

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

Status: Submitted

Last Updated: 07/13/2022 02:39 PM

Technical Review Coversheet

Applicant: National Board for Professional Teaching Standards (S423A220022)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	32
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	92
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	3
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	8
Total	110	100

Technical Review Form

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

Reader #1: *****

Applicant: National Board for Professional Teaching Standards (S423A220022)

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 key 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. 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 can be seen in the comparison of this type of intensive training for teachers to that of which doctors undergo. Aspiring doctors, for example, are guided by licensed, board-certified physicians as they master the lessons created by these physicians; receive training and feedback from them during medical school, internship, and residency; and earn board certifications awarded by the same group. The project posits that the same is true for its teacher trainees in this model. (p. e 40)

(ii)
The application fully develops the idea that the project is designed to build capacity and yield results that will extend beyond. For example, it will accelerate efforts to support and create opportunities for advanced certification for teachers in specific ways. The project will develop more accomplished teachers and teachers of color that serve as leaders in their schools and districts as well as in growing national networks. Also, the project will gain insight into the candidate support services and structures that allow teachers of color to become Board certified, strengthening the implementation of those supports both in partner districts and beyond. (p. e 31)

(iii)

There is a sound and reasonable conceptual framework underlying the proposed research for the project. It is based on the fact that underserved students do not have equitable access to high-quality educators who can support their academic and social-emotional learning. Teachers, and particularly teachers of color, do not receive the professional development or support they need to grow professionally and stay in their jobs, and are leaving the classroom at a high rate. There are too few high-quality experienced teachers of color is the essence of the framework. (p. e 32)

(iv)

The applicant demonstrates how the project involves the collaboration of appropriate partners in a limited way. For example, partners will help develop and implement revised and new strategies to increase the number of teachers of color. The organization will support them as they assess innovative approaches to various types of implementation since having sites with varied geographic and demographic backgrounds will enable dissemination of proven strategies from the testing of these approaches. (p. e 34)

(v)

There is evidence that the design of the proposed project is appropriate and will successfully address the needs of the target population. For example, the collaborative and reflective supports of this project change instructional practices. In a recent survey, 97% of the teachers who engaged with the National Board Standards report that they improved their practice and better understand their students. (p. e 29)

Weaknesses:

(iv)

The application is lacking details on its outreach and recruitment processes and plans, which will take place during the entire first year of the grant. (p. e 37) This makes it difficult to assess how the applicant will work with their partner organizations to accomplish this key step in the implementation of the project.

Reader's Score: 32

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. However, it is unclear how the outcomes are related to student performance in some instances.

(i)

One measure of the magnitude of the project is contained in the application where it notes that the barriers to growth and achievement that affect students of color are often the same barriers that hinder the professional development of their counterpart teachers. (p. e 34)

(ii)

Teachers require lifelong learning, but some trainings lack cultural sensitivity and leave teachers of color feeling alienated and disengaged. The notion proposed by the applicant is that the incorporation of culturally responsive practices can have the same impact on teachers' professional learning as culturally responsive teaching can have on student achievement. Given the number of persons to be served and the benefits, the costs are reasonable. (p. e 34)

(iii)

The application has ambitious and thoughtful goals for the incorporation of outcomes and benefits into organization and/or partners. For example, the project involves the active engagement of ten partner sites, eight of which have signed initial partner letters, who will be primarily responsible for delivering the training. Having this significant number of partners allows the project to see how the work will scale up as the project grows and continues. (p. e 36)

(iv)

The project will be used to inform more relevant the existing National Board materials that are refined for nationwide dissemination and use across the country, enabling other districts and PD providers to benefit from known best practices and adapt for their local context and community needs. (p. e 31)

Weaknesses:

(i)

The project is in need of more detail on improvements in student achievement in specific subject areas and in graduation rates, dropout rates, college and career outcomes, and other markers of success. (p. e 51)

Reader's Score: 23

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 the qualities of an excellent management plan. It identifies sound goals and objectives for the project. It also provides evidence on how the project will achieve the objectives of the project, using timelines and milestones in an effective manner.

