

SEED Renewal Technical Review Form

US Department of Education

**Division of Effective Educator Development (EED) Grant Review
2021 SEED Renewal
Application Technical Review Form
(CFDA 84.423A)**

Applicant Name: VCU	Application Number U423A180105
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Summary Ratings		
	Maximum Points	Score
A. Quality of Evaluation Plan	25	25
B. Quality of the Project Design	25	25
C. Strategy to Scale	25	25
D. Adequacy of Resources	25	25
Selection Criteria Total Score	100	100

A. Quality of Project Evaluation (up to 25 points)

The Secretary considers the quality of the evaluation of the proposed project. In determining the quality of the evaluation of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: 25_

Strengths:

- (1) The applicant outlines a detailed method of evaluation designed to gauge the overall impact and effectiveness of the project's implementation strategies. The evaluation design includes a mixed-method approach involving a quasi-experimental study supported by qualitative data collection and comparative design components. The evaluation will continue the tracking of cohorts of resident versus comparison teachers over the extension period of the project. A series of questions that are aligned with the project's objectives and will guide the evaluation process is also evidenced (p. 19). The evaluation process will also involve the use of an impact study that is anticipated to examine key outcomes related to teacher content and pedagogical content knowledge, teacher instructional effectiveness, and student achievement using a quasi-experimental design that meets WWC standards with reservations (p. 20). The evaluation design is also inclusive of formative feedback and an assessment of progress feedback loop that gauges the project's progress toward achieving its intended outcomes (p. 22).
- (2) The evaluation methodology evidences objective performance measures that are related to the intended outcomes of the project and are designed to produce quantitative and qualitative data to the extent possible (pp. 22- 29). For example, the project will utilize qualitative and mixed-method studies in an effort to understand possible qualitative differences in high-quality, culturally responsive teaching practices, differences in students' learning between the project and comparison teachers, as well as program adaptations that respond to context-specific needs (p. 21). The qualitative and quantitative data will be derived from artifacts such as interviews, classroom videos of teacher's instructional practice, teacher and student surveys, student achievement data, and teacher retention (pp. 20-22).

Weaknesses:

No weaknesses noted.

B. Project Design (25 points).

The Secretary considers the quality of the proposed project design of the proposed project. In determining the quality of the project design of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25__

Strengths:

- (1) The applicant provides sound evidence that the project's implementation design and evaluation process will result in information to guide possible replication. For example, the applicant will design and pilot an early childhood residency model with an emphasis on improving early childhood education, expanding the concept to address the qualified teacher challenges in rural school districts, instituting residency programs at the early childhood and elementary levels with the intent of producing quality teachers as well as addressing the challenges of teacher retention (p. 30). The efforts of the project are now being replicated to address similar challenges at the secondary level and in the special education area (p. 31).
- (2) The applicant sufficiently demonstrates that the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant's capacity-building efforts are anticipated to result in improved professional practice among teachers, improved student achievement in math, reading, and science, and improved elementary, secondary, and special education area teacher retention, especially at the elementary level (pp. 31-33, and Appendix A).

Weaknesses:

No weaknesses noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

- (1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- (2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 25

Strengths:

- (1) The applicant well demonstrates that if favorable results are obtained, the project can be successfully replicated in a variety of settings and with a variety of populations. The proposed replication to ensure its success will include the applicant designing and piloting an early childhood residency model that focuses on improving early childhood education, reinstating education majors at the undergraduate level to address the teacher shortage, and expanding these efforts to meet rural school districts' teacher quality challenges by supplying them with qualified teachers that are fully licensed and well-prepared to teach special education (pp. e30, 31).

(2) The applicant boasts a variety of mechanisms to broadly disseminate information on its project to support further development or replication. The dissemination mechanisms include but are not limited to the applicant presenting the project's findings at local, regional, and national professional education and research conferences, teacher colleges, state colleges, and colleges of teacher education associations, minority recruitment entities, monthly newsletters, and podcasts (p. 32).

Weaknesses:

No weaknesses noted.

D. Adequacy of Resources (up to 25 points).

The Secretary considers the adequacy of resources to be conducted of the proposed project. In determining the adequacy of resources, the Secretary considers the following factors:

- (1) The potential for the continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25__

Strengths:

- (1) The applicant presents a sound plan for the continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. For example, the applicant has leveraged federal dollars from its Teacher Quality Partnership grant to ensure continued support once the project ends (p. 37). The project also anticipates the continuation of appropriated state funding to continue to support the residency program beyond the federal funding period. Additionally, the project has also leveraged the impact of the residency funding symposium to create a shared investment model in which the state provides the resident stipends, the partner IHE provides reduced tuition, and school divisions pay the cost of the mentor stipends and training, along with the cost of career coaches (p. 38).
- (2) The applicant provides clear evidence supporting the notion that the project has the potential to incorporate its purposes, activities, or benefits into the ongoing program at the end of Federal funding. The potential incorporation includes but is not limited to the project's concept and is now part of the partner IHE's School of Education's strategic plans. Also, The Minority Educator Recruitment, Retention, and Equity Center materialized as a result of the impact of the project and provides services to support the recruitment and retention of minority students (p. 39).

