

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

Status: Submitted

Last Updated: 07/13/2022 02:37 PM

Technical Review Coversheet

Applicant: National Center for Teacher Residencies (S423A220008)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	33
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	2
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Sub Total	10	8
Total	110	103

Technical Review Form

Panel #6 - FY22 SEED Panel - 6: 84.423A

Reader #1: *****

Applicant: National Center for Teacher Residencies (S423A220008)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 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.
(7 points)

(ii) 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.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) 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.
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates a high-quality design for the project in several important areas. It identifies how the training is of sufficient quality, intensity, and duration to lead to improvements in practice. It successfully identifies how the proposed project is designed to build capacity and yield results that will extend beyond the grant. It clearly identifies a conceptual framework and documents the appropriateness of the project to meet the needs of the target population. However, it is unclear how the partners will collaborate with the project to provide needed services.

(i)

The professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration. To illustrate, the project's holistic approach to technical assistance encompasses five stages and a progression that is offered to emerging and existing residency programs throughout their lifecycle. For years, the model has been tested by IHEs, school districts, nonprofit organizations, and others, and according to the applicant, high quality, diverse, and impactful residencies are the result. In addition, the project will take four different approaches to developing and scaling teacher residency programs. (p. e 57)

(ii)

That the project is designed to build capacity and yield results that will extend beyond the grant is patently clear. For example, the project notes that the professional relationships that are formed among individuals and across residency programs will outlast the term of this grant. In addition, the project has a built-in year of work around developing sustainability. (p. e 68)

(iii)

There is a clear conceptual framework underlying the proposed research. The applicant deliberately focuses on the needs of students who have experienced historical and persistent inequities in the public school system. For this reason, the project focuses chiefly on the needs, experiences, and academic outcomes of students who identify as Black and of African descent, Chicano/Latino, Asian, and Indigenous Nations or American Indian as well as immigrant, refugee, English learner, LGBTQ, free or reduced-price lunch, religious minority, special education, physical or mental disabilities, homeless or highly mobile. (p. e 70)

(iv)

The project's support for and involvement with appropriate partners is evident. For example, the applicant will help them strengthen partnerships and helping them build new ones, particularly as it pertains to the scaling work that is focused on recruiting, preparing, and retaining diverse, under-represented teacher residents. The fact is that recruiting and supporting diverse, under-represented teacher residents will require, in most cases, the development of new partnerships that residencies are often lacking which is one of the reasons why recruiting diverse teacher residents has traditionally been a challenge. (p. e 72)

(v)

The design of the proposed project is appropriate to, and will successfully address, the needs of the target population is clearly seen in the application. For example, the applicant notes that as students of color have returned to school, they have unique and complex social, emotional, and academic needs which means that the quality of their teachers matters more than ever before. This project will help address those needs. (p. e 30)

Weaknesses:

(ii)

The application lacks detail concerning local school involvement in the residency program. For example, there is little detail about how the school in which the participants are serving will be engaged in this significant and school climate changing work. (p. e 57)

Reader's Score: 33

Selection Criteria - Significance

1. B. Significance (25 points)

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

**(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
(7 points)**

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)**

**(iii) 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.
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(6 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates the significance for the project in several ways. It identifies the magnitude of outcomes, and how the proposed costs are reasonable. It also provides support for how the proposed project will be incorporated into the organization and the extent to which project findings will be shared.

(i)

The magnitude of this project is significant because it offers the applicant a chance to contribute to the research on important topics such as SEL in teacher preparation programs, the components of effective teacher residency programs, and strategies that result in increases in diverse, under-represented teacher resident enrollment in teacher residency projects. (p. e 82)

(ii)

The costs of the grant are reasonable ones and are noted in the application. For example, the application notes that it cites that \$20,000 is the average cost for the recruitment, hiring, training, and support of each new teacher. However, while their project will cost only invest \$12,615 per well trained resident. (p. e 83)

(iii)

All the organizations involved in the project will benefit, perhaps most importantly, the school districts. The application notes that over three years the project will see to the preparation of 625 diverse, underrepresented teacher residents, which will benefit approximately 35,219 students in 40 school districts, and 412 schools, of which 354 are Title I schools. (p. e 83)

(iv)

The application has a highly detailed and thorough dissemination plan. For example, the project notes that its organization is looked to for guidance and support in this area of educational programming. In addition, the project has a commitment to proactively inform the field of teacher preparation, state and federal policymakers, practitioners, and researchers about the use of the residency model to improve student achievement and teacher candidate preparation. (p. e 86)

Weaknesses:

No weakness observed.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan**1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates some qualities of a good management plan. It identifies sound goals and objectives for the project. However, it is unclear how the project will achieve the objectives of the project with inadequate details about the means for accomplishing the tasks.

