

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

Status: Submitted

Last Updated: 06/06/2022 10:52 AM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S336S220029)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	19
Adequacy of Resources		
1. Adequacy of Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	108

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #1: *****

Applicant: Alder Graduate School of Education (S336S220029)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (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 part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) 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.

Strengths:

The proposed project responds to teacher shortages by “growing your own” teachers equipped to effectively serve historically hard to staff communities from multiple LEAs, and has the capacity to launch “two new residencies” with 125 teachers (e22).

The proposed project goals, objectives, and outcomes for the teacher residency model are clearly specified and contain measurable inputs, components, activities along with desirable outcomes to create a pipeline of diverse instructors (e24, e28).

The proposed project is part of a comprehensive effort to improve teaching and learning by training teachers through partnerships aligned to statewide credentialing processes and is likely to succeed due to being supported by several local LEAs (e25, e30).

The proposed project reflects up-to-date knowledge from research and effective practice of selecting and preparing teachers to positively impact student achievement and implements these methodologies in their induction programming (e25-26, e36).

The proposed project utilizes continuous feedback loop integral to its design through a residency model that will provide extensive opportunities for continuous improvement (e24, e46).

The proposed project is very likely to build capacity and yield results beyond federal commitments due to innovative shared personnel and distributed costs (e47).

Weaknesses:

No weaknesses were discovered.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

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

- (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 proposed project thoroughly examines the barriers to an effective evaluation of the residency project, and aligned its evaluative methodologies to answer each of the four barrier questions it asked (e50).

The proposed projects authentically utilizes methods of evaluation through program data, resident and mentor teacher logs, interviews and graduate studies which will provide valid and reliable performance data on relevant outcomes by collecting and analyzing data throughout the duration of the project (e51).

The project demonstrates exemplary cross evaluation analysis of how each participating LEAs with their own cohorts is meeting the project's stated goals. Because of the scale of this project (which involves leading multiple LEAs with their own individual cohorts), it is essential to track how each LEA is able to implement and meet the applicant's goals and to effectively identify which ones require additional support (e51).

Throughout the activities, there is exhaustive interaction and delineation of activities as the lead organization collects data, local LEAs implement activities, and a partner organization evaluates whether or not benchmarks have been met and to the extent they have not been met and thus increasing its adherence to targets (e52).

The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project and are very likely to succeed by utilizing feedback loops imbedded throughout the process, which will generate actionable feedback (e55).

Weaknesses:

No weaknesses were discovered.

Reader's Score: 19

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- (ii) The extent to which the budget is adequate to support the proposed project.

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The proposed project has an extensive description and breakdown of resources (Appendix pages 1-7) and is likely to succeed due to strong LEA support and funding (e59).

The costs are reasonable in relation to the objectives, design and significance of the project with the designed goal to save LEAs resources through effective recruiting, training, and retention of teachers through the duration of this project (Appendix 1-7).

Costs associated with this grant are innovative as they decrease over time as the applicant scales the project upward and local LEAs assume a full cohort (e58).

The proposed project demonstrates resources to maintain the project beyond the grant through an innovative distributive sharing of costs through their network of partnerships that are designed to increase sustainability of the program and increase partnerships and has extensive and broad support by numerous stakeholders (e61, e135-e155).

The applicant demonstrates cost saving of \$1,000,000 over a 5-year period based on 100 teachers/year due to higher teacher retention in high-need LEAs of 90% students of color and 85% students are on free/reduced lunch (e60).

The project demonstrates significant commitment and is likely to succeed due to cooperation and distributive responsibilities and engagement (e64).

By 2025, as the project scales outward, Alder plans to train 500 residents per year and in partnership with 50 LEAs, demonstrating both capacity and project sustainability (e62).

Weaknesses:

It is unclear if the distribution of staff across the state would influence how they are able to effectively support the training of cohort members (e56).

Reader's Score: 28

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of 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 adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The management plan efficiently details clearly defined responsibilities among stakeholders and these responsibilities are aligned to the goals of the project increasing its effective impact (e65-66)

The management plan demonstrate thorough milestones and details clear objectives to scale the project outward and these are aligned on a timeline increasing their success (e67-69).

An established process to collect feedback and implement a continuous improvement loop is established and is likely to produce real reflection with the multiple dataset points to be evaluated throughout all levels of the process (e69-70).