(i)

The application provides a comprehensive set of goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. For example, some important outcomes to be measured for the goal of improved students' SEL and academics are: 80% of students increase social-emotional learning, 80% of students report that their learning environment is safe and inclusive, and 80% of students increase academic achievement. (p. e 44)

(ii)

The application provides some clearly defined responsibilities, timelines, and milestones, indicators of strength for the project. For example, one task is to design and host feedback sessions with program teams to address local needs. Another is to develop recruitment materials, work with principals to identify teachers, and host information sessions. The project director is responsible for these tasks. (p. e 48)

Weaknesses:

No weakness observed.

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 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. However, it is lacking in clarity about the use of formative data.

(i)

The application provides convincing evidence that the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards. For example, the project will meet WWC standards with reservations as it produces evidence of its effectiveness. Meeting WWC standards is significant because meeting that high bar of quality in terms of the research supporting the project gives legitimacy to the work. (p. e 50)

(ii)

The project has a number of intended outcomes of the project and will produce quantitative and qualitative data. For example, some of the formative data includes measures related to program recruitment and retention. Data are these measures include attendance, survey results, and types of supports provided. (pp. e 50-51)

(iv)

The application will use information to guide replication of project activities or strategies. For example, the perspectives and experiences of these teachers in the course of this project will be gathered, synthesized, and shared to understand more and how culturally responsive and sustaining training benefit the retention of teachers of color. (p. e 41)

Weaknesses:

(iii)

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes is not well detailed. There is confusion in the narrative. There is a question mark on p. e 51 related to districts' achievement data for students in grades 4-8 in 2023–24 (baseline) and 2024–25 (outcomes). This makes the reviewer unsure of what is being stated. In addition, there is concern that the baseline is set after the first year of implementation. A true baseline before the treatment was launched would make for a better comparison to measure project progress and success.

Reader's Score: 17

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 addresses barriers that teachers of color face by introducing culturally responsive and sustaining strategies for recruitment and support for their PD to help refine and spread those strategies. (p. e 33)

Weaknesses:

The project is not recruiting first year teachers, so technically the project is not “graduating” teachers of color and the professional development occurs not before the candidate becomes the teacher of record, but as the existing teacher of record is undergoing professional development and training designed to retain teachers of color. (p. e 20)

Reader's Score: 3

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 posits that it will train teachers to demonstrate a safe, inclusive, and student-centered learning environment and that teachers will demonstrate that students can effectively apply feedback in ways that positively impact social, emotional, and academic learning. (p. e 30)

Weaknesses:

No weakness observed.

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:

Some important outcomes to be measured for the goal of improved students' SEL and academics are: 80% of students increase social-emotional learning, 80% of students report that their learning environment is safe and inclusive, and 80% of students increase academic achievement. These are significant outcomes that will help the project measure its impact on students in these critical areas. (p. e 44)

Weaknesses:

No weakness observed.

Reader's Score: **2**

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Status: Submitted

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Technical Review Coversheet

Applicant: National Board for Professional Teaching Standards (S423A220022)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	29
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	92
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	101

Technical Review Form

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

Reader #2: *****

Applicant: National Board for Professional Teaching Standards (S423A220022)

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:

This comprehensive project is based on well-documented experience and has many elements to indicate sufficient quality and intensity to improve practices in teacher training. This project anticipates building capacity in 8 partner school districts. The underlying framework is based on a focus on “teachers of color”, which is emphasized throughout the design with appropriate research references. Addressing high need districts and student population is stated but is not clearly defined and inclusive.

Supporting Statements:

Strengths:

(i)The applicant describes a 2-year professional development program that is based on an inquiry and continuous improvement cycle which includes relevant questions regarding best practice to achieve student learning. P.e27 “Teacher learning will be continuous and concentrated in activities that are interrelated, sequential, and directly applicable to a teacher’s practice, classroom, and students”.

(ii)The proposed project will prepare over 1500 teachers and increase the capacity in the eight partner districts. p. e11 and e31

(iii) The conceptual framework is appropriate to the proposed project and is focused on addressing barriers to retention and providing culturally responsive practice and advanced certification, P e33.