(i)

The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. For example, the applicant notes that the impact study will include three types of outcome measures, including teacher hiring and retention. In addition, the project will be measuring equitable sociocultural interactions in early childhood classrooms with racially minoritized students. All these are specified and measurable. (p. e 204)

(ii)

The management plan will drive the project to success and on time and within budget, and it includes clearly defined responsibilities, timelines, and milestones. For example, a year one activity where programs distribute funding for access to educational opportunities and resources such as emergency funds, funds for testing support and scholarships are in the project timeline and has staff assigned to it. (p. e 92)

Weaknesses:

(ii)

The roles and responsibilities of the staff for the project are not clearly detailed. This oversight makes it difficult to determine ultimate program success. For example, lack of whether timelines clear milestones will be kept up or to be milestones to be achieved during the grant period impact the project management. In addition, For example, several names are listed in the column for responsibility, but the names are not linked to specific tasks. Finally, there is not a complete timeline for the project included in the application. (p. e 92)

Reader's Score: 17

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4 points)

(iii) 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.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) 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.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application largely demonstrates a high-quality evaluation plan. It is clear that the methods of evaluation will meet the WWC standards and will use measures that are clearly related to the outcomes. Finally, the evaluation will provide reliable data for replication and give information about the effectiveness of the project.

(i)

The project supplies solid details about how the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards. For example, it notes that the core research design will employ a quasi-experimental matching design to estimate the effect of the project on hiring, retention, student achievement, and classroom practices. Also, it notes this evaluation will provide evidence that will meet the What Works Clearinghouse (WWC) evidence standards of effectiveness with reservations for effects on students and teachers. (p. e 100)

(ii)

The application has results to provide performance feedback and permit periodic assessment of progress. For example, a descriptive study will rely on analyses comparing the recruitment, hiring, and retention of candidates in the project's residency programs. (pp. e 200-201)

(iii)

The intended outcomes of the project are to be thoroughly examined as a result of an implementation study. It will rely on descriptive analysis of quantitative data and qualitative data to document the fidelity of implementation and the factors that support and hinder the project. Other measures examined include the use of equitable, research-based practices to prepare mentors to support resident implementation of SEL and the financial sustainability of new residency programs. (pp. 200-201)

(iv)

The project details an abundance of information to guide possible replication of project activities or strategies. This is seen in the description of the evaluation, which will result in information about the efficacy of the model as well as programmatic details that can be used to inform continuous improvement. (p. e 204)

(v)

The evaluation plan will allow scaling within existing programs and replication to new settings. This will be accomplished by the evaluator providing timely formative feedback to the project lead and participating sites via memos and briefings. (p. e 204)

Weaknesses:

No weakness observed.

Reader's Score: 20

Priority Questions**Competitive Preference Priority - Competitive Preference Priority 1****1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

The applicant provides evidence of a strong track record in this area. For example, the project builds upon 15 years of developing and supporting teacher residency programs focused on meeting the needs of teachers of color and serving the needs of underserved students. (p. e 29) In addition, the project notes that it has as one of its goals to increase the number of strong and diverse teachers who take their places in service to high-need schools. (p. e 31)

Weaknesses:

No weakness observed.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities
(up to 3 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—

(1) In one or more of the following educational settings:

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation 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 application provides support for equitable access to resources for early learning and elementary schools. For example, the project is noted for its commitment to equity and preparing the next generation of diverse, day-one ready educators through yearlong residency programs. These teacher residency programs will address the enduring and systemic inequities facing children of color and children living in poverty. (p. e 29)

Weaknesses:

The application does not include sufficient detail on how it will serve students with disabilities as part of its teacher training. (p. e 32)

