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

Technical Review Coversheet

Applicant: Board of Control for the Southern Region (S423A220019)
Reader #1:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Quality of Project Design			
1. Project Design		35	35
Significance			
1. Significance		25	24
Quality of the Management Plan			
1. Management Plan		20	20
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	99
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Educator Diversity		5	2
Competitive Preference Priority 2			
1. Promoting Equity		3	3
Competitive Preference Priority 3			
1. Meeting Student Needs		2	2
	Sub Total	10	7
	Total	110	106

Technical Review Form

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

Applicant: Board of Control for the Southern Region (S423A220019)

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 proposal for RAISE: Oklahoma demonstrates a quality project design with exceptional strategies to achieve the intended outcomes. The proposal describes the exceptional professional development services, and the intent to build capacity and yield results beyond the award period. Additionally, the proposal presented an exceptional conceptual framework with specific research references to support the proposed activities. The proposal presented an exceptional collaboration of partners to maximize expertise and effectiveness, as well as an exceptional approach to address the needs of the target population.

    -       The proposal describes an exceptional approach to provide an evidence-based professional development model for math and science teachers in grades 4-8 that will include summer and winter institutes to train teachers on high quality instructional practices that demonstrate a strong effect size based on the work of Hattie. (e18-e19) Additionally, the teachers will have support from a Teacher Support Specialist to provide mentoring and coaching on a weekly basis for educators. The proposal describes adequate hiring criteria including knowledge of content, pedagogy and context to demonstrate that the Teacher Support Specialists will have the expertise to support the participants to lead to improvements in practice. (e19-e20)

    -       The proposal describes an exceptional plan to build capacity through the training of the Teacher Support Specialists in both coaching, credentialing, and supporting the social and emotional needs of the teach participants. The inclusion of credentialing the Lead Teacher with the Oklahoma State Department of Education is a noted strength, as it

allows for the coaches to certify their expertise and maintain that credential beyond the grant period. (e22–e23)

-   The proposal provides an exceptional rationale and conceptual framework underlying the proposed research. The project draws upon multiple studies from the What Works Clearinghouse including Young et al., 2017 which supports the intensive training followed by personalized coaching model that is proposed for the RAISE: Oklahoma participants. (e23) The proposal also demonstrates a robust logic model that describes how the activities and strategies are supported by research, and how those activities will lead to the proposed outputs and outcomes for both teachers and students. The inclusion of research references in the logic model is a noted strength because it demonstrates how the research is directly informing the design and implementation of the summer and winter institutes with job-embedded coaching. (e25)

-   The proposal provides exceptional support that the services provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services for RAISE: Oklahoma. The Southern Regional Education Board (SREB) will support the fiscal and reporting measures and has demonstrated a commitment to provide at Project Director that has extensive experience coordinating and implementing federal grants. (e26) Additionally, the Oklahoma State Department of Education has committed their Executive Director of STEM Education to support the project, including support for recruiting schools, gathering data for evaluation, and disseminating outcomes with policy makers. (e27) Finally, the inclusion of leaders from Hope 4 the Wounded (H4W) to provide expertise in trauma-informed practices and self-care for educators is a noted strength because it allows for individuals with specific experience in social and emotional learning to provide support for the participants to achieve the intended outcome. (e27)

-   The proposal describes four critical needs of the target population from the Oklahoma Educator Supply and Demand Report. The four critical needs include that Oklahoma schools have a less experienced teacher workforce, higher turnover rates among those with less experience in math and science teaching, lack of induction programs for new teachers at most schools, and the negative impact of the pandemic on student achievement and mental health. (e27-e28) These four needs are explicitly addresses through the RAISE: Oklahoma project, which is designed to provide teachers with intensive professional learning and job-embedded coaching through Teachers Support Specialists to address these four needs. The proposal includes state specific data to support the needs statements, such as the state turnover rate in 2020-21 for Oklahoma middle school STEM and science teachers was 31% and for middle school mathematics it was 25%. (e29) These statistics support the needs outlined by the referenced study and demonstrate that the project is appropriate and will address the needs of the target population.

Weaknesses:

-   No weaknesses are noted.

Reader's Score: 35

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 proposal for RAISE: Oklahoma demonstrates an adequate significance for the proposed project. The project presents an exceptional approach to complete a cluster randomized control trial to gather outcomes on the proposed strategy to support new teachers, as well as an exceptional use of resources to reduce costs while still achieving the intended outcome of teacher retention. Additionally, the proposal describes an adequate plan to incorporate the project activities and benefits beyond the grant period, and an exceptional plan to disseminate those results to the field.