(iv) Collaboration and mentorships are used to illustrate proven methods and train new and current teachers. Preparation for leadership roles is also woven into the professional development activities. P. e21 and e24.

(v) Table 1 on Page e29 clearly details the design components and aligns these with the key elements of this SEED program.

Weaknesses:

Weaknesses:

(i) This proposal refers often to “Teachers of color” and “high need students” without any further clarification of these broad categories. Students of color and students in poverty are mentioned without detail to clarify or other categories of high need – disability, ESOL, learning deficits. Lack of this detail makes the project design unclear regarding specific program candidates and population needs to be addressed. P. e11-30

(v) The applicant refers to “high need students” but does not specify specific needs. There is little detail regarding students with disabilities or special learning issues and/or how the professional development program will incorporate strategies to include these students and help them achieve academic success. P.e30

Reader's Score: 29

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 presents anticipated results and outcomes that will lead to improvements in teaching and student achievement by viewing the challenges as opportunities. (1) teaching quality (influencing student learning that prepares students for college and career success); (2) retention of prepared and experienced teachers; and (3) a diverse teacher workforce that reflects the student population are indications of the anticipated outcomes relevant to the intent to improve

teaching and learning. Costs per participant are clearly stated and are reasonable for the expected results of this replicable project. Dissemination plans are varied and will reach a wide range of educators and leaders.

Supporting Statements:

Strengths:

(i) This project will include 1,500 teachers over the course of the project to receive high-quality, culturally responsive and sustaining PD. The anticipated result is 45,000 more students per year who have access to high-quality teachers and are receiving instruction from teachers who have pursued an advanced credential. P. e39

The applicant states that teachers remain in the profession longer than their non-certified colleagues as a result of the continual learning, recognition, and community that their advanced certification provides. P.e40

(ii) With over 130,000 NBCTs and 70 NBCT Networks nationwide, the applicant is well-positioned to share results with a large national audience. P.e39

(iii) The stated cost per participant is reasonable for the anticipated impact: "...\$9,500 per teacher for two years of professional learning, mentorship and advanced certification. P. e41

Approximately 90,000 students over two years will benefit from this project and have access to effective and experienced teachers who better represent the diverse populations of students. This is cost effective at approximately \$160 per student ." P. e41

(iv) Dissemination will include mini case studies of participating districts' impact stories and resource links; the use of newsletters, eblast, website, social media, conference presentations, and virtual and in-person convenings and trainings to reach audiences of teachers, school and district administrators, NBCT Networks and partner organizations. P.e41

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:

The management plan is presented in detailed charts that delineate specific goals and the roles/responsibilities of key partners and staff. Some milestones are stated but the timeline for activities is not clearly detailed in the provided narrative or charts.

Supporting Statements:

Strengths:

(i) The goals stated are aligned with the project design as clearly described with measures of completion of activities and anticipated results. This provides a clear implementation guide to manage this project and monitor progress to success. P. e45

The goals stated have clear measures and outcomes such as: "... 80% of students increase social-emotional learning; 80% of students report that their learning environment is safe and inclusive; 80% of students increase academic achievement" p.e44 and "...1,500 teachers pursue National Board Certification; 750 ToC pursue certification; 90% of ToC submit all four components; and 70% of ToC (525) achieve certification." These defined measures will inform success and identify areas of strength and weaknesses in the projects expected results. P e45

(ii) Roles and responsibilities are clearly defined and milestones are stated for each activity. This management plan identifies responsibilities and provides guidance and accountability for each phase and activity of the project described. P. e46

Weaknesses:

No weaknesses found.

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 evaluation will produce evidence of the proposed project effectiveness that will meet What Works Clearinghouse (WWC) standards and will provide periodic performance feedback of progress toward outcomes that can be used to inform programmatic improvements. A clear plan to provide replication is outlined and presents sufficient detail and resources for replication. However, some of the objectives for professional development have broadly stated measures such as attendance which may not provide a quality measure of success.

Frequency of feedback to inform improvement is also not clearly specified.