Additional to the other objectives, the management team of the proposed project will create opportunities to further analyze the findings, so that continuous improvement may continue unabated as it is aligned to other goals (e70).

Because the project defines the roles and commitments of each partner in the management of the project, it increases the likelihood of success (e69-70).

The management of the proposed project utilizes all levels of staff, faculty, and administration in this project, which creates authentic accountability for the success of the project (e70).

Weaknesses:

No weaknesses were discovered.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.**
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.**

Strengths:

The proposed program qualifies under competitive priority 1 and is likely to continue to succeed as it has already attracted high levels of people from historically underrepresented groups, first generation college graduates and

individuals from low-income backgrounds (e26).

The program has intentional aims at improving the diversity of teacher candidates (83% of candidates come from underrepresented groups), which has a positive impact upon the populations of students with similar backgrounds (e26).

The program experiences higher teacher retention levels (62%, which is 20% higher than non ATR graduates) at LEAs due in part to strategies utilized to increase diversity and reflected in the components of the programing (e27).

Weaknesses:

None were discovered.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The teacher residency program promotes engagement and belonging and it will improve learning as educators are enabled to adequately promote equity in their classrooms (e31).

The clinical experiences provide opportunities to support diverse candidates as they explore multiple subject credentialing, which will increase the ability for districts to fill hard to staff courses (e31).

The coursework is rigorous, aligned to several academic standard strands (CCS-ELA, CCS-MATH, NGSS, ELD, and CTC Program Standards) and because every resident teacher receives inclusive strategies, it increases educators' ability to work with underserved students (e32).

Weaknesses:

None were discovered.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) **Fostering a sense of belonging and inclusion for underserved students.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

The proposed teacher residency takes a “whole-child” approach, and trains teachers to develop their own culturally responsive environments. By enabling teachers to develop their own responses, it creates greater authentic adherence to these processes (e35).

The proposed teacher residency program is rooted to coursework on social emotional research and theory. This enables the creation of a safe and inclusive environment and lends itself to greater awareness of trauma induced experiences and effective cultural responsiveness (e35).

The course work is intentionally designed and the activities (community mapping, student interviews, and family visits) are authentic means to effectively reach the goals of the “whole-child” approaches (e35).

Weaknesses:

None were discovered.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

- a) **In one or more of the following educational settings:**
 - (1) **Early learning programs**
 - (2) **Elementary school.**
 - (3) **Middle school**
 - (4) **High school**
 - (5) **Career and technical education programs.**
 - (6) **Out-of-school-time settings.**
 - (7) **Alternative schools and programs.**
- b) **That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

Strengths:

The proposed project is designed to address inadequate responses (stressing relationship based responses, and culturally responsive pedagogies) so that educators can install a more equitable learning environment for students (e21).

The project effectively develops teachers who represent “high need LEAs” and adequately equips these teachers with trauma-informed support and with social-emotional competencies in order to increase the resident teacher’s ability to effectively academically and non-academically support these students (e34).

Weaknesses:

None were discovered.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The proposed project will grow teachers for its design is to recruit, equip, place, develop and retain teachers from historically underrepresented groups (e26).

Weaknesses:

None were discovered.

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 10:52 AM

Status: Submitted

Last Updated: 06/03/2022 05:31 PM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S336S220029)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	24
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	103

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #2: *****

Applicant: Alder Graduate School of Education (S336S220029)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (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 part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) 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.

Strengths:

The applicant clearly demonstrates a solid rationale and need for interventions to address teacher shortages in high-need schools. The interventions planned by the Alder Teacher Residency (ATR) project addresses students' needs by providing a research-based, cost-effective teacher residency and induction model. (Pages e21-e24) The proposed project is supported by a logic model that includes intended measurable outcomes. The logic model and rationale provides a path for the completion of the proposed project. (Pages e100-e101)

The applicant clearly identifies goals, objectives, and outcomes that are measurable and specific. The goals are linked to specific objectives and outcomes. These efforts ensure that the project design includes the guidelines needed to accomplish a successful project. (Pages e28-e29)