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

**1. Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Strengths:

The applicant notes that as students of color have returned to school, they have unique and complex social, emotional, and academic needs which means that the quality of their teachers matters more than ever before. This project will help address those needs. (p. e 30)

Weaknesses:

The application is lacking details on how its project will impact students' physical safety. Also, it is lacking in detail about trauma experienced by students in the school districts to be served. (p. e 30)

Reader's Score: **1**

Status: Submitted

Last Updated: 07/13/2022 02:37 PM

Status: Submitted

Last Updated: 07/12/2022 07:48 PM

Technical Review Coversheet

Applicant: National Center for Teacher Residencies (S423A220008)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	31
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	94
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	2
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	103

Technical Review Form

Panel #6 - FY22 SEED Panel - 6: 84.423A

Reader #2: *****

Applicant: National Center for Teacher Residencies (S423A220008)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 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.
(7 points)

(ii) 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.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) 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.
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The National Center for Teacher Residencies presents a comprehensive teacher residence program with 15 years of experience and a history of success in teacher preparation. Statistical data is provided to illustrate success. The project described is of high quality, intensity and duration to lead to improvement in teaching and learning. Increased capacity is highly likely with over 40 districts and 35,000 students impacted. However, the applicant does not adequately link specific social emotional learning and academic goals. The proposal also does not indicate how it will address the needs of students with disabilities.

Supporting Statements:

Strengths:

NCTR has a holistic approach to technical assistance which has five stages and a program offered to emerging and existing residency programs throughout their lifecycle. The implementation expands existing residency programs and adds new residency programs. Each is designed to serve identified target schools' needs. P. e56

This phased approach spans from exploration of appropriate program design through program development, growth and advance stages. This design allows for continuous assessment, adjustments, and improvements. P e56-58

The program framework is clearly illustrated through narrative, charts, and a logic model. P e59-62 and appendix.

Partners and activities are clearly defined and appropriate for collaboration and effective practices. P.e57-60

Professional development is attentive to the academic performance affected by the social/emotional aspects of student learning using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (Appendix N), which identifies five core components of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. P.e46

The applicant has addressed all aspects of the project design with clear references to current research and best practices. Particular attention to the impact and needs of the education community (administrators, teachers, and students) post COVID learning environments has been documented and thoughtfully addressed. P e35, e76

Weaknesses:

The applicant presents a strong program, which is heavily focused on social/emotional learning and how it improves academic performance. While this is well documented with research references there are few details to illustrate specific pedagogical practices integrated to meet rigorous academic standards. P. e76

Although the applicant states an intent to meet the needs of underserved students the described project is lacking details regarding specific professional development activities related to learning outcomes. Pe36-60, P. e76

The proposal does not specifically address inclusion and/or needs of students with disabilities or special learning requirements which may limit their ability to benefit from the improvements in educational practices. P. e36-60

Reader's Score: 31

Selection Criteria - Significance

1. B. Significance (25 points)

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

**(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
(7 points)**

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)**

**(iii) 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.
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(6 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant's experience is evident and includes a thorough examination of the strengths and weaknesses of the program and how to learn from these and share the information. This is a large program with the potential to show significant results in teacher preparation and improvement with a reasonable cost per participant. The dissemination plan is comprehensive and clearly defined.

Supporting Statements:**Strengths:**

The applicant presents a strong proposal with a teacher residency program providing professional development and clinical experience for participants. This approach has a high likelihood of success as it puts potential teachers in learning experience beyond coursework and provides opportunities for mentorship and support. P. e80

As illustrated in the chart on p. e80, this program will impact 625 teachers representing 40 districts and over 35,000 students. "This grant, over three years, will support the preparation of 625 diverse, underrepresented teacher residents, which will benefit approximately 35,219 students in 40 school districts, 412 schools, of which 354 are Title I schools".