-        The proposal describes an exceptional approach to achieve outcomes in teacher development over the two-year induction model for middle school math and science teachers in Oklahoma. The intent to implement a cluster randomized control trial that will meet the What Works Clearinghouse standards without reservations, which is the highest level of evidence to support the implementation of a strategy to support teachers and student outcomes. The model builds upon promising research and combines successful elements such as selection, training and regular mentoring for novice teachers, to create a strong rationale for likelihood of success. (e33-e34) The inclusion of social and emotional strategies to respond to the pressures of the COVID-19 pandemic is also of key importance, noting the impact of the pandemic has been nationwide. (e35)

-        The proposal demonstrates reasonable costs in relation to the number of teachers being served and the improvement in teacher retention and student outcomes. For example, the proposal describes the cost savings of $20,000 for each teacher retained as suggested by Carver-Thomas and Darling-Hammond in a 2019 study. (e36) Additionally, the proposal describes how the use of salaried employees reduces the overall cost to provide daily coaching and professional learning supports for new teachers. (e37) Finally, the proposal also describes the inclusion of digital resources to allow for cost-effective supports at scale. (e37) Each of these strategies demonstrate how the proposal has taken an exceptional approach to the use of resources from the potential award.

-        The Southern Regional Education Board (SREB) has a demonstrated history of cooperation and partnership with the Oklahoma State Department of Education. (e38) For example, the existing work on the Teacher Shortage taskforce with the support of customized research from SREB aligns with the project need and research proposed for the RAISE: Oklahoma project. Additionally, the proposal adequately describes how project efforts in teacher mentoring will support improved teacher retention and improved student outcomes beyond the grant period. For example, the inclusion of Lead Teacher certification in the overall project plan is also a strength because it incorporates an existing credentialing model that can be utilized beyond the grant period. (e39)

-        The proposal presents an exceptional plan to disseminate the results from the research and project to enable others to use the strategies. For example, the inclusion of a school and district administrator in every training allows for awareness, inclusion, and the creation of a network of individuals that can share information about the project beyond the participating schools. (e39) Additionally, the Southern Regional Education Board plans to offer a 2-day training for state, school, and district leaders to disseminate information and set the stage for future efforts to scale the project. (e40) Finally, the project describes the intent to share information through publications, websites, and conferences to disseminate results and enable others to use the strategy. (e40)

Weaknesses:

-        Although the proposal presents a rationale for the impact of the RAISE: Oklahoma project beyond the grant period, it is not clear how the key resource of the Teacher Support Specialists will be maintained in the community. The lack of a clear commitment or mechanism to continue to employ the expertise beyond the award period is a weakness, because it is not clear that the community will be able to retain those experts after the grant concludes. (e37-e39)

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 proposal for RAISE: Oklahoma demonstrates an exceptional management plan including a detailed set of goals, objectives and outcomes. Additionally, the project management plan includes activities, milestones, dates, and responsible personnel for each objective. The plan is robust and detailed and demonstrates a clear plan to achieve research on the impacts of the proposed teacher training model.

- The proposal describes two project goals to reduce teacher turnover in elementary and middle school math and science teachers, as well as improving the novice teacher knowledge and ability to deliver high quality instruction with the support of a Lead Teacher. (e41-e42) Each goal is broken down into key objectives and performance measures that demonstrate a clear, specific, and measurable outcome. The inclusion of baseline data, such as the existing baseline for current teacher retention estimated at 75%, is a noted strength because it clarifies the intended impact of the project for the target area. Additionally, the performance measures include specific measurement tools such as the Teacher Subjective Well-Being Questionnaire (Mankin et al., 2018), to demonstrate a plan to measure improvement with the teacher participants. The goals, objective, and outcomes are exceptional and provide clearly specified and measurable outcomes.

- The project management plan is exceptional and demonstrates a clear plan to achieve the objectives of RAISE: Oklahoma on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (e42-e45) For example, the project clearly describes a process and timeline to recruit eligible schools, conduct a lottery for the selection of Cohort 1 and the control group schools, and the engagement of the selected schools leaders in project implementation such as hiring. (e43) Each activities has a defined start and end date of action, as well as specific personnel responsible to improve accountability. The plan is robust and clearly aligns with the intended outcomes.

Weaknesses:

- No weaknesses are noted.