Weaknesses:

No weaknesses noted.

EED Renewal Technical Review Form

US Department of Education

**Division of Effective Educator Development (EED) Grant Review
2021 SEED Renewal
Application Technical Review Form
(CFDA 84.423A)**

Applicant Name: Virginia Commonwealth University	Application Number U423A180105
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Summary Ratings		
	Maximum Points	Score
A. Quality of Evaluation Plan	25	25
B. Quality of the Project Design	25	25
C. Strategy to Scale	25	25
D. Adequacy of Resources	25	25
Selection Criteria Total Score	100	100

A. Quality of Project Evaluation (up to 25 points)

The Secretary considers the quality of the evaluation of the proposed project. In determining the quality of the evaluation of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The project will include a two system evaluation, which means there will be secondary data and program-level primary data. The collected data consist of assessments, surveys, observations, and interviews of teachers and students. A chart of data sources was listed by data type and aligned to the evaluation questions. (pg.26) These evaluation strategies will provide effective project assessment of implementation.
2. The study will gather and evaluate both qualitative and quantitative data. This includes an in-depth account of the data relationships identified by the quantitative coding of teachers and students interview data and classroom videos. There will be 15 treatment and 15 comparison teachers observed in the classroom with interviews each year related to teaching and learning. The qualitative analyses are needed to understand the differences in high-quality, culturally responsive teaching practices. The qualitative analysis will also examine students learning differences between treatment and comparison teachers. (pg.23)

Weaknesses:

1. None noted.
2. None noted.

B. Project Design (25 points).

The Secretary considers the quality of the proposed project design of the proposed project. In determining the quality of the project design of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The program design is to expand the teacher residency program. The program strategies include combining education theory and classroom practice, having student teachers learn from an experienced, mentor, grouping teacher candidates in cohorts, building constructive education partnerships to serve school districts, continuing to support residents after they become teachers, and establishing and supporting roles for veteran teachers. (pg.3) The project plans to recruit, prepare, and support 120 new teachers with a focus on preparation in culturally responsive pedagogy and antiracism (pg.10) The project lays out a well-defined plan to train and support teacher training with effective and well-developed strategies. Another objective is to strengthen the teaching of mathematics and science for 240 teachers through summer professional development opportunities. This supports that teacher training design would be able to be replicated in other districts.
2. The project is a program model that will build capacity, yield results and serve as a model for other states to train rural educators. The program is incorporating the new education standards of computer

science and culturally responsive teaching practices in the STEM Summer Institutes and these expanded programs will extend beyond the funding period. (pg.32)

Weaknesses:

1. none noted.
2. None noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

- (1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- (2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The project can be replicated in a variety of settings with different populations. The project is a residency model that will prepare early childhood and early childhood special education teachers. This project brings a needed model for recruiting and supporting new teachers in specialized areas while supporting emerging areas like culturally responsive teaching and computer science. (pg.31)
2. The applicant is an active member of the National Center for Teacher Residencies (NCTR) and regularly shares program information and lessons learned monthly with residency programs across the nation. (pg.33) The university also annually attends conferences where this program's information will be shared, and the program's progress and findings will be published in Minority Educator Recruitment, Retention, and Equity Center monthly newsletters and a podcast series. (pg.34)

Weaknesses:

1. None noted.
2. None noted.

D. Adequacy of Resources (up to 25 points).

The Secretary considers the adequacy of resources to be conducted of the proposed project. In determining the adequacy of resources, the Secretary considers the following factors:

(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(2) 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.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The applicant frames the potential for continued funding by using the Teacher Quality Program technical assistance framework which identifies four factors for assessing sustainability: partnerships including stakeholder's support; the motivation and capacity for widespread use; return on investment; and ongoing financial supports. (pg.36) The applicant goes on to demonstrate the project has all four aspects of this framework for sustainability, including funding from the state and other private sources. (pg.39)

2. The project's proposed expansions into early childhood and elementary undergraduate training models meet two critical needs for local schools. The project trains and supports teachers and has become an integral part of the district's recruitment and supply of trained teachers for areas schools. (pg.18) The RTR program has already served as a model across the nation for teacher training. This project will further expand the replication of the program with the additional adaptations of culturally responsive teaching and the incorporation of computer science.