The proposed project includes a comprehensive plan to provide a path for providing improvement in teaching and learning and support of rigorous academic for students. The interventions in the design plan prepare effective teachers to understand content standards and plan assessment and instruction to ensure for better outcomes for students. The project is focusing on the specific needs of each participating LEA. (Page e30-e32)

The applicant includes in the project design several research and effective practice elements. Each of the major components includes a clearly established link between the intervention and the research that supports that effort. The project's recruitment plan includes a "Grow Your Own" pathway that builds on evidence-based practices as outlined in the Teach for America WWC report, 2016. The use of up-to-date research and effective practices ensure the interventions based on that research have a clear pathway to success. (Pages e35-36 and Page e159)

The project design includes extensive use of performance feedback and continuous improvement strategies that are integral to the proposed project. The formative data collected is analyzed and shared with stakeholders on a frequent basis to ensure that best practices and areas for continued improvement are clearly identified and informed decisions are

made. (Page e46)

The applicant clearly demonstrates that the teacher residency model builds the capacity of an appropriate pipeline for diverse, local talent. The applicant and its partners provide sharing of costs which establishes long-term sustainability of the key components of the project beyond the period of financial assistance. (Pages e46-e49)

Weaknesses:

No weaknesses found.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

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

- (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 project evaluation plan demonstrates the use of some valid and reliable measurements including formative and summative assessment for measuring the proficiency in planning and preparation and knowledge of content for mentor teachers. These efforts ensure that performance data is collected on relevant outcomes. Regular observation and feedback sessions are used to ensure that clinical experiences are tightly aligned to coursework. (Page e39)

The proposed project includes a nonprofit research organization with extensive experience to conduct an independent evaluation of the ATR. This helps to ensure that the evaluation is thorough, feasible and appropriate. The evaluation plan includes responses to several research questions including implementation, barriers and facilitators, mentor teacher outcomes, and resident outcomes. This plan ensures that the measurements are appropriately aligned to the goals, objectives, and outcomes. The evaluation plan includes both qualitative and well as quantitative measures including surveys and mentor retention data. The evaluation plan includes both formative and summative collection of data. The evaluation tools are used to appropriately address the level of progress toward the goals. (Pages e49-e54 and Pages e100-e101)

Weaknesses:

The applicant does not clearly outline how the outcome, "Improved student achievement", will be evaluated within the participating partner LEA's. Without that information, it is difficult to determine how students' progress and success will be measured and if those measurements are valid and reliable. (Page e100-e101)

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- (ii) The extent to which the budget is adequate to support the proposed project.
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant, Alder Graduate School, is the lead applicant and is the fiscal agent. The fiscal agent has committed appropriate facilities, equipment, supplies and technology resources to the project. The budget narrative demonstrates that over six million dollars is committed from nonfederal funds. This represents commitment to 100% financial match. Those funds includes those from the LEA partners. These are adequate measures to ensure that the proposed project is accomplished. (Page e55-e57 and Pages e170-e171)

The budget is adequate to support the proposed project. It provides for appropriate funding for personnel and training stipends that are sufficient for the scope of the project and ensure that the project can be completed within budget. (Page e171)

The costs of the project are reasonable. The project includes the start of two new residency and induction programs. This includes 125 teachers to be prepared through eight cohorts of residents. The project supports the professional development of over sixty mentors and induction coaches. These efforts ensure that the project reaches its potential significance as an effective teacher resident program. (Page e25)

The applicant demonstrates how the proposed project provides integrated efforts to ensure that the project continues beyond the length of the grant. The applicant indicates that the first nine months of the project is used to coordinate efforts between the lead organization and the partnering LEA's. Alder GSE shares tuition revenue with K12 partners to offset costs of the director position. The letters of support provide support and indication of the engagement from key stakeholders. These efforts help to ensure that the interventions extend beyond the grant period. (Page e137 and Page e61)

The resources provided by each of the partners is outlined in the narrative. For example, the LEA Partners include leadership personnel including district administrators and induction coaches. If supported by an MOU, these efforts would demonstrate an appropriate commitment by each partner. (Page e63-e64)

Weaknesses:

The letters of support from the LEA's do not include specific information as to how these partners will support the resources necessary for the project's success. Without this information it is difficult to determine the amount and types of resources that will be available for the project. The applicant refers to MOU's that have been developed to address the role of the partnerships; however, the MOU's are not available in the application packet. (Page e64)