Reader's Score: 20

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 RAISE: Oklahoma project presents an exceptional evaluation plan to support the assessment of the strategies of the project. The project's cluster-randomized control trial meets the What Works Clearinghouse standards without reservations, and the plan to conduct an implementation study provides an opportunity for periodic assessment toward achieving intended outcomes. Additionally, the project plans to use 19 performance measures, and methods that will produce valid and reliable performance data. The overall quality of the evaluation is exceptional and will support future replication efforts by the greater field.

-        The proposal presents an exceptional evaluation plan that demonstrates clear relationships between the goals, measures, and methods of The Evaluation Group (TEG) to achieve outcomes. The proposal clearly describes the plan to conduct a cluster randomized-control trial design through an independent evaluator to measure outcomes with both quantitative and qualitative data sets (e45-e48) specific to the goals described in the proposal. The proposal discusses the power analysis, methodology for attrition, and the plan to exclude data from late joiners who start after the first six-weeks of the school year. (e47) The proposal would, if well implemented, meet the What Works Clearinghouse standards without reservation.

-        The proposal describes a robust plan to implement a Plan, Do, Study, Act continuous improvement model to be to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (e48-e49, Appendix G). This plan includes data gathering from classroom observations, ongoing Teacher Support Specialist feedback and novice teacher participant interviews, to allow the project team to receive feedback on activities and make modifications to improve the likelihood of achieving the intended outcomes. (e48)

-        The proposal includes 19 performance measures that are specifically aligned to the project goals and objectives and will produce qualitative and quantitative data. For example, the project plans to measure student outcomes as a quantitative measure, while also gathering survey data from both students and teachers as qualitative data in alignment with the performance measures. The inclusion of multiple data sets to inform the overall project evaluation, as well as the continuous feedback cycle for improvement is a noted strength because it demonstrates a clear alignment between the project activities and evaluation plan. (e49-e50)

- The proposal includes exceptional methods of evaluation that will provide valid and reliable performance data on relevant outcomes. For example, the proposal included exemplars of the different data sets utilized as evidence, as well as comprehensive methods on recruitment and selection of the matched schools to be used in the evaluation. The approach provides a clear logic model that assesses at multiple stages to gain data around the impact of specific programmatic elements of the study. The approach to evaluation through both outcomes as well as implementation also allows for the leadership team to adjust the project as necessary to address the community needs toward the goals associated with the project. The inclusion of both the impact study as well as implementation study is a strength of this proposal. (e48-e53)

- The proposal presents an exceptional design for implementing and evaluating the proposed project that may result in information to guide possible replication of project strategies, including information about the effectiveness of the approach or strategies employed by the project. For example, the project team has a clear plan to gather relevant records such as professional development calendars, agendas, and materials, to be able to reference and share with the larger field as part of the implementation effort. The transparency and availability of these materials supports future replication efforts both in cohort 2, and by other districts and states. The inclusion of both the impact study as well as implementation study is a strength of this proposal. (e48-e53)

Weaknesses:

- No weaknesses are 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 proposal plans to improve teacher retention, specifically for Latinx educators, to place underrepresented teacher candidates in Oklahoma schools and prepare those individuals to serve as Lead Teachers for future mentoring of novice teachers. The key strategy referenced to achieve this outcome is recruitment. (e16, e29)

   Weaknesses:

   - Although the proposal indicates an intent to recruit more diverse teacher candidates to reflect the target student population, the proposal does not include specific strategies for how they intend to achieve that outcome. (e29) The lack of specific strategies for recruitment and retention efforts that are specific to the Latinx population is a noted weakness.

Reader's Score: 2

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 RAISE: Oklahoma project plans to support improved teachers and student outcomes in grades 4-8 in mathematics and science. The proposal plans to instruct teachers on high quality instructional strategies, particularly that support underserved populations. (e18) The proposal describes the use of the National Council of Teachers of Mathematics strategies that connect to access and equity. This example demonstrates one approach to improving educator knowledge and skills to create an inclusive, supportive, equitable, unbiased, and identity-safe learning environment.

    Weaknesses:

    -      No weaknesses are noted.

Reader's Score: 3

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 proposal includes a plan to partner with Hope 4 the Wounded (H4W) to provide expertise in trauma-informed practices and self-care for educators. (e22) The inclusion of training specific to identifying the needs of the educators for social and emotional support is a noted strength.

- Additionally, the project plans to foster skills and behaviors that enable academic progress as part of the novice teacher training to be delivered in the summer and winter institutes (e21-e22). The intent to address these needs is clearly presented throughout the proposal.