Supporting Statements:

Strengths:

(i)The evaluation plan described meets the WWC standard required for this project. P. e50

(ii)Feedback sources for evaluation are detailed and includes data from all 10 Partner Sites, include all 1,500 teachers in formative surveys, and randomly recruit teachers and administrators for up to 40 interviews/focus groups per year. P. e56

(iii)The evaluation activities and measures are linked to the major goals of the project with specified tools for measurement and comparison to baseline data. Observation and coaching logs provide some detail of activities. This detail provides adequate and informative assessment of progress and success towards anticipated outcomes. P. e52

(iv)Objective performance measures are described and include student achievement and teacher certification data which will inform the areas of strengths and weakness in both teacher preparation and classroom practice and help improve the academic outcomes intended. P. e57

(v)To support future replication of the program and research, the applicant will document implementation, including key components and adaptations to provide independent feedback to the National Board; National Board will make the design, formative, and impact evaluation results publicly accessible through publications, the National Board website, and dissemination through webinars, conferences, and professional meetings. P.e58

Weaknesses:

(ii)A feedback time cycle of 3 times per year is stated with the potential for more frequent feedback in some cases but ongoing frequent feedback sources are not clearly defined. A timeline for reporting feedback and using this data to improve the project is not specifically detailed. P. e56

(iii) Several goal measurements for professional development success are simply attendance or surveys, which may not address the specific objectives linked to the major goals. P. e52

Reader's Score: 18

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 is well-experienced and presents evidence that their teachers stay in the classroom longer, with the compensation and leadership opportunities offered through Board certification leading to greater professional satisfaction and retention. P. e20

While many efforts at diversifying the profession are focused on recruiting new ToC to the profession, the National Board and the proposed project are uniquely positioned to support current teachers of color to improve their practice, grow their PLCs, and earn advanced credentials. P. e22

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:

Strengths:

This project is focused on increasing racial diversity in the teacher population and presents well proven strategies to train and keep these teachers in schools as teachers and leaders. The applicant states “Multiple studies have demonstrated that for all students—and for high-need students, students in poverty, and students of color in particular—learning from

ToC is critical to their academic success.” With an approach that directly addresses—through evidence-based practices—main barriers to growing and keeping qualified, diverse teachers, M2C promotes equitable access for students to the most essential factor in their education: high-quality teachers who know how to and can support their learning, growth, and development.(P. e24)

Weaknesses:

Weaknesses:

Although this project describes equitable access for students as an essential factor in their education, it does not clearly define the target population of students as an inclusive group that includes students with disabilities and/or special learning needs. P. e24

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:

Strengths:

The proposal is framed using the National Board's Five Core Propositions and Standards, which are directly aligned with the SEED NIA outcomes for SEL. The applicant clearly states skills and behaviors to train teachers to examine, analyze, and provide evidence for how they establish a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning, risk taking, and active student engagement. P. e23

The learning environment described will be based on trust and mutual respect; will support students' use of inquiry; will equip students with skills that foster collaboration; and will support students in acquiring the tools and skills to become independent, self-regulated learners. P.e23

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 Board for Professional Teaching Standards (S423A220022)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	98
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	10
Total	110	108

Technical Review Form

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

Reader #3: *****

Applicant: National Board for Professional Teaching Standards (S423A220022)

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 are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. 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.

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. Quality PD encourages teachers to align their teaching to established standards, evaluate the impact of their instruction on student performance, use student achievement data for planning and curriculum, tailor instruction to address specific learning needs, and learn how to thrive in the school culture. This promotes improved teaching and learning. The M2C program integrates these best practices through mentoring by NBCTs, affinity groups designed around identity and/or career stage, and high-quality resources that

support and strengthen professional learning. The applicant provides a detailed chart showing the project's alignment with National Board Assessment Components including teacher improvement practices and activities. (pg. e25)

(ii) The applicant states that the project will provide insight into the candidate support services and structures that positively impact teachers of color to become Board certified, strengthening the implementation of those supports both in partner districts and beyond (pg. e31). Partner Sites offer conditions that will most benefit and can provide extensive learning from efforts to strengthen teacher supports for Board certification through greater access, mechanisms of support, and conditions that lead to greater success—not only in achieving Board certification, but also improving student academic, social, and emotional learning (pg. e32). This supports sustainability for the program and adequate design of the project.

