

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

Status: Submitted

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Technical Review Coversheet

Applicant: Fresno Unified School District (U336S140087)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	15	15
Quality of Project Design		
1. Project Design	45	40
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Priority Questions		
Competitive Preference Priority 1		
Promoting STEM Education		
1. CPP 1	5	5
Competitive Preference Priority 2		
Implementing Academic Standards		
1. CPP 2	2	2
Total	107	99

Technical Review Form

Panel #9 - 2014 TQP Grant Review- 9: 84.336S

Reader #1: *****

Applicant: Fresno Unified School District (U336S140087)

Questions

Selection Criteria - Significance

1. 1) The Secretary considers the significance of the proposed project.
 - 2) In determining the significance of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
 - ii) The likelihood that the proposed project will result in system change or improvement.
 - iii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

Strengths:

The proposal provides extensive evidence that convey the significance of the proposed project. For example, the proposal describes the fact that Fresno schools have a high concentration of English Language Learners. (p. 4). The proposal also states that Fresno Unified faces a variety of challenges in recruitment and hiring of highly effective teachers, especially in STEM subject areas. (p. 6).

Over the past four years, the district has increasingly been forced to rely upon more teachers under provisional