Weaknesses:

- No weaknesses are noted.

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 12:39 AM

Technical Review Coversheet

Applicant: Board of Control for the Southern Region (S423A220019)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	24
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	99
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	2
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	7
Total	110	106

Technical Review Form

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

Applicant: Board of Control for the Southern Region (S423A220019)

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 proposed project details a quality design as specified through the extent to which the training and 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. The project provides evidence that it is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The application provides a conceptual framework underlying the proposed research and demonstration activities and the quality of the framework. The project is thorough in the extent to which services to be provided by the proposed project involve collaboration of appropriate partners for maximizing the effectiveness of project services. It provides a design that is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(i) Proposal includes a comprehensive two-year support modeled targeting teachers with up to five years experience (i.e. novice teachers). Provide online and face-to-face components with a focus on developing teacher's content knowledge in middle grades math and science and use of high-quality instructional practices. Includes participation in a three-day Summer Institute at the beginning of each school year that will focus on knowledge and skills to design and implement accessible learning experiences for all students which include addressing students' emotional well-being and academic needs, and working with students who have experienced trauma. Will focus on standards for preparation of middle grade teachers. Includes job-embedded support via personalized mentoring/coaching. (page e18-e29, Appendix G, Logic model page e25)

(ii) Designed to build the capacity of novice teachers in high needs schools, Teacher Support Specialists, and Lead Teachers. This project is likely to positively affect not only the students that are taught by novice teachers during the grant period, but also the future students of these teachers. The target number of participants in Years 2-3 is 100 novice teachers, plus 25 Lead Teachers and in Years 4-5 an additional 100 novice teachers plus 25 Lead Teachers, pending extension of the grant for two additional years (250 total), benefiting an estimated 8,750 students per year. (Page e12, e21-e23)

(iii) This rigorous study of a comprehensive support model for early career teachers included the same core elements proposed in this project (AP1) – professional development supplemented by intensive, frequent mentoring and coaching – and we plan to use an equally rigorous research design to study the impact of our approach. The project is providing support and training to the Lead Teacher in each school, so by the time funding ends, the Lead Teacher will be highly effective in sustaining support for novice math/science teachers, as well as others in their building, through coaching, observations, and demonstration lessons. The approach proposed for RAISE: Oklahoma mirrors this intervention studied by Parkinson (2015) which included "conducting professional development institutes and seminars to train teachers in strategies ... followed by classroom-embedded coaching to help teachers apply these strategies in the classroom". Through PD and coaching, this project will deepen novice teachers' ability to develop students' problem-solving skills using strategies described in the IES Practice Guide Improving Mathematical Problem Solving in Grades 4 Through 8. Our work builds on strong, successful approaches which will include a) teaching practices such as cooperative learning, which promotes inclusive learning environments, and b) integration of social-emotional support for students into teachers' daily classroom practices. Through an intensive PD and coaching model, this project will address similar concepts as the program studied by Snyder et al., expanding novice teachers' ability to instill in students' empathy for others, problem-solving skills, respect, self-esteem, and persistence. (page e23-e26).

(iv) Collaboration between Southern Region Education Board (SREB), Oklahoma State Department of Education, Hope 4 The Wounded, The Evaluation Group, and selected LEA's in central Oklahoma. (page e27, Appendix D: Letters of Support page e78-e86)

(V) Through a needs assessment, the Oklahoma Educator Supply and Demand Report, identified four critical needs: • Less experienced workforce, with larger percentage lacking traditional preparation • Higher turnover rates among less experienced teachers, and among Math/Science • Lack of comprehensive induction support provided by districts • Negative impact of the Covid-19 pandemic on student achievement and mental health. The proposed plan will address each of these areas. (page e28-e33)

Weaknesses:

No weaknesses noted

Reader's Score: 35

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 of the proposed project in detail. It provides support of the importance of the results likely to be attained by the proposed project, especially improvements in teaching and student achievement. It presents costs that are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. It is lacking in the potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency at the end of Federal funding. It details the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information and/or strategies.