Reader's Score: 24

Selection Criteria - Quality of the Management Plan**1. D. Quality of the Management Plan (20 points)**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of 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 adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

The applicant demonstrates the development of a management plan that provides for the guidelines to achieve the goals, objectives and outcomes of the proposed project on time and within budget. The management plan includes clearly defined milestones that are aligned to each of the key objectives of the project ensuring that those key components are completed on time and within budget. (Page e67-e69)

The person or persons responsible for the accomplishment of the activities connected to the milestones are clearly linked and specific timelines are given for work to be completed. This ensures that the work will be completed in a timely manner. (Pages e64-e69)

The management plan provides for a sound feedback loop with key stakeholders to ensure that the project is implemented with fidelity and is achieving the desired outcomes. This loop will include the project team, SRI evaluation team, and Directors, residents and mentors. The groups will meet monthly and quarterly to focus on learning, improvement and self-study. (Page e70 and e46)

To ensure that rigorous coursework and clinical experiences occur, feedback will be requested from partner LEAs in planning for future course work and clinical experiences. (Page e40 and Page e46)

Weaknesses:

No weaknesses found.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

To provide for an increase in educator diversity, the applicant includes a plan to intentionally reach, recruit, enroll, prepare, support, place, develop and retain teachers from historically underrepresented groups. The ATR project uses a “high-touch and personalized” outreach to address this issue. (Page e28)

The applicant lead has increased relative proportion of residents from 35% to 83% over the past 12 years. The proposed project continues to build on that effort to increase educator diversity. (Page e28)

This project includes using wraparound student services that assist in filling gaps in enrollment for students who are from lower-income backgrounds. (Page e27 and Page e36) One of the outcomes for the project is to have 60% of new educators to be from historically underrepresented groups. (Page e28)

Weaknesses:

No weaknesses found.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The applicant demonstrates efforts to support professional growth to strengthen student learning. The professional development is based on evidence-based practices and uses high-quality instructional materials. The professional development is utilized for both the residents and the mentors. Effective professional development will strengthen student learning. (Page e21, Page e25, and Page e31)

The proposed project provides training using evidence-based practices with high-quality instructional materials. By preparing the residents with a comprehensive program grounded in rigorous academic standards and student area licensure needs, students in high-need schools have more access to effective and diverse educators. This includes an increase in the number of teachers earning special education credentials or credentials in English, Social Studies, Science or Math. (Page e31)

Weaknesses:

No weaknesses found.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) Fostering a sense of belonging and inclusion for underserved students.**
- b) Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

The proposed project is designed to improve students' social, emotional, and academic development. The project model trains teachers to develop their own culturally responsive, emotionally safe learning environments by first taking a "whole adult" approach to support teacher candidates and mentors. Then those trained teachers address the "whole child" supporting trauma-informed practice for students. These efforts foster inclusive and safe learning environments. (Pages e34-e35 and e42 and Page e84)

The proposed project relies heavily on evidence-based practices for advancing students success for underserved students. For example, research indicates that not having access to a high-quality teacher compounds educational inequities for underserved students. This project has a direct focus on providing the high-quality teacher in high-need classrooms. (Kalogrides, D. Loeb.S., &Beteille, T (2013) (Page e22 and Page e156)

Weaknesses:

No weaknesses found.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs**
- (2) Elementary school.**
- (3) Middle school**
- (4) High school**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The applicant demonstrates that the proposed project promotes equity in student access to educational resources and opportunities by forming partnerships with high-need LEA's to add more diverse teacher populations that meet the needs of the students in those schools . (Page e25 and Pages e34-e35)

The ATR project is effectively designed with resident coursework and mentor professional development to address the "whole child". This effort assists in providing a more inclusive, supportive, equitable, unbiased and identity-safe learning environment for students in high-need LEA's. (Page e25 and Pages e34-e35)

Weaknesses:

No weaknesses found.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders

in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The applicant clearly defines how the proposed project establishes and expands a Grow Your Own program. The project intentionally reaches out, recruits, enrolls, prepares, supports, places, develops and retains teachers from historically underrepresented groups. This effort will increase the diversity of qualified individuals entering the workforce. (Pages e26-e27)

Each LEA will also establish its own Grow Your Own pathway. These efforts clearly align to this priority.(Pages e26-e27)

Weaknesses:

No weaknesses found.

