Technical Review Coversheet

Applicant: University of Houston (S336S220013)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	23
1. Project Evaluation	20	14
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	2
Competitive Preference Priority 2		
1. Diverse Workforce	3	2
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Competitive Preference Priority 4		
1. Promoting Equity	2	1
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total 111　　93		

Technical Review Form

Panel #7 - Panel - 7: 84.336S

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

Applicant: University of Houston (S336S220013)

Questions

Selection Criteria - Quality of Project Design

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

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

(i)　　The extent to which the proposed project demonstrates a rationale.

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

(iii)　　The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

The project aims to grow educators through mentoring, coaching and co-teaching in a yearlong teaching residency, which by adding clinical experience through coaching will enhance the experience (e30).

The project goals of growing teachers and selecting teachers from underrepresented groups are specific and measurable in its targets and will have a direct impact in high-need areas in the supporting LEA (e34).

The project addresses core competencies through mentorship, induction, and enrollment in Masters program work, which are integrated into the project design and will comprehensively impact teaching and learning (e41).

The project reflects up-to-date knowledge from research at building a residency model with the thematic categories of content integration, social justice, prejudice reduction and academic development. The inclusion of cultural responsiveness will provide more equitable educational opportunities to raise student achievement for students of color (e44).

The residency model collects data from multiple services and offers feedback aligned to the state competencies that will directly lend to intervention with residents not displaying adequate progress (e47).

The project aims to stabilize the educator workforce through teacher residencies which will reduce costs for the districts by reducing teacher attrition in the applicant's district (e48).

Weaknesses:

While national trends are used, the applicant does not provide the current ethnic makeup of the teacher workforce in Houston, or how this project intends to counteract this (e46).

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

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

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

(i)   The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
(ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

The teacher mentorship program ensures high-quality preparation through multiple means of collecting quantitative and qualitative assessments and is likely to lend quality information through the usage of licensure exams, surveys and interviews with stakeholders (e50-53).

The proposed residency project will utilize administrative data from multiple sources to determine effectiveness (e53).

The proposed mentorship project will analyze student-demographics, student test scores, and program participation data to make determinations as to the quality of the teaching residency to be used as indicators of the candidate teachers' growth potential in the district. This will allow the program to assess the growth of the candidate and make corrections as necessary (e55).

The evaluation of the mentorship project will use a blend of inductive and deductive methodologies and code the responses to further analyze and data mine to better determine candidate development (e56).

The methods of evaluation are feasible and appropriate to the goals and outcomes of the project, as an external entity will help lead the evaluation of data to make improvements in the programming (e56).

Weaknesses:

The vehicle in which the external organization is able to collect teacher observation scores has not been adequately established. Without this data, data-informed decisions of the growth of teacher candidates will be greatly reduced (e55).

Reader's Score: 14

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii) The extent to which the budget is adequate to support the proposed project.
(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

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

Strengths:

There are adequate levels of support facility (full time faculty partners will be teaching) and adequate supply support through matched funds and facility space which should be sufficient for the project (e58).

The budget is adequate and has in-kind matching funds and uses full-time faculty to teach the courses (e58).

The budget costs are reasonable to the outcomes of certifications and growing the population of teachers (e154-157).

The program has the means to support the necessary faculty, and there is a high degree of commitment and support from stakeholders, which will lend to greater implementation of its intended goals (e59).

The proposed teacher mentorship has a high degree of commitment and interaction through distributed evaluation among the stakeholders lending to its success (e60).

Weaknesses:

No weaknesses were discovered.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and

milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

A management plan has been created to support the teacher mentorship program with distributed responsibilities across multiple individuals, which should increase the likelihood of its successes (e63).

The management of the residency is further evidenced with a five-year timeline, with sufficient activities and milestones, which should enable its success (e63).

There are adequate procedures, which occur in collaboration with the outside entity in order to ensure the success of this

project by following established data collection procedures (e66).