Strengths:
(i) This study will utilize a cluster randomized control trial, allowing an evaluation that will constitute strong evidence, meet WWC evidence standards without reservations, and further inform the work of districts around the country. Including a benefit-cost analysis as a component of this project in Year 3 will serve to inform the field as to the financial strengths of this approach, as well as the instructional strengths. SREB's national network of almost 1,000 schools, and their commitment to serving their 16 member states will allow a broad venue for advancing the knowledge gained from this study by sharing results and resources with a wide range of stakeholders. Modeled after a rigorous research design that found significant positive outcomes in terms of student achievement. The project will address the problem of enactment by ensuring novice math and science teachers learn to apply practices that are essential to the work of teaching a diverse student population, such as inquiry-based learning strategies, which resulted in significant positive effects on student math achievement in grades 7-8 math. The design of RAISE: Oklahoma also has a likelihood of positively impacting novice teacher retention through addressing teachers' well-being. (page e33-e35).

(ii) The costs for SREB support and equipment are reasonable. SREB would normally charge $2,000/day for coaching/mentoring services provided by our TSS. By filling these positions as salaried employees rather than contract coaches for a period of 2.5 years, we are only charging $399.25/day to the grant which represents a discount of $1,600.75 /day. (page e37 & Budget summary and Budget narrative)

(iii) The needs addressed in this project were derived from work between the SREB and OSDE addressing teacher retention problems and need for school to utilize the role of a Lead Teacher suggesting the project will provide local districts with a replicable structure that can be used to support Lead Teacher certification (page e38-e39).

(iv) SREB will work with OSDE to disseminate the findings from both the implementation study and the impact study to school and district leaders around the state via webinars and in-person conferences, presentations at the annual statewide conferences for the Oklahoma Council for Teachers of Mathematics and Oklahoma Science Teaching Association and present the findings to a national audience at SREB's annual Making Schools Work Conference in 2024-27. During the intervention, we will include at least one school administrator and district administrator in all training sessions to ensure they are invested in and engaged with the project and keep them apprised of expectations and roles/responsibilities of each partner. The TSS and Lead Teacher will debrief with each principal at least monthly, to keep them abreast of project progress and any barriers or accelerators they are experiencing in their roles. Includes trainings for state, school, and district leaders to take results from this program and build capacity of state and district leaders. (Page e39-e40, Appendix A and Appendix G).

Weaknesses:

(i) No weaknesses noted

(ii) No weaknesses noted

(iii) The Oklahoma Statute that established the Lead Teacher certification in 2018 required a $3000 salary supplement be paid to the person filling this role because the Lead Teacher will have an additional ten workdays added to their contract. Providing this funding to schools will alleviate any financial burden they would incur by including this role as part of the grant. Throughout the intervention, TSS will train these Lead Teachers so they are well-equipped to carry the work forward at the end of the grant period. Ideally, schools will see the return on investment in this role and will continue to fund it beyond the grant period. Providing this funding to schools will alleviate any financial burden they would incur by including this role as part of the grant. Throughout the intervention, TSS will train these Lead Teachers so they are well-equipped to carry the work forward at the end of the grant period. Ideally, schools will see the return on investment in this role and will continue to fund it beyond the grant period, but it is not clear that the district will pick this up at the end of the funding. (Budget narrative, part VI: Contractual)

(iv) No weaknesses noted

Reader's Score: 24

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 a quality management plan with goals, objectives, and outcomes that are clearly specified and measurable. It supports a management plan that achieves the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:
(i)Goals, objectives, and outcomes are clear and can be measured as noted in Table 5. (page e41-e42)   The goals have objectives listed to support each. The objectives give specifics as to how that goal will be achieved and are measurable (ex. Recruit 50 schools).

(ii) The management provides timelines, clearly defined responsibilities, and milestones with which to achieve the objectives of the proposed project. There are milestones that have been listed along with a start and end date. The person who will be responsible has been listed. Each of the milestones listed are under the goal that is being supported. This supports the management plan. (page e42-e45)

Weaknesses:

No weaknesses noted

Reader's Score: 20

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 is strong in the quality of the evaluation to be conducted of the proposed project. It details 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 without reservations as described in the WWC Handbook. It demonstrates methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. It support methods of evaluation including 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. It details the extent to which methods of evaluation will provide valid and reliable performance data on Relevant Outcomes, and 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.