This is a large-scale project that will prepare teachers and inform the field of education with its impact and research data. P. e82

The table presented provides a detailed breakdown of the anticipated outcomes in terms of teachers successfully completing this program at each of the partner institutions. P. e81

The cost/investment per participant is \$12,615, which is reasonable for the training, provided and anticipated results. This indicates a likelihood that the applicant may be able to continue the program beyond federal funding. P. e83

Financial sustainability planning is incorporated at each site and designed to maximize potential fundraising and incorporating project components in ongoing programs offered P. e67

Dissemination is well planned and includes partnerships, forums, and publications. The applicant plans to develop a publication as a result of this project detailing the work of the partner residencies, the lessons learned, and the implications for the field. They will also disseminate learnings via white papers, blogs, and other written materials for public use Providing a wide audience for dissemination, including publicly accessible materials, will maximize the likelihood that other will benefit from this project's results, resources and strategies. P. e86

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan**1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

(10 points)

(ii) 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.
(10 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

Strengths:

Goals are clearly stated with detail regarding objectives and outcomes for each year and for each partner in the project. This detail provides measurable objectives and a specific targets for achievement. Since this project has some variation depending on site/partner, these specifics will inform the successful elements and achievements as well as areas for improvement. P. e88-92

Measurable objectives and anticipated timeframes are provided for each goal. This provides a clear chart of anticipated results for each year of the project and for its overall success in meeting the anticipated outcomes on time and within budget. P e90

Timeline for achievements and milestones are clearly detailed with responsibilities assigned to indicate collaboration and implementation of each project component. P. e92

Milestones are clearly stated with accompanying activities to achieve them. These benchmarks will serve to inform project progress and indicate areas of success or areas for improvement. P. e94

All key project staff are described with sufficient detail regarding roles and responsibilities to assess the adequacy and potential effectiveness of project management. P. e98

Weaknesses:

Although staff names are provided, these key project staff are not described with sufficient detail regarding roles and responsibilities to assess the adequacy and potential effectiveness of project management. This lack of connection of staff oversight of key activities may adversely impact the effective implementation of this project. P. e92 and e98

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4 points)

(iii) 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.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)

(v) 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.
(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provides a detailed and extensive evaluation plan with clearly defined research questions, data collection and descriptions of methods. Qualitative and quantitative data collection and analysis are linked to the stated goals and objectives. Project replication tools are detailed and indicate a likelihood of expanding results and strategies.

Supporting Statements:

Strengths:

The evaluation plan is well detailed and provides relevant research questions for assessing success. Continuous feedback through data analysis and survey/interviews is described and abundant for qualitative and quantitative analysis as well as program improvements. P. e200-203

Evaluation is linked to each goal/objective in charts from Management section and provides valid and reliable data to measure achievement and outcomes as described. P. e185-192

The extensive data collection and detailed evaluation reports and feedback are anticipated to inform continuous improvement and replication to new settings. By providing timely formative feedback the evaluation will contribute to program improvement during the grant period. A publicly available summative report will inform future reviews of evidence-based practices that can shape the design and implementation of other programs to develop a diverse and highly effective teacher workforce for high-need schools and districts. P e204

Weaknesses:

No weaknesses found.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

**1. Competitive Preference Priority 1: Increasing Educator Diversity
(Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

Strengths:

The applicant cites experience and prior success in residency programs and training teachers to serve high need districts and target populations of underserved students. P. e32

This project is primarily training teachers for districts with diverse student populations and is working to build better representation of this diversity in the trained teachers. P. e35-60 Attention to equity and diversity is evident throughout the proposal and the design and practice is supported with data regarding need and participant information. This program progresses from recruitment through development and advanced phases to maximize impact and increase capacity of teachers to best serve diverse schools. p. e32-38

Weaknesses:

No weaknesses found.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities
(up to 3 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—

(1) In one or more of the following educational settings:

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation 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:

This project addresses educator preparation practices with research-based practices that have been shown to accelerate student learning, increase student engagement, and equitable learning environments, particularly for students from historically marginalized communities, and equity issues and high need areas with focused attention to African/Black and Latinx populations. P. e44

Appendix also indicates attention to inequity in broad terms. "... Levers for Equitable Teacher Residencies (Appendix L) place deliberate focus on the needs of students who have experienced historical and persistent inequities in our public school system". Appendix 1

Weaknesses:

Little detail is provided to address pedagogical practices regarding students with disabilities or special learning needs. P.e44

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Strengths:

This project has a key focus on incorporating social/emotional learning and provides data to link this to improved academic performance. P.e45

The applicant recognizes the need to address students' emotional well-being include the impact of trauma and safety. P.e51

Weaknesses:

No weaknesses found.