The project will utilize formative reports in order to reinforce feedback cycles, and by sharing them out to the stakeholders should increase the success of the project (e66).

The dissemination of data collected through the teacher residency, will then be utilized in formative evaluative reports to strengthen program components (e50).

Weaknesses:

No weaknesses were uncovered.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

The project aims to increase the diversity of the workforce through recruitment prior to graduation which will strengthen the pipeline of potential teachers (e24).

Weaknesses:

The process for selecting and hiring underrepresented candidates is not described (e24).

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 2

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

points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the

number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The proposed grant uses a full-year classroom apprenticeship in order to effectively model successful teaching practices and encourage growth of lower performing educators (e24).

The applicant effectively describes research that will be utilized in informing the coaching modeling program (e25).

Weaknesses:

No weaknesses were uncovered.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

Strengths:

The applicant somewhat describes practices within the mentorship program that will build positive mindsets within the instruction (e25).

The applicant will effectively create what it describes as "low barrier" spaces to practice social emotional simulations through innovative AI experiences (e27).

Weaknesses:

The applicant does not fully link how to build a sense of belonging or inclusion for resident teachers will translate into action for underserved students in the teacher's classroom (e25-26).

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 4

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

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

   a)   **In one or more of the following educational settings:**
   (1)   **Early learning programs**
   (2)   **Elementary school.**
   (3)   **Middle school**
   (4)   **High school**
   (5)   **Career and technical education programs.**

(6)   Out-of-school-time settings.

(7)   Alternative schools and programs.

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

Strengths:

The proposed project will build the capacity of understanding equity through using AI simulations that will simulate classroom interactions (e27).

The application gives an adequate response in how preparation programs will utilize equity in their coaching to increase success (e27).

Weaknesses:

No weaknesses were uncovered.

Reader's Score: 1

Invitational Priority - Invitational Priority

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

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

   Strengths:

   The applicant did not respond to this priority.

   Weaknesses:

   The applicant did not respond to this priority.

Reader's Score:

Status:
Last Updated:

0

Submitted 06/06/2022 10:52 AM

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

Technical Review Coversheet

Applicant: University of Houston (S336S220013)
Reader #2:   **********

	Points Possible	Points Scored

Questions

Selection Criteria

Quality of Project Design

1. Project Design		30	22

Quality of the Project Evaluation

1. Project Evaluation		20	15

Adequacy of Resources

1. Adequacy of Resources		30	28

Quality of the Management Plan

1. Management Plan		20	20

Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity		4	2

Competitive Preference Priority 2

1. Diverse Workforce		3	2

Competitive Preference Priority 3

1. Meeting Student Needs		2	1

Competitive Preference Priority 4

1. Promoting Equity		2	1

Invitational Priority

Invitational Priority

1. Grow Your Own		0	0

Total		111	91

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #2:   **********
Applicant: University of Houston (S336S220013)

Questions

Selection Criteria - Quality of Project Design

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

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

   (i) The extent to which the proposed project demonstrates a rationale.
   (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed
   project are clearly specified and measurable.
   (iii) The extent to which the proposed project is part of a comprehensive effort to improve
   teaching and learning and support rigorous academic standards for students.
   (iv) The extent to which the design of the proposed project reflects up-to-date knowledge

from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

The applicant demonstrates in a somewhat clearly outlined logic model that the proposed project includes several clear outputs that are specifically measurable. Clearly outlined logic models ensure that the outputs will be measured successfully. (Page e124)

The applicant includes three goals that are measurable and clearly stated. The goals include a sound approach to the embedded year-long clinical experiences and high quality teacher mentoring. (Page e33 and e40) These goals provide clear guidance for the improvement of instruction.

The applicant does provide goals, objectives, and outcomes that provide an effective effort to improve teaching. The project design includes, appropriately, the use of National Center for Teacher Residences (NCTR) as a partner to support the building, scaling, and sustaining of a high-quality teacher residency program.(Page e36)

The applicant does identify several research studies that reflect up-to-date knowledge from research and effective practice that is directly linked to the interventions planned within the proposed project. This research is applied to the explicit instruction in culturally responsive teaching methods for elementary mathematics as part of integration of pedagogy and content knowledge of the planned interventions The use of up-to-date knowledge will ensure that the interventions applied will have a better opportunity for success. (Page e45 and Page e40)

The proposed project does include, appropriately, the use of formative and summative assessments throughout the coursework that ensures teacher candidates meet criteria and determine the effectiveness of the residency program. (Page e45-e46)

The applicant demonstrates several appropriate methods of feedback during the clinical teaching practicum. The feedback given to Teaching Residents is an important part to encourage success of the residents in teaching. (Page e46) The applicant demonstrates that several effective methods are in place that promote sustainability for the proposed

project. For example, some of the coursework is to be absorbed by the University of Houston instructors. Such efforts ensure that the project continues beyond the grant period. (Page e59)

Weaknesses:

The applicant does not provide specific measurable outputs for student learning and achievement. Objective 3B states that new teachers are effective as measured by student academic achievement; however, the logic model does not include how that academic achievement is measured and linked to the teacher completion of the program. Without that information, it is difficult to determine how student success will be measured. (Page e124) (Page e35)

The applicant does not clearly delineate how the cohorts are established. It is not clear how the "TR's and MT's" are matched. Without that information it is difficult to determine which participants will be receiving interventions and how the control will be established. It is not clear who will be included in the "TR's and MT's".(Page e42)

The applicant does not provide goals or objectives that support a comprehensive effort to improve student learning and support rigorous academic standards for students. (Pages e33-e35) Without specific goals and objectives it is not possible to determine how student learning success is measured.

The applicant does not provide specific research or effective practices that directly apply to student learning. (Page e45) Several of the references cited are from older research work. For example, C. Grant's work on preparing teachers for diversity is from 1990. Older research may not reflect current best practices. (Page e70)

Reader's Score: 22

Selection Criteria - Quality of the Project Evaluation

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

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

(i)   The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
(ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

The applicant demonstrates that through an appropriate partnership with an outside evaluator, a rigorous evaluation will occur. This ensures that the project is measured for improvements needed and success.(Page e49)

This evaluation includes a direct link between the goals, the measures to be used, and the short- and long-term outcomes. The goals and outcomes are aligned with the logic model. Providing these links ensure that the performance is measured for success. (Page e50 and Page e124)

The applicant does demonstrate the use of several feasible and appropriate methods of evaluation that include comparison data to be completed. Providing for comparison data ensures that the interventions are the cause for the improvements and success achieved. (Page e56)

Addressing goal one, three main comparison groups are to be used. Those include other University of Houston teacher

candidates in the same certification areas, and other Alternative Career Path candidates and traditionally prepared teachers at other Texas-based teacher preparation programs. This effort will provide for the appropriate comparison to groups that do not receive the interventions. (Page e56)

Weaknesses:

The applicant indicates that to address Goal 3 that student-level demographics and student test scores will link teachers to students. However, the applicant does not demonstrate the levels of success rates expected. Therefore, it is difficult to determine if the evaluations are thorough enough or if it will measure student achievement progress. (Page e54-55)

Reader's Score: 15

Selection Criteria - Adequacy of Resources

1. **C. Adequacy of Resources (30 points)**

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

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

Strengths:

The applicant demonstrates that there is adequate support for facilities, equipment and supplies from two partners, the University of Houston and the Houston Independent School District. Those two entities provide adequate space and technology necessary for the participants. (Page e58)

The budget is adequate for supporting the scope of the project. The major expenditures are for delivery of the coursework and stipends for teachers. The second most substantial costs are for the partnership between the University of Houston and EPIC for study and evaluation. These two elements are linked appropriately to the goals of the proposed project and will provide adequate resources for the completion of the project.(Page e58) The costs for the programming are reasonable.

The investment is about $78,000 per teacher. This ensures that the objectives relating to training teachers and providing for more certified teachers in classroom with high need are met. (Page e34 and Page e59)

The applicant demonstrates that non-federal funds including in-kind donations from the partner LEA provides an appropriate level of matching funds. This type of match helps to ensure that resources to operate the project beyond the length of the grant will be available. (Pages e565-e573 and Page e59)

The proposed project includes a continuous feedback loop by facilitating on-going professional development experiences. These experiences increase teacher retention and help the program to continue to grow. (Page e60)

The applicant demonstrates that partners are committed to the proposed project. For example, the University of Houston Departments of Curriculum and Instruction, Languages, and Theatre have made in-kind faculty salary contributions. (Page e58) These partnerships ensure that the project has success.

Weaknesses:

Additional clarity is needed regarding the HISD Teacher Stipend. It is not clear how a $15,000 stipend is sufficient for the scope of the project. This would fund only one teacher. (Page e576).

Reader's Score: 28

Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The management plan outlines clearly the persons who are a part of the Project Lead Team, the Design Team, the MT On-boarding Team, Graduate Program and certification Curriculum Team, and the Research and Evaluation Team. Each one of these teams have responsibilities that support completion of the project tasks .(Page e62)

Each of these teams include personnel who are qualified to address the scope of the project. For example, the PI and CoPI have appropriate experiences in project management and teaching credentials that will ensure that the project will be completed on time and within budget. (Pages e-61-e63 and Pages e125 -e255)

The management plan identifies clearly the activities and milestones as well as the timeline for these efforts. These are appropriate to ensure that the project is completed on time and within budget.(Page e63)

The applicant demonstrates several appropriate procedures to ensure continuous improvement and feedback. The Project Lead Team works with the evaluator team to track completion of milestones and adjust timelines as necessary. Monthly evaluation meetings are held to monitor project progress and ensure that the project is completed on time and

within budget. (Page e67)

The proposed project includes frequent and actionable feedback cycles that produce performance assessments that are collected and analyzed by site coordinators. These efforts provide informed decision-making to make revisions in coursework and interventions. (Pages e46-e47)

Weaknesses:

No weaknesses found.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   The applicant has established a plan to diversify its teaching workforce by supporting a variety of pathways to certification. The UH PDEE program, if funded, provides a Master's certification option. Initial recruiting for that program takes place in local and regionally settings. Mentoring and relevant professional development are used to retain existing talent and maintain the diversity gains. This is a somewhat effective plan to support a diverse educator workforce . (Page e23-e24)

   Weaknesses:

   The applicant does not provide specifics in the diversity planning that would ensure improvements in recruitment and outreach. The applicant does not include who would implement recruitment and how the recruitment and outreach would be implemented. Therefore, it is difficult to determine if diversity would improve. No objectives are outlined for this purpose. (Page e23-e24 and Page e7)

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant demonstrates that the use of collaboration and modeling, which is part of the proposed project, provides for some improvement in the number of effective educators serving students. (Page e25)

The applicant demonstrates that a full year of apprenticeship for teacher residents alongside a highly trained mentor teacher where the resident will eventually work provides support for a well-prepared and effective educator. (Page e24)

Weaknesses:

The applicant does not provide how the proposed project increases the proportion of well-prepared and diverse educators serving underserved students. The project does not focus on underserved students or teachers in shortage areas.
Therefore, it is difficult to determine how improved services to underserved students would be accomplished. (Page e25)

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The proposed project is somewhat designed to improve students' social, emotional, and academic development. This is supported by such efforts as the Spanish for Teachers coursework that helps new teachers establish the culture of belonging. It is also supported by the AI simulation experiences to provide practice in implementing mathematics instruction, establish small group norms and communicating with families. (Pages e25-e26)

   The proposed project efforts to provide learning opportunities for teachers gives support for teachers to have self-efficacy

   about their performance and then be willing to create classroom environments where students tend to feel valued, respected and safe. (Brown, 2013) (Page e25)

   Weaknesses:

   The applicant does not clearly link the intervention of staff development for teachers and how that will have a positive effect on underserved students specifically. (Pages e25-e26) The applicant does not include improvement of career development as a way to meet student's needs.

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

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

Strengths:

The proposed project plans to use professional development with structured networked learning communities with equity coaching as a framework for professional learning. These efforts promote equity and strength in retention of staff members.(Page e27 and Page e37)

Weaknesses:

The applicant does not indicate how the educator preparation programs and professional development are inclusive. (Pages e26-e27)

The applicant does not clearly indicate how the educators served by this proposed project will be better prepared to create inclusive, equitable, unbiased, and identity-safe learning environments for their students. Without these elements, it is not clear how supportive and equitable programming will be provided . (Pages e26-e27)

The applicant does not define what equity coaching is. Without that definition, it is difficult to determine if that intervention will provide for more equity for staff and students. (Page e27 and Page e6)

Reader's Score: 1

Invitational Priority - Invitational Priority

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

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

Strengths:
The applicant did not respond to this priority.

Weaknesses:
The applicant did not respond to this priority.

Reader's Score:

Status:
Last Updated:

0

Submitted 06/03/2022 05:31 PM

Technical Review Coversheet

Applicant: University of Houston (S336S220013)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Adequacy of Resources		
1. Adequacy of Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	2
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Competitive Preference Priority 4		
1. Promoting Equity	2	1
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	97

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #3:   **********
Applicant: University of Houston (S336S220013)

Questions

Selection Criteria - Quality of Project Design

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

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

(i)   The extent to which the proposed project demonstrates a rationale.
(ii)   The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
(iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

The rationale addresses the need to overcome the barriers that people of color face entering the teaching profession by implementing a teacher residency model, preparing teacher candidates for certification and providing support for school district partners. (Pages e27-e28)

The goals, objectives and both short and long-term outcomes are clearly presented in the Logic Model (e31 and e124) and includes developing rigorous coursework and mentorship to deliver math instruction, preparation for licensure exams and one year clinical experience.(Page e124)

Up to date knowledge from research indicates that racial, language and ethnic links between students and their teachers can improve academic outcomes of students of color. (Pages e9, e23)

The project is designed to build capacity and yield results beyond the period of financial assistance by enlisting the services of NCTR which will help ensure that UH PDEE has a sound foundation and supports to sustain growth over time. (Page e36)

Weaknesses:

Rather than implementing traditional mathematics instruction, new approaches will include use of classroom video to demonstrate best practices around "instructional frameworks, social and emotional learning, and culturally responsive pedagogy". This seems experimental and is not adequately explained. The data evaluating impact of courses on TR learning and development may lead to course revisions and loss of learning. (Page e31)

Reader's Score: 26

Selection Criteria - Quality of the Project Evaluation

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

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

(i)   The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
(ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

•   The evaluation is adequate and provides both formative and summative evidence regarding the overall effectiveness of UH PDEE.(Page e49) EPIC is the research and evaluation tool, within the Department of Public Policy at UNC Chapel Hill, that for fifteen years has specialized in policy-relevant and practitioner-applicable mixed-methods education studies. (Page e50)

•   The evaluations will assess the three primary goals of UH PDEE: (1) provide high-quality teacher preparation; (2) support completers employed in high-need HISD schools; and (3) continue to provide high quality PD for completers. The

chart lists potential data sources and measures, the frequency/timing of analysis, and high-level analysis information. (Pages e50-e53)

• Methods of evaluation are feasible and appropriate to the goals, objectives, and outcomes of the proposed project. Through quantitative analyses, EPIC will compare outcomes for UH PDEE candidates /completers to comparison groups of candidates/teachers. These comparisons will help EPIC determine whether there are significant differences in outcomes that may be attributable to UH PDEE. (Page e55)

• UH and EPIC will partner throughout the five-year grant period to ensure that evaluation findings continuously inform the practices and decision-making. (Pages e56-e57)

Weaknesses:

• Accumulation of student test scores and success rates are not specified (e54-55) and performance data is generally based on previous EPIC scores and predictions. EPIC is the research and evaluation tool, within the Department of Public Policy at UNC Chapel Hill, that for fifteen years has specialized in policy-relevant and practitioner-applicable mixed-methods education studies." (Page 50)

Reader's Score: 16

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

the implementation and success of the project.

Strengths:

• Both UH and HISD will supply the facilities, equipment, supplies and other applicable resources for use in their trainings and is an important cost saving measure.   HISD will contribute use of space on one or more elementary school campuses where UH PDEE teacher residency coursework and MT workshops will be held. HISD will also provide access to wireless internet and other in-kind instructional technology. (Page e57)
• UH will provide facilities on the main campus to host the NCTR Design Academy during the first year. UH will also provide support for TRs in terms of instructional technology and software use. Matching funds will come from a variety of sources: HISD will supplement the bulk of funding for salaries. (Page e57)
• UH Departments of Curriculum and Instruction, Languages, and Theatre contributes kind faculty funding; NCTR will make an in-kind contribution as part of the contracted services with UH PDEE. These contributions show commitment and adequacy of support from each partner. (Page e58)
• The budget is adequate to cover costs to ensure that full time faculty are available to design programs and teach in UH PDEE with appropriate funding provided for EPIC study and evaluation (Page e58)
• The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. UH PDEE will facilitate on-going PD opportunities for TRs, new teachers, and MTs to establish a network of support that increases teacher retention. (Page e59) As the reputation of the program becomes known, the applicant predicts a continuous enrollment beyond the life of the grant as UH PDEE is poised as a long-lasting Master/certification pathway. (Pages e59-e60)
• The on-going relationship between HISD and UH teacher education, indicates both partners are committed to promoting excellent teaching in service of student achievement and equity in education. (Page e60)
• Both UH and HISD have adequate financial resources to meet the required funding match. Letters of support included in attachment C detail the contributions of HISD and various University entities toward the support of establishing UH PDEE. (Page e61)

Weaknesses:

•   The project requests $7,014,356 in TQP federal funding to support the design of the residency program and implement the residency program for four cohorts of new teachers representing an investment of approximately $78,000 per teacher (90 teachers trained over the five-year grant period). This seems quite expensive compared with other grant requests. There are no guarantees that all TR students will complete their coursework and costs could climb higher to recruit and replace needed teachers for the schools. (Page e59)

Reader's Score: 28

Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
(ii)   **The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

•   The adequacy of the management plan is appropriate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Page 61)
•   The five-year plan of activities, milestones, and partner roles as well as a year/month timeline are outlined in the reference table. Accountability to the outcome of the project is necessary so that they meet their goals to retain and place teachers in high needs schools.(Pages e63-e66)
•   UH PDEE team will work with EPIC to ensure quality of residency, data collection methodology, data analysis, and track completion of milestones. (e66)
•   Monthly evaluation meetings are held to develop surveys/protocols and to monitor whether the project is making expected progress toward process outputs and outcomes. (Page e66)

Weaknesses:

There are no weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

• The 1,080 students in the University of Houston teacher education programs reflect similar demographics as the HISC: 54% Latino, 21% White, 8% Black, 12% Asian, and 4% other, which is 28.5 percentage points more diverse than the current Texas teacher workforce. This will support teachers reflecting the diversity of their students. (Page e23)

• To retain current teachers, UH PDEE will support HISD's goal of providing relevant PD and mentoring.(Page e24)

• The UH PDEE will provide continuous new teacher co-teaching support and a stipend during their residency and in classrooms as they complete their requirements towards certification. (Page e22)

• Participants will be supported in the same manner as they work to finish their master's degree requirements to ensure teacher retention. (Page e22)

• TR's while being employed by HISD in schools of underserved students especially mathematics classrooms will continue to receive mentoring and evaluative support to support teacher retention. (Page e22)

• The updated HISD compensation plan includes local and state funding for TR salaries to meet the goal to attract new teachers to the district. (p.e24)

Weaknesses:

• UH PDEE will employ master teachers to provide co-teaching during the residency year, "ensuring relevant clinical experience and appropriate support as the teacher resident develops". It is unclear how often TR's will have an MT at their side during their employment as many of the master support teachers have their own education responsibilities and district employment commitments. (Pages e14, e24)

• While the district wants to recruit teachers at an earlier stage, ideally pre-graduation who will be employed by HISD while earning teaching certification, there could be teacher burnout and exhaustion. Teachers may fail to meet their three-year commitment to the district as they complete the master's degree without intense support. (Page e24)

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   • TRs will learn to teach by working for an entire year alongside a highly trained MT in the district where the resident will eventually work (Page e24) and reflects a direct alignment with classroom experience.

   • UH PDEE and HISD will require completers to commit to teach in the district for a minimum of three years as an effective way to increase the number of diverse and effective teachers serving underserved students. (Page e25)

   • Research supports learning new skills on-the-job from peers is an effective method to use human capital (Page e24). It is supported by studies showing low-performing teachers when matched with a high-performing colleague, resulted in an increase of effective instructional performance for the low-performing teacher (Papay et al.,2020). (Page e25) The result is an increase in the proportion of well-prepared teachers serving in classrooms with high needs.

   • MT Modeling is an excellent way to provide teachers with meaningful, relevant growth opportunities and relevant educational experiences in classroom settings that is a powerful tool for providing feedback and growth. (Page e25)

   Weaknesses:

   No weaknesses noted.

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

Strengths:

•   Social Cognitive Career Theory shows people are likely to be happy at work when they value their activities and outcomes, work toward personal goals, and have self-efficacy about their performance (Lent & Brown, 2013). (Page e26)
•   To help teachers reach a comfort/confidence zone, and improve teaching techniques, UH PDEE coursework will include AI simulations of mathematics instruction, small group practice and teacher goals for further practice with implementing the new strategies. (Page e26)
•   Spanish for teachers will help new teachers by equipping them with stronger linguistic knowledge of a second language. (Page e26)

Weaknesses:

•   The use of AI simulation experiences for TRs and MTs will provide practice for implementing mathematics instruction, establishing small group norms, communicating with families, among other topics and skills. No other studies or documentation was provided to support statements of this these successful outcomes. (Page e26)

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 4

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

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

a)   In one or more of the following educational settings:
(1)   Early learning programs
(2)   Elementary school.
(3)   Middle school
(4)   High school
(5)   Career and technical education programs.
(6)   Out-of-school-time settings.
(7)   Alternative schools and programs.

b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and

disability status so that educators are better prepared o create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

•   UH PDEE, in response to scholarship asserting that teachers of color suffer damage done by systemic racism, will attempt to mitigate its effects by building structured networked learning communities for educational support and techniques shared for improvement (Bryk, 2015). (Page e27)

Strengths:

•   There is a loosely defined focus on AI training education for MT's, TR's and UH faculty in on-boarding workshops that will center on equity, diversity and inclusivity pedagogy in the classroom and community. (e27). There are few details provided in this section other than reference to the works of three scholars.

Weaknesses:

Reader's Score: 1

Invitational Priority - Invitational Priority
Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.
1.

The applicant did not respond to this priority.
Strengths:

N/A
Weaknesses:
 Score:
Status:

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