   Strengths:

   (i) The methods of evaluation will produce evidence of the project's effectiveness and will meet the WWC standards without reservations as described in the WWC Handbook. The analysis will use a 3-level cluster random assignment

design, n effect size of 0.20 is an effect of "substantive importance in education research", plan to recruit 45-50 schools in case there is attrition and will randomly assign half of them to complete the intervention as cohort 1 and the other half will serve as a waitlist control group, eligible to receive the intervention from July 2025 to May 2027, if the scale-up extension is approved for Years 4-5, Will measure domains specified in the Evidence Review Protocol for Teacher Excellence – Version 4.0 published by the WWC in May 2019, monitor cluster attrition of schools, as well as the representativeness of each cluster (individual level non-response) in terms of both novice teachers and students. Student outcome data will be collected during the latter half of the intervention, so any student who joins a treatment/control classroom more than six weeks after the start of the 2023-24 school year will also be excluded from the analysis to limit the risk of bias. (page e45-e47)

(ii) Site visits and periodic brief surveys of teachers' and TSS' perceptions will provide useful formative data for SREB project staff and will be summarized in quarterly updates and detailed annual reports provided by the evaluation team. Data collected from classroom observations, ongoing TSS feedback and novice teacher interviews will be used to inform program content and structure. Data will be collected on how teachers engage with the PD support, and the fidelity with which they make use of the strategies. This will provide data (reviewed quarterly by project partners at OSDE) on usability and provide feasibility evidence as well as details about needed revisions to improve functionality of Oklahoma's online PD platform. We will systematically use this evidence to revise resources to ensure that by the end of the grant period the resulting products are of high-quality and value to the field.

(iii) The project includes 19 performance measures aligned to the goals and objectives of the project. The data sources for this process will include both qualitative data (e.g., interviews, field notes from site visits) and quantitative data (e.g., surveys of both students and teachers, assessments). Table 7. Lists intended outcomes and evaluation data sources. (page e49-e50).

(iv) Validity and reliability of the quantitative sources of data are listed as well as instrument validation process summarized in Appendix G. (page e50-e53).

(v) Fidelity measures will be developed in Year 1, consistent with guidelines used throughout the field of educational interventions, with thresholds to establish low, medium and high fidelity for each site. The fidelity index will be based on a review of artifacts to better describe the role and contribution of the Lead Teachers, which will guide replication and sustainability. The results of these reviews will be provided periodically (via webinar) to SREB's TSS and the Lead Teachers, who are on the front lines of the delivery of this intervention. Informal data reporting will occur throughout the grant period and within 3-4 weeks of each formal professional learning (PL) event. Data gathered from the PL feedback forms, bi-monthly RAISE lead teacher reflection logs, and novice teacher feedback on support will be utilized by SREB as formative evaluations to guide and inform the ongoing professional development efforts. SREB's broad network of schools across 16 states and their frequent consultation with state education agencies provides ample opportunity for SREB to continue refining this model and support replication well beyond the funding period. (page e53-e54)

Weaknesses:

No weaknesses 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:

   •   This project will improve retention so that Latinx teachers are more likely to remain in the field. In addition, Lead Teachers will participate in a high-quality clinical experience led by SREB specialists in order to prepare them as teacher leaders mentoring novices in their schools. (page e16)

   Weaknesses:

   •   The proposed project does not improve the recruitment of a diverse educator workforce and does not implement or expand 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.

Reader's Score: 2

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 proposed project will improve novice teacher effectiveness through a comprehensive two-year induction program that includes high-quality PD, mentoring and coaching which will promote accessible learning (i.e., educational equity and adequacy of resources) for underserved students, specifically low-income students and students of color in high-need schools(page e12 and e16)

Weaknesses:

No weaknesses noted

Reader's Score: 3

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:

    •   Provides PD and mentoring that improves novice teachers' ability to effectively support the social, emotional, and academic development of students. Referenced throughout the proposal, specific topics in professional development will support teachers' ability to create supportive conditions in the learning environment and promote skills and behaviors that enable academic progress. (page e16)

    Weaknesses:

    No weaknesses noted

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 10:33 AM

Technical Review Coversheet

Applicant: Board of Control for the Southern Region (S423A220019)
Reader #3:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Quality of Project Design			
1. Project Design		35	35
Significance			
1. Significance		25	24
Quality of the Management Plan			
1. Management Plan		20	20
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	99
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Educator Diversity		5	2
Competitive Preference Priority 2			
1. Promoting Equity		3	3
Competitive Preference Priority 3			
1. Meeting Student Needs		2	2
	Sub Total	10	7
	Total	110	106

Technical Review Form

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

Applicant: Board of Control for the Southern Region (S423A220019)

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 provided a well-developed project design plan that is comprehensive and high quality. The applicant's proposed plan will serve early career teachers in grades 4-8 by providing teachers with a pathway to certification. The applicant's project design is thorough, detailed oriented and innovative.