Reader's Score: 2

Status: Submitted
Last Updated: 07/12/2022 07:48 PM

Status: Submitted

Last Updated: 07/15/2022 12:01 PM

Technical Review Coversheet

Applicant: National Center for Teacher Residencies (S423A220008)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	34
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	2
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Sub Total	10	8
Total	110	105

Technical Review Form

Panel #6 - FY22 SEED Panel - 6: 84.423A

Reader #3: *****

Applicant: National Center for Teacher Residencies (S423A220008)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 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.
(7 points)

(ii) 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.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) 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.
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant adequately describes the training and professional development services to be provided by the proposed project. The applicant clearly describes how the proposed project is designed to build capacity and yield results beyond the period of Federal financial assistance. The applicant clearly demonstrates the extent to which there is a conceptual framework underlying the proposed research activities and the quality of the framework. The applicant provides an adequate explanation on the extent to which the design of the proposed project addresses, the needs of the target population or other identified needs. However, limited information is provided on the involvement that local schools will have on the project.

Supporting Statements:

Strengths:

(i) Training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration leading to the improvement of teacher and learning. For example, the applicant states that included in the Residency Scaling Program are funds to increase access to educational resources and opportunities using research-based strategies, such as stipends, tuition reduction, emergency funds, etc. that directly support residents to recruit, prepare, and retain effective, diverse educators(pgs. 67-68).

(ii) To support sustainability for the program, NCTR and ERS will conduct a needs assessment across programs in this proposal to understand the particular tools, resources, and capacity building support required to develop and implement a high-quality teacher residency sustainability plan, particularly around financial sustainability. (pg. e.69). Additionally, NCTR and ERS will focus on developing, piloting, and refining a suite of tools, resources, and capacity building activities and supports for residency program faculty and staff designed to increase knowledge (pg. e. 69).

(iii) The conceptual framework will adequately facilitate teaching and learning. The project plan includes extended, yearlong clinical placement in classrooms; an effective program leader; a tightly integrated practice-based curriculum with culturally and linguistically sustained practices prioritized; and careful recruitment and selection of residents, mentors, and the schools in which they learn to teach with an explicit focus on reducing barriers, particularly financial ones, to participation for candidates of color (pg. e.71).

(iv) The applicant provides a clear explanation on project collaboration of appropriate partners. For example, the applicant states that all NCTR partners are required to develop partnership agreements that clearly define what they are expected to do as part of their participation in NCTR projects (pg. e. 73).

(v) The applicant provides an adequate explanation of the needs of the target population or other identified needs. Many residency graduates take full-time teaching positions in the school or school district where they had their residency year experience so they have extensive knowledge of the context in which they will spend their first year. This will address the need to increase the number of diverse, under-represented educators trained in residencies to improve the retention rates of diverse educators in the geographic areas this proposal focuses on (pg. e. 77).

Weaknesses:

- i. The applicant did not provide adequate details of the involvement that local schools will have on the project. This information would have strengthened the application and allowed the reviewer to better understand how local schools affect the project results (pgs. 67-68).
- ii. none noted
- iii. none noted
- iv. none noted
- v. none noted

Reader's Score: 34

Selection Criteria - Significance

1. B. Significance (25 points)

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

- (i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (7 points)**
- (ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (6 points)**
- (iii) 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. (6 points)**

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

(6 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant clearly defines the importance and magnitude of the results and their effects on student achievement. The applicant clearly describes the extent to which the costs are reasonable. An explanation is provided for the incorporation of activities once federal funds are no longer available. The applicant provides dissemination strategies that will enable others to use the information.

Supporting Statements:

Strengths:

(i) The applicant clearly defines the importance and magnitude of the result which have a strong impact on the target group. For example, the applicant states that they are committed to improving teacher residencies in their efforts to support diverse residents as their mission is focused on the preparation of diverse educators, who, by virtue of their training in a residency will likely stay in the profession longer. The applicant also states that the findings from the proposed research project have important implications for NCTR, teacher residencies, researchers, policymakers, and the field of teacher preparation at large (pgs. e. 82-83).

(ii) The applicant demonstrates that the costs are reasonable. The applicant states that this grant will invest \$12,615 per resident, with a multiplying return on the investment for each graduate remaining in the classroom. Because NCTR partner residencies have a three-year teacher retention rate of 89 percent. The grant, over three years, will support the preparation of 625 diverse, underrepresented teacher residents, which will benefit approximately 35,219 students in 40 school districts, 412 schools, of which 354 are Title I schools (pg. e.83). This will ensure that the project will have the appropriate items to ensure financial project success.