Weaknesses:

1. None noted.

2. None noted.

EED Renewal Technical Review Form

US Department of Education

**Division of Effective Educator Development (EED) Grant Review
2021 SEED Renewal
Application Technical Review Form
(CFDA 84.423A)**

Applicant Name: Virginia Commonwealth College

Application Number
U423A180105

Summary Ratings		
	Maximum Points	Score
A. Quality of Evaluation Plan	25	25
B. Quality of the Project Design	25	25
C. Strategy to Scale	25	24
D. Adequacy of Resources	25	25
Selection Criteria Total Score	100	99

A. Quality of Project Evaluation (up to 25 points)

The Secretary considers the quality of the evaluation of the proposed project. In determining the quality of the evaluation of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: 25_

Strengths:

1. The methods of evaluation are appropriate for examining the effectiveness of the problem implementation strategies. For example, the evaluation will focus on three specific studies. (p. 19-20). These studies are aligned with the evaluation questions and the objectives of the project. (p. 19-20). In addition, the evaluation studies will attend to the implementation activities, the impact on teachers as well as the impact on students. (p. 20-28). This suggests that the project can evaluate the link between the project activities and their intended impact, as they are represented in the project logic model. (Appendix).
2. The proposal notes that the evaluation plan will rely on objective performance measures as well as utilize quantitative and qualitative data. For example, the project will utilize objective performance measures, such as teacher retention rates and student achievement test scores. (p. 26-28). In addition to these quantitative sources of data, the proposal notes that the evaluation will also rely qualitative data, such as stakeholder interviews. (p. 29). This suggests that the evaluation will comprehensively assess the impact of the project.

Weaknesses:

No weaknesses noted.

B. Project Design (25 points).

The Secretary considers the quality of the proposed project design of the proposed project. In determining the quality of the project design of the proposed project, the Secretary considers the following factors:

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The proposal shows the information from the evaluation can inform replication of project activities and strategies. For example, one of the evaluation studies proposed by the project focuses on the fidelity of implementation and the variations in response to the local context. (p. 19). This suggests that the project will collect data on the implementation across three additional school districts, which can be helpful for replication.
2. The proposal provides some description of how the project will build capacity to carry on beyond the term of financial assistance. For example, one of the project's foci is to train teachers. Specifically, the project aims to build capacity of teachers' culturally responsive pedagogy. (p. 17). Moreover, the proposal notes that rural districts will get qualified, effective special education teachers who are better able to meet the needs of students with disabilities within their communities. (p. 18). In addition, the project will work with the partner LEAs to train mentors and organize mentor forums to support the induction of new teachers into their schools. (p. 11).

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

- (1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- (2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 24

Strengths:

1. The proposal communicates a feasible approach to replication. For example, the proposal shows that the evaluation will utilize a quasi-experimental design to assess the impact of the project. (p. 20-21). This rigorous method can provide quality information to inform replication efforts in the field. In addition, the proposal states that the project is working with four school districts, which could provide information on implementation in differing contexts.

2. The proposal describes several strategies to disseminate broadly what is learned from the project. For example, the project team is a member of the National Center for Teacher Residencies (NCTR) and share their successes and lessons learned monthly with residency programs throughout the country. (p. 32). In addition, before COVID, the project served as a visitation site for both AACTE and NCTR when they wanted policymakers or novice residency programs to see a mature program in action. (p. 32). Also, VCU faculty involved with Richmond Teacher Residency's (RTR's) implementation and program evaluation have and will continue to disseminate findings at national and regional venues, including the annual American Education Research Association (AERA) conference and the Eastern Evaluation Association conference. (p. 32). Additionally, the Minority Educator Recruitment, Retention, and Equity Center (MERREC) produces monthly newsletters and a podcast series that reach a broad audience in the local community and beyond. (p. 33). These strategies altogether suggest that the project can disseminate what they learn from the project to a broad audience.

Weaknesses:

1. The proposal does not make clear how the different school districts differ in meaningful ways, such as by demographics or size of district. Doing so would suggest that the project is intentionally varying the implementation to inform replication for the field.
2. No weaknesses noted.

D. Adequacy of Resources (up to 25 points).

The Secretary considers the adequacy of resources to be conducted of the proposed project. In determining the adequacy of resources, the Secretary considers the following factors:

- (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The proposal provides some evidence that the project has the potential for continued support beyond the term of the grant. The proposal notes that the applicant's institution sees their School of Education graduates working in two of the partner school districts as a metric for success. (p. 35). This suggests that there will be continued efforts to work with those specific school district partners. In addition, the proposal cites how the business community has supported the work in several ways, such as providing money to update the project website or donating hotel rooms. (p. 36). This suggests that there is a commitment from the community, which could continue in the future.
2. The proposal conveys that there is the potential for an incorporation of project components beyond the term of the grant. For example, the proposal notes that the program has integrated with the School of Education. Specifically, the new strategic plan for the School of Education has incorporated aspects of the project, such as supporting residency programs. (p. 35). In addition, the proposal shows that the partner school districts are supporting the work both financially, but also by using career coaches to support the residency teachers. (p. 39).

Weaknesses:

No weaknesses noted.