1.   The applicant provided a well-developed plan, and high quality to provide training and professional development. For example, the applicant proposes to provide pedagogy and content support for novice math and science teachers, and support the development of an inclusive and responsive class environment. The applicant's proposed plan will serve early career teachers in grades 4-8 by providing teachers with a pathway to certification and providing teachers with evidence-based professional development activities that address numeracy or other needs. The proposed project is a comprehensive 2-year model. (e15-18)

2.   The applicant provided a reasonable justification to show that the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant's proposed project focuses on taking novice teachers through the process to becoming master Lead Teacher Certification in which is a 7-year process. The proposed plan provides support so that teachers was continuously engaged in development opportunities. The applicant asserts that the proposed project will benefit an estimated 8,750 students per year. (e22-23)

3.   The applicant provided a detailed a well-organized narrative that identifies their proposed project's conceptual framework underlaying the proposed research or demonstration activities and the quality of that framework. For example, the applicant's foundation for the proposed project is based on a large multi-district study. The proposed project is rooted and supported by various evidence-based research. The applicant will utilize strategies from the IES Practice Guide Improving Mathematical Problem Solving in Grades 4 Through 8. Lastly, the applicant provided a logic model that identifies project inputs, outputs, outcomes and strategies. The applicant's Logic model is heavily support by research best practices. (e22-25)

4.   The applicant provided a comprehensive narrative that demonstrates the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. For example, the applicant provided a list of partners which have worked with applicant for over many years on multiple projects. The applicant provided a table that identifies some of the partnerships for the proposed project and the roles each partnering organization will play in the project's implementation (e25-26).

5.   The applicant thoroughly demonstrated that the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. For example, the applicant's proposed project will be implemented in four high need rural areas. The applicant provided data that shows the proposed target areas are disadvantaged in poverty, achievement gap and low educational attainment. In addition, the applicant provided research that shows that the target areas have high teacher turnover and an high unexperienced teacher workforce. (e30-31)

Weaknesses:

No weaknesses

Reader's Score: 35

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 plan is significant. The applicant's proposal provided evidence that shows the importance and magnitude of the results. The applicant's narrative is supported by research best practices and appears to have a positive impact on the intended target communities during and after the grant funding period.

1.   The applicant adequately provided evidence that shows the importance and magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. For example, the proposed project proposes activities that will greatly improve teaching and student achievement such as professional development, coaching and weekly mentoring of novice teaches. The proposed project will have a significant impact on novice math and science teacher instructional practices. As a result, student achievement is improved. (e33-34)

2.   The applicant provided a detailed narrative justifying reasonable cost in in relation to the number of persons to be served and to the anticipated results and benefits. For example, the applicant proposes a budget of 4.6M.The proposed budget is less than the grant maximum. The applicant cites research that shows that teacher turnover can cost $20k per teacher. However, the proposed project will reduce turnover by 15%. The proposed total cost per teacher for the proposed project is $14,500. The proposed cost per teacher is less than the estimated per teacher cost of turnover. As a result, the proposed cost is reasonable and justified. (e36-37)

3.   The applicant adequately justified their proposed project's 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. For example, the applicant cites their institution's 70-year history of proven success as it relates to providing programming and development. The applicant cited multiple past projects that have proven successful in improving student achievement in math and science, particularly in middle and high schools. It is clear that the applicant's proven record of success demonstrates commitment to their work not only now but in the future as well. (e37-38)

4.   The applicant provided a well-developed plan to ensure that the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. For example, the applicant's narrative states that project results and findings will be disseminated through various publications, conference presentations, social media and web-based platforms and outreach opportunities. The results that will be shared will include curriculum material and research findings. Lastly, the applicant provided a comprehensive table outlining their dissemination efforts. (e39-40)

Weaknesses:

3- The applicant somewhat justified their proposed project's 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. For example, more specificity is needed as it relates to how the applicant will support the bonuses of teachers as proposed after the funding period.

Reader's Score: 24

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 provided a comprehensive and detailed management plan. The management plan provided is a clear blueprint to ensure the success of the proposed project. The applicant provided task and objectives that are aligned to the project's overall goals. The project staff appears to be highly qualified in carrying out the services as proposed.