(iii) The applicant provides an adequate conceptual framework that will facilitate teaching and learning. M2C aims to provide high-quality PD that is culturally responsive and sustaining and includes effective methods for supporting ToC (pg. e32). Practices developed within this project will incorporate practices from emerging research on how to more effectively support ToC, such as differentiated and tailored professional support, creating safe and culturally sustaining forums and feedback loops, and ensuring facilitators and leaders have effective practices for supporting ToC (pg. e35). The use of the ATLAS library will be a key tool for ensuring that all educators can see examples of NBCTs of color working successfully with high-need students in diverse student populations. The i3-funded ATLAS exploratory program evaluation found that when preservice teachers have an opportunity to view accomplished teaching through ATLAS videos, their self-efficacy, readiness to teach and self-reflection increase (pg. e36).

(iv) The applicant will have partners in place to increase the benefits of the project. The National Board will seek the collaboration and counsel of local and national partner organizations and experts specializing in supporting and retaining teachers of color in the project design (pg. e37).

(v) To address the needs of the targeted population, the applicant states that in Years 2 and 3 that it will provide culturally responsive and sustaining, ongoing PD to this targeted population by developing their subject matter expertise, leveraging their cultural capital and diverse identities as assets. This will engage participants in meaningful reflection on their own teaching contexts and analyzing instructional strategies that work with their own students (pg. e39).

(ii) The applicant clearly describes 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. For example, the applicant states that the project will provide insight into the candidate support services and structures that positively impact teachers of color to become Board certified, strengthening the implementation of those supports both in partner districts and beyond (pg. 31). The applicant also states that Partner Sites offer conditions that will most benefit and can provide extensive learning from efforts to strengthen teacher supports for Board certification through greater access, mechanisms of support, and conditions that lead to greater success—not only in achieving Board certification, but also improving student academic, social, and emotional learning (pg. 32).

(iii) The applicant clearly demonstrates the extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. For example, the applicant states that M2C aims to provide high-quality PD that is culturally responsive and sustaining and includes effective methods for supporting ToC. It will recruit more ToC to participate in PD through pursuit of National Board Certification; more effectively support those teachers so that they become NBCTs (pg. 32). The applicant also states that practices developed within this project will incorporate practices from emerging research on how to more effectively support ToC, such as differentiated and tailored professional support, creating safe and culturally sustaining forums and feedback loops, and ensuring facilitators and leaders have effective practices for supporting ToC (pg. 35). The applicant adds that the use of the ATLAS library will be a key tool for ensuring that all educators can see examples of NBCTs of color working successfully with high-need students in diverse student populations. The i3-funded ATLAS exploratory program evaluation found that when preservice teachers have an opportunity to view accomplished teaching through ATLAS videos, their self-efficacy, readiness to teach and self-

reflection increase (pg. 36).

(iv) The applicant provides a clear explanation on 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. For example, the applicant states that a combination of regional/state professional support centers (Stanford National Board Resource Center, Illinois National Board Resource Center, the World Class Teaching Program at Jackson State University and Texas Educational Support Center 7), and districts (Jefferson County Public Schools, Charlotte-Mecklenburg Schools, Tuscaloosa City Schools and Los Angeles Unified School District)(pg.36). The applicant also states that the National Board will seek the collaboration and counsel of local and national partner organizations and experts specializing in supporting and retaining teachers of color in the project design (pg. 37).

(v) The applicant clearly provides 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. The applicant states that Years 2 and 3 will provide culturally responsive and sustaining, ongoing PD to this targeted population by developing their subject matter expertise, leveraging their cultural capital and diverse identities as assets. The applicant also states that this will engage participants in meaningful reflection on their own teaching contexts and analyzing instructional strategies that work with their own students (pg. 39).

Weaknesses:

- i. none noted
- ii. none noted
- iii. none noted
- iv. none noted
- v. none 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 applicant clearly defines the importance and magnitude of the results and their effects on student learning. The applicant clearly describes 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. and the anticipated results and benefits. The applicant describes the potential for the incorporation of into the ongoing program of the agency or organization at the end of Federal funding. The applicant provides dissemination strategies that will enable others to use the information.