(iii) The applicant describes the potential for the incorporation of project purposes, activities, and the benefits. For example, the applicant states that when you pair that advantage with the retention benefits residencies achieve for school districts and CMOs, this investment will make a significant impact on the students in the school districts that ultimately hire these educators as they will stay in the profession longer. Through this proposed project, NCTR, along with its partner, ERS, plans to leverage existing research, tools, and resources and develop, pilot, and implement a set of focused sustainability planning supports (pg. e. 85). This supports sustainability for the project beyond the grant cycle.

(iv) The applicant provides a clear explanation of the dissemination strategies for the project that will benefit other organizations beyond the project. The applicant plans on working with partner organizations to disseminate information to their respective membership and vested stakeholders. The applicant also plans to participate in policy forums to assist state and federal policymakers to support policy decisions that are informed by research and best practices (pg. e.86).

Weaknesses:

- i. none noted
- ii. none noted
- iii. none noted
- iv. none noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant clearly demonstrates the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The management plan provides a limited explanation on how the applicant will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. However, the applicant does not provide a clear relationship between the responsibilities of staff members.

Supporting Statements:

Strengths:

(i) The applicant clearly demonstrates the goals, objectives, and outcomes for the project. (pg. e185-193) This will provide clear direction to support successful learning and teaching.

(ii) The applicant provides an explanation of the management plan including timelines, and milestones for accomplishing project tasks. The applicant provides a detailed chart with a three-year activity schedule and timelines.(pg. e 191-193) The CEO will oversee multi-department collaboration and resource allocation in addition to providing advisory support to the Chief Program Office. Regular, structured check-in calls and in-person meetings with lead staff from NCTR, SRI International, and the partner residencies (pg. . e. 193-194). The applicant provides an allowable budget requesting \$ 6,307,866.00 for the duration of the project with \$ 236,388.00 allocated for indirect costs (budget narrative). This will ensure that the project has a well-defined schedule of events to ensure their improved teaching and learning goals are met.

Weaknesses:

(i) none noted

(ii) The applicant does not provide a clear connection between the responsible parties and the project activities. The staff is not clearly aligned with project activities. This is problematic because it is difficult to determine if project activities will be successfully carried out for improved learning and teaching. (pg. e185-193)

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4 points)

(iii) 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.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) 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.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provides a comprehensive explanation on the methods of evaluation . The applicant explains how the methods of evaluation will provide performance feedback and permit periodic assessment to project outcomes. The applicant adequately describes the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes which produces quantitative and qualitative data. The applicant convincingly describes the extent to which the methods of evaluation will provide valid and reliable performance data. The applicant provides a focused explanation on how the design for implementing and evaluating the proposed project will result replication strategies for the project.

Supporting Statements:

Strengths:

(i) The applicant clearly demonstrates the effectiveness of the methods of evaluation that meet the WWC standards. For example, the applicant states that teachers will be matched based on experience (exact match) and the teacher and school demographics described in the data and measures section below. After matching, SRI will examine the quality of the match on these characteristics and include them in the models to increase precision (e. pg. 199). In order to evaluate student outcomes for mathematics and ELA achievement, SRI will examine the equivalence of the analytic sample on the same measure as the outcome, in the year prior to the students being taught by an NCTR-trained teacher (pg. e. 200).

(ii) The applicant clearly demonstrates the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment. For example, the applicant states that the descriptive study will rely on analyses comparing the recruitment, hiring, and retention of candidates in the NCTR residency programs to either their prior performance (RQ5) or district-wide averages (RQ6), depending on data availability (pg. e. 201). The implementation study will rely on descriptive analysis of quantitative data and qualitative data to document the fidelity of implementation and the factors that support and hinder implementation (pg. e 201). SRI will share findings with NCTR and residency program leaders via memos and verbal briefings after each data collection activity. This helps to ensure that proper feedback comes from the evaluation process to improve teaching and learning for the project.

(iii) The applicant clearly describes how the methods of evaluation of the project will produce outcomes and will produce quantitative and qualitative data. For example, the applicant states that SRI will rely on several sources of extant program-level data including data from NCTR's diagnostic tool assessing achievement of quality indicators according to the Levers for Equitable Teacher Residencies. The applicant also states that SRI will leverage existing NCTR surveys of residents, mentors, graduates, and hosting and hiring principals. The resident survey includes items assessing resident experiences in their clinical placement and preparedness to teach, and graduate surveys include items measuring graduate preparedness for their first-year teaching and satisfaction with induction support (pg. e. 202). This will help to provide valuable information about the project's actions and the outcomes.

(iv) The applicant clearly describes how the methods of evaluation will provide valid and reliable performance data. For example, the applicant states that the project will use the ACSES classroom observation protocol measures equitable sociocultural interactions in early childhood classrooms (pre-K to Grade 3) with racially minoritized learners. The applicant also states that the second instrument is the Teacher Multicultural Efficacy Scale measures teachers' confidence in their knowledge and ability in developing instructional activities and using specific strategies to meet the needs of the multicultural classroom. (pg. e 204).

(v). The applicant clearly demonstrates replication of project activities. For example, the applicant states that by providing timely formative feedback to NCTR and participating sites via memos and verbal briefings, the evaluation will contribute to program improvement during the grant period (e.205). The applicant adds that NCTR is well positioned to leverage the evaluation findings to strengthen programs throughout its network. (pg. e.204). The findings will be publicly available. The summative report will inform future WWC reviews of evidence-based practices that can shape the design and implementation of new and existing residency programs that aim to develop a diverse and highly effective teacher workforce for high-need schools and districts (pg. e. 205). This will allow for the results to be replicated for improved teaching and learning standards.

Weaknesses:

- i. none noted
- ii. none noted
- iii. none noted
- iv. none noted
- v. none noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

The project plan includes a model for preparing teacher residents in a teacher residency program which includes a one-year, high-quality, clinical experience (pg. e. 41). The applicant adds that 36 % of teacher residents enrolled for 2021-2022 identify as Black and 15 % of teacher residents enrolled for 2021- 2022 identify as Latinx which are higher than national averages (pg. e.42).

NCTR proposes financial support to partner residences to directly support the recruitment, preparation, and retention of black educators. The applicant states that inclusive environments provided by residencies, affinity groups, and funding for increased access to educational resources and opportunities, such as emergency funds and stipends, were all found to be effective strategies to prepare and graduate Black teachers in BEI programs (pg. e43)

Weaknesses:

none noted

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 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—

(1) In one or more of the following educational settings:

- (i) Early learning programs.
- (ii) Elementary school.
- (iii) Middle school.
- (iv) High school.
- (v) Career and technical education programs.
- (vi) Out-of-school-time settings.
- (vii) Alternative schools and programs.
- (viii) Juvenile justice system or correctional facilities;

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation 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 details their experience providing professional development to support equitable access to effective teachers. For example, the applicant states that during the 2021-2022 year, NCTR hosted a CLSP Math Working Group for 21 teacher residency programs that sought to: 1) discuss essential questions related to the role of CLSP in preparation and instruction for math teachers; 2) improve knowledge and understanding across teacher residency programs about research-based approaches for preparing residents to engage in CLSP in math instruction (pg. e.46).

The applicant also states that the project will promote social equity through Culturally and Linguistically Sustaining Pedagogy (CLSP), with a goal of each partner residency preparing residents to implement CLSP practices in order to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for students (pg. e 47).

Weaknesses:

The applicant provides limited detail on the pedagogical practice for learners with disabilities. This information would have strengthened the scope of the project.(pg. 46-47)

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

Strengths:

NCTR will provide technical assistance based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (Appendix N), which identifies five core components of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (pg. e.47). The applicant also demonstrates the learning environment impact by planning to provide technical assistance to residency programs as they revise assessment systems and gateways to incorporate SEL into their assessment system for residents. The applicant also plans to provide technical assistance to programs as they support mentors to develop deep knowledge of SEL (pg. e. 48).

Weaknesses:

The applicant did not present clear information on the physical safety conditions and the trauma informed services (pg. 30-51). More information would have strengthened this response to the criteria.

Reader's Score: 1

Status: Submitted

Last Updated: 07/15/2022 12:01 PM