1.   The applicant clearly described the goals, objectives, and outcomes to be achieved by the proposed project and they are measurable and relevant to the project. For example, the applicant aligned each goal with correlating objectives, activities, targets and the aligning measurable results. The plan provides blueprint for implementation of the project, as well as for the project evaluation. This area of the management plan was very detailed and very well-written. (e40-44)

2.   The applicant comprehensively detailed a management plan to achieve the objectives of the proposed project and the plan included clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Each task and activity indicated who would be responsible for accomplishing the tasks. The applicant indicated that the project will be led by the Principal Director and project staff with extensive experience with managing and successfully completing large federally-funded grant projects of this size and scope. A detailed budget narrative was attached indicating how funds will be allocated for each year of the project. Thus, providing some measure of assurance the project can be completed on time and within budget. The management plan was detailed, very well-written and could provide a blueprint for establishing the timeliness of all program activities(. (e40-44)

Weaknesses:

No weaknesses

Reader's Score: 20

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's project evaluation plan is comprehensive and well organized. The applicant's evaluation efforts for this project will be led by an external evaluator. The applicant provided multiple ways in which data will be collected and analyzed. The applicant provided research questions that will guide the evaluation part of the project. The applicant will conduct an impact and implementation study to serve as a guide for project replication.

1.   The applicant provided a detailed narration that describes the methods of evaluation which will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. For example, the applicant's plan for evaluation includes both an implementation study as well as an impact study and analyses. The evaluation efforts for this project will be led by an external evaluator. The applicant provided 2 overarching research questions in which be analyzed using a 3-level cluster random assignment design. Domains for the proposed evaluation plan will follow the WWC's Evidence Review Protocol for Teacher Excellence – Version 4.0 published in 2019. (e48-49)

2.   The applicant provided a detailed plan that ensures that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. For example, the applicant will use site visits and periodic brief surveys of teachers' and TSS' perceptions to gather formative data. Data will be summarized in quarterly updates and detailed annual reports will be provided. Lastly, the evaluation team will document the implementation of training for TSS, Lead Teachers, and novice teachers (e47-48)

3.   The applicant thoroughly described their methods of evaluation which 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. For example, the applicant's narrative provided multiple quantitative and qualitative data points to be collected. The applicant provided 19 performance measures that will be used. The provided performance measures are aligned to the goals and objectives of the project and clearly specifies the intended measurable outcomes. (e49-50)

4.   The applicant provided a detailed narrative to demonstrate the extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. For example, student academic achievement will be measured using scaled scores from the state ESSA assessments in math and science. Student perceptions will be via surveys with a combined internal reliability coefficient of 0.88. Lastly teacher perceptions will be measured using two empirically validated instruments. (e50-52).

5.   The applicant's proposal clearly demonstrated 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. For example, the applicant asserts that artifacts such as professional development calendars, agendas and materials will be archived through every stage of the project for

possible reproduction of the project. Furthermore, data gathered from the PL feedback forms, bi-monthly lead teacher reflection logs, and novice teacher feedback on support will be utilized by project staff as formative evaluations to guide and inform the ongoing professional development efforts and future project reproduction.

Weaknesses:

No weaknesses

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 provided a limited plan to increase educator diversity. For example, the applicant's proposed project focuses on improving the support, development, and retention of a diverse educator workforce through improving the retention Latino teachers. The proposed project is designed to improve the support, development, and retention of a diverse educator workforce. The applicant's project places a large emphasis on the recruiting teachers who have emergency/provisional certificates, which will support the diversity of the educator workforce in Oklahoma. (e29)

    Weaknesses:

    The ways in which the applicant will attract, recruit, and retain Latino teachers as proposed is not clearly specified. Data is provided that shows there is a lack of Latino teachers in the applicant's state. However, no concreate plan is provided as to how the applicant plans to recruit potentially new or novice teachers.

Reader's Score: 2

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 provided a justifiable plan that demonstrates the proposed project is designed to promote educational equity and adequacy in resources and opportunity for Underserved Students. For example, the applicant's project clearly outlines a plan to improve novice teacher effectiveness through a comprehensive two-year induction program that includes high-quality PD, mentoring and coaching which will promote accessible learning for underserved students, specifically low-income students and students of color in high-need schools.(e12)

Weaknesses:

No weaknesses

Reader's Score: 3

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's proposal clearly is 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. For example, the applicant's proposed project has a detailed plan that provides PD, mentoring and coaching to improve novice teachers' ability to effectively support the social, emotional, academic and career development of students. Through the proposed project, novice teachers will learn strategies for addressing students' emotional well-being and academic needs with special attention given to strategies for working with students who have experienced trauma. (e12)

    Weaknesses:

    No weaknesses

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 09:27 AM