Supporting Statements:**Strengths:**

(i) The results from this project will be shared to support the need for intentional planning around professional development to enhance instructional practices and retain teachers. For example, the applicant states that this project will implement and test practical, replicable and scalable, culturally responsive and sustaining, and inclusive PD and community spaces . The applicant also states that M2C will evaluate the impact of high-quality PD on teacher instruction and retention. Learnings and evaluation will be shared in the field to grow a replicable understanding of how to design and implement PD that will support the retention of accomplished teachers in the profession and in particular PD that supports and retains ToC (pg. e40). The applicant also states that the continuous feedback feature and evaluation of the project will contribute essential understanding to the field's efforts of how-to better support teachers of color throughout their career trajectory, including essential inventions in the critical years following pre-service and induction to keep teachers in the classroom (pg. e41).

(ii) The applicant adequately demonstrates that the costs are reasonable. The applicant states that the total anticipated cost of the project is approximately \$14.3 million, which equals approximately \$9,500 per teacher for two years of professional learning, mentorship and advanced certification (pg. e41). The applicant also states that as the learnings of M2C are spread to more places and implemented for more teachers, the cost per teacher and student positively impacted by this work will further be reduced (pg. e42).

(iii) The applicant describes the strong significance the project will have on the intended groups in the future. For example, the applicant states that in the next ten years, the National Board seeks to dramatically scale and diversify the national community of NBCTs to 250,000 teachers, at least 25% of whom identify as teachers of color, and moving toward an aspirational long-term goal of 1,000,000 NBCTs that are 50% teachers of color (pg. e42). The applicant also states that the learnings and successful activities support ToC through Board certification will inform the National Board's approaches to supporting candidates as it seeks to meet the long-term goals (pg. e43).

(iv) Dissemination strategies are described to share project benefits to improve teaching and learning. For example, the applicant states that dissemination will include: developing a user-friendly brief that includes mini case studies of participating districts' impact stories and resource links; and implementing a dissemination plan that uses newsletter, eblast, website, social media, conference presentations, and virtual and in-person convenings and trainings to reach audiences of teachers, school and district administrators, NBCT Networks and partner organizations, such as the teachers' associations, teacher leadership and advocacy organizations, think tanks, and policy membership organizations (pg. e43). The applicant also states that National Board will actively disseminate the results of this project via newsletter, eblast, website, social media, virtual and in-person convenings and training, and through more formal presentations and publications (pg. e44).

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 concisely demonstrates the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The applicant clearly explains 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.

Supporting Statements:

Strengths:

(i) The applicant provides a chart with objectives, goals, and measurable outcomes that will provide clear direction for the project implementation. For example, Goal 3 is to increase the number of highly effective teachers, with a preponderance of ToC, pursuing and achieving Board certification as an advanced credential (pg. e44-45). To meet this goal, there will be programs in place to recruit ToC to pursue Board certification as an advanced certification. The expected outcomes include 1,500 teachers pursue National Board Certification and 750 ToC pursue certification (pg. e45).

(ii) There are clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provides a chart with responsibilities based on expertise. The Project Manager has an expertise in extensive experience managing grant financials. The responsibilities are to project manage grant, financial recordkeeping, facilitate cross-partner site collaboration, and support execution of events (pg. e47). Goal 3 will be addressed in year 1, with tasks including: Gather feedback from NBCTs and ToC on meaningful professional learning supports related to certification (pg. e48).

Weaknesses:

- (i) none noted
- (ii) none 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 applicant provides a comprehensive explanation on the methods of evaluation . The applicant provides an exhaustive explanation on 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. However, the methods of evaluation related to the intended outcomes are limited.