Reader's Score: 0

Status: Submitted
Last Updated: 06/03/2022 05:31 PM

Status: Submitted

Last Updated: 06/06/2022 06:19 PM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S336S220029)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #3: *****

Applicant: Alder Graduate School of Education (S336S220029)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (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 part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) 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.

Strengths:

- The project has specific and measurable goals, objectives, and outcomes to address long-term teacher shortages in special education, math, and science. (e22 and Appendix B.)
- Table A1 clearly documents how the LEAs meet needs metrics, and the simplified logic model shows how the goals, objectives and outcomes are measurable. (See charts e23-e24)
- To improve teaching and learning outcomes the Adler Teacher Residency (ATR) teacher pipeline will be expanded for K12 partners through long-term partnerships which address patterns of teacher shortages, underprepared teachers in high-need schools, high turnover, gaps in diversity, and inequity in access, especially for underserved students. (e25)
- The design of the program provides up-to-date knowledge from research and effective practice. TFA (Teaching for America) practices such as selective admissions, intensive pre-service training, placement and in-service support during the first years of teaching reflect best practices based on research. (e26)
- Formative feedback is a reliable tool to measure progress over time. Evaluative formative data collected from students, residents, mentors, graduates and partner LEAs is used to improve the design of the model". (e28) Partnership stakeholders will review data from a variety of sources to ensure they have the information they need to understand implementation and make course corrections as needed. Alder GSE's external evaluation partner, SRI International, will share formative data in monthly site meetings as it is available. (e28)
- Comprehensive methods and practices to build capacity and yield results extending beyond Federal financial assistance include, (1) tuition revenue sharing from the start to avoid a financial cliff at the end of the grant, (2) shared personnel to lead residency to ensure alignment and coherence from recruitment to induction, (3) investing in high-need LEA partners to amplify local talent and diversify the teaching force, and (4) supporting all partners to identify diverse revenue streams to promote innovation, impact, and long-term sustainability beyond the period of federal assistance.
- The Budget Narrative and Appendix G documents the project's 100% match. Each partner will contribute personnel, materials, travel expenses, and in-kind support to match the grant funds requested. This financial planning demonstrates each partner's commitment of resources to the project to ensure success. (e64)

Weaknesses:

There are no known weaknesses

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation**1. B. Quality of the Project Evaluation (20 points)**

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

- (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:

- SRI will regularly collect and analyze data to determine whether benchmarks (e52) on these measures have been met and the extent to which program implementation differs across partner LEAs (RQ1). Exactness (fidelity) implementation benchmarks will guide data collection and analysis. (e52) with monthly logs detailing the use of inclusive instructional and mentoring practices; Graduate surveys administered Years 3, 4, and 5, allows SRI researchers to estimate teacher retention rates as well as the frequency with which graduates implement ATR instructional practices. (e54)
- SRI will detail the extent to which residents continue to use inclusive instructional practices once they become teachers of record by analyzing program data on teacher and mentor retention and also address factors that facilitate or hinder these outcomes. (e55)

Weaknesses:

There are no known weaknesses

Reader's Score: 20

Selection Criteria - Adequacy of Resources**1. C. Adequacy of Resources (30 points)**

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

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- (ii) The extent to which the budget is adequate to support the proposed project.
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

- Alder GSE's model is reasonable and includes limited facility use compared to more traditional institutions of higher education because (1) residents engage in clinical experience at K12 partner schools, (2) residents pursue half of their course credits in-person at partner-provided sites and half online, and (3) Alder GSE staff members are distributed across California, many working from home and traveling to regional K12 partner sites. (e56). Technology and online library services are available and accessible. (e57)
- Costs are reasonable and the partners have created a feasible timeline and budget and support the project's success and dissemination (see Table D1, section C(ii), and Budget Narrative). Alder GSE has the organizational capacity to ensure objectives are achieved on time and within budget. (e61)
- The partnership is committed to operating ATR beyond the length of the grant including a multi-year financial and operating model and plan with partner LEAs covering and/or contributing significantly to the resident and mentor stipends and is included in district budgets. (e61)
- Designated project leads and resources committed by each partner are summarized on e62 and commitments will ensure successful implementation of the project. (e62) Resumes can be found in Appendix D.

