resident support services, at approximately $1.7 million (e111, e196).

Weaknesses:

(i) The timelines in the management plan are not specific and are only specified by quarters, years, year spans, or "ongoing." As such, the timelines are not of sufficient detail to manage the project activities. For example, most tasks listed under Objective 2 will occur in "Year 1-5," giving no clear indication of the specific year each task will be accomplished (e53).
(ii) No weaknesses noted.
(iii) No weaknesses noted.

Reader's Score: 22

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.

   Strengths:

   (i) The evaluation is guided by a framework of five key activities that are used to clearly specify the use of qualitative and quantitative research methods. This framework is also aligned with the project's objectives and logic model. A quasi-experimental design is used to analyze student and teacher outcomes, and there is a detailed explanation of the matching methods for establishing comparison groups for use in these analyses (e65).
   (ii) The methods of the summative evaluation of the project's impact are thorough and aligned to the WWC guidelines for group design studies. The applicant effectively articulated the intent to follow WWC guidelines for establishing baseline equivalence, and the use of multi-level modeling to control for the nesting of observations. An expected effect size estimate of .2 is provided and it establishes an expected impact on student achievement to be tested in the analyses. Discussions of sample size requirements and statistical power considerations are included, demonstrating the applicant's

capacity to yield an evaluation based on reliable data and valid inferences (e65-e67).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

   Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

   NOTE:

   How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

   1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR

   2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."

   Strengths:

   This project addresses this priority area by focusing on addressing the critical shortage of teachers in high need schools in the STEM and computer science areas. Residents will complete courses that integrate STEM and computer science, and these courses will be designed to support the implementation of K-12 College and Career CCSS and NGSS. A Computer Science Plan will be launched in the district to support the focus on computer science (e6, e27).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

   Strengths:

   This project fulfills this competitive preference priority area by emphasizing the recruitment of teacher residents from underrepresented groups. In addition, the project supports this emphasis and specifies as an objective that 65% of teacher residents will be selected from underrepresented groups, which adds accountability to whether the selected

residents are in fact from underrepresented groups. Targeted recruitment strategies will be implemented to achieve this percentage, including direct mail, social media, and outreach at a teacher expo (e29, e31).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

   NOTE:

   The lead applicant must meet all three requirements to earn CPP 3 points:

   1. Has never received a grant or sub-grant under the TQP program; and

   2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and

   3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

   Strengths:

   N/A

   Weaknesses:

   N/A

Reader's Score: 0

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