Supporting Statements:

Strengths:

- (i) The evaluation methods for the project implementation meets WWC standards. The applicant states that AIR will

match teachers on their students' aggregate prior-year achievement level. To balance on constructs that will be used as teacher outcomes, AIR also will match on baseline classroom practice scores and school-level prior-year retention rate (pg. e54-55). To maximize participation in data collection for RQ1, which includes teacher recordings and videos of classroom activities, AIR and the National Board will communicate the data collection expectations and significance to intervention and comparison teachers (pg. e55). The applicant will also evaluate student outcomes and states that AIR will use industry-standard regression methods, accounting for the nesting of data, district fixed effects, and controlling for teacher and student baseline characteristics (pg. e55).

(ii) The project's methods of evaluation will provide proper feedback to improve teaching and learning. For example, the applicant states that to ensure continuous feedback, the evaluation will include three feedback cycles in each 2023-24 and 2024-25, sequenced to best support programmatic needs (pg. e56). Extant sources include M2C providers' documents, records of teacher participation, coaching and observation logs, and certification records (pg. 56) to ensure comprehensive feedback. AIR will collect data from all 10 Partner Sites, include all 1,500 teachers in formative surveys, and randomly recruit teachers and administrators for up to 40 interviews/focus groups per year. Recruitment will be stratified to ensure representation across sites and teacher characteristics (pg. e56).

(iii) The methods of evaluation will provide valuable information related to the project's outcomes. The applicant states that to ensure that instruments for surveys, interviews, and focus groups are objective, AIR will develop questions (and answer options for surveys) that are clear and concise, understood by respondents, and offer sufficient response flexibility as these characteristics enhance measurement quality (pg. e57). The applicant also states that they anticipate that program documents, such as M2C provider plans, coaching and observation logs, and records of teacher participation will be objective measures of M2C implementation and participation, as these sources capture observable behaviors which AIR also will be able to confirm (pg. e57).

(iv) The applicant describes how the methods of evaluation will provide valid and reliable performance data. AIR will use the Classroom Assessment Scoring System (CLASS) to score video recordings of ToC's classrooms (pg. e57). AIR will use Panorama Education's Social-Emotional Learning survey, which addresses topics aligned with M2C goals, such as sense of belonging, teacher-student relationships, and inclusivity and safety of learning environments (pg. e57).

(v). The applicant demonstrates replication of project activities for improved teaching and learning. For example, the applicant states that AIR and the National Board will make M2C design and formative and impact evaluation results publicly accessible through publications, the National Board website, and dissemination through webinars, conferences, and professional meetings (pg. 58). AIR will pre-register the M2C impact study in the Registry of Efficacy and Effectiveness Studies, including research and analysis activities, and sample information, and update the registry if needed (pg. e58).

Weaknesses:

i. none noted

ii. none noted

iii. none noted

iv. none noted

v. The applicant does not provide clear baseline information. The applicant states that the baseline for the 1st year of implementation will be taken during the second year. This lack of data makes it difficult for the reviewer to determine how the implementation data would be evaluated from the beginning of the project (pg. e58).

Reader's Score: 18

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 clearly demonstrates a plan to support meeting their diversity goals. For example, the applicant states that the National Board will work with Partner Sites to support ToC as they pursue a nationally recognized, advanced teaching credential that certifies them as subject matter and instructional experts. Professional development will provide high-quality PD that is culturally relevant and sustaining for the diverse participants, including activities recommended by researchers to improve the satisfaction and retention of ToC such as affinity spaces and leadership opportunities (pg. 21).

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 clearly demonstrates how the project will promote equity in student access to educational resources and opportunities. For example, the applicant states that M2C will provide specially designed PD supports for ToC to improve their practice and help the profession to overcome the systemic barriers to their equitable retention. The applicant also states that through evidence-based practices—main barriers to growing and keeping qualified, diverse teachers, M2C promotes equitable access for students to the most essential factor in their education: high-quality teachers who know how to and can support their learning, growth, and development (pg. e22).

Weaknesses:

none 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 applicant clearly demonstrates how the project will meet Student Social, Emotional, and Academic Needs. For example, the applicant states that the project will support teachers to identify evidence of instructional practices aligned with these outcomes as they examine their own practice and that of accomplished teachers via subject specific. The applicant also states that through the project, participants will establish a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning, risk taking, and active student engagement (pg. e23).

Weaknesses:

none noted

Reader's Score: 2

Status: Submitted
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