Weaknesses:

There were no weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of 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 adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

- The management plan is detailed and lists personnel responsibilities to ensure the three goals with objectives and milestones will be achieved on time. (See Table e67, e68, e69)
- "All partners are data-driven organizations that embrace a culture and practice of continuous improvement, using qualitative and quantitative data to drive organizational and procedural improvements and hold ourselves accountable for student and teacher success." (e69) Collected data ranges from residents' admissions information (demographics, past performance, motivation), coursework (grades, completion status), apprenticeship (gateway assessment/evaluation scores, mentor teacher characteristics, student learning data), oral exam scores, job placement, retention, credentialing needs, student test scores, teacher evaluation ratings, and reflections from all relevant stakeholders. (e69) Staff, faculty, and administration are involved in examining data and planning improvements.

Weaknesses:

No weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

- ATR is designed to intentionally reach, recruit, enroll, prepare, support, place, develop, and retain teachers from historically underrepresented groups. (e26)
- Through comprehensive support with certification and credentialing, Alder faculty and staff work to ensure 85% of residents earn a master's and credential in one year, another 5% complete these within two years, and 96% of graduates are hired as educators upon completion. (e27)
- The priorities for the applicant are to graduate fully credentialed teachers in special education, math, science, and multiple subject areas who can deliver standard-aligned instruction to increase student learning and reflect the racial, ethnic, and linguistic diversity of their student enrollment. (e31)

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced

certifications from nationally recognized professional organizations.

Strengths:

- Newly hired teachers continue to receive sound support and coaching to develop instructional strategies, promote ongoing curriculum development, and support student academic success. (e31)
- To support and retain teachers, the LEA Partner institutions provide ongoing professional growth opportunities, competitive compensation, access to teaching teams (to promote collaboration and support), and a professional learning community for alumni of the residency program. (e32)
- Teachers developed through ATR, often become supportive mentors for future candidates, which is another way the “Grow Your Own” strategies of LEAs reinforce engagement, career growth, and retention. (e33)

Weaknesses:

No weaknesses noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students’ social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) **Fostering a sense of belonging and inclusion for underserved students.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

- ATR nurtures a positive, inclusive, and identity-safe climate in the preparation program and in professional development opportunities with residents and mentors able to adapt practices they experience first-hand as learners into their own classrooms and for their students as teachers. (e35)
- Alder GSE’s residents represent diverse points of view, learn about alternative pedagogical approaches and intentionally designed coursework to model best practices that are inclusive, supportive, equitable and evidence based. (e35)
- Residents and mentors develop their own culturally responsive learning environments that strengthen social, emotional, and academic skills in their students. (e42)

Weaknesses:

No weaknesses noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2

points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs**
- (2) Elementary school.**
- (3) Middle school**
- (4) High school**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

- ATR is designed to train teachers to develop and represent their own culturally responsive, emotionally safe learning experiences to strengthen students' academic and non-academic skills. (e33)
- To develop a "whole-child" approach, residents and mentors engage in rigorous activities that include (a) resident coursework and mentor professional development grounded in the social and emotional development of children, culturally responsive pedagogy, inclusive learning environments, family and community engagement. (e35)
- Courses activities include community mapping, student interviews, conducting family visits to develop a deeper understanding of their students and practice with culturally responsive, evidence-based strategies. (e35)

Weaknesses:

None are noted

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

- To ensure candidates reflect their school communities, staff at Alder GSE and partner LEAs start by prioritizing outreach to recent alumni of the school system, instructional aids, paraprofessionals, and after-school educators. (e36)
- Targeted outreach is coupled with personalized support to candidates to effectively implement a "grow your own" strategy for each LEA. With outreach to the broader community, such as local colleges, community-based organizations, City Year, EnCorps, Breakthrough Collaborative, and student and professional associations. (e36)
- ATR staff provides supports through the design of recruitment, selection, admissions, enrollment, financial aid, and student services processes to encourage promising candidates the access to information and resources they need to enroll and persist in residency programs. ATR's "whole adult" focus is tailored for candidates based on their needs. (e38)

Weaknesses:

No weaknesses

Reader's Score: **0**

Status: Submitted

Last Updated: 06/06/2022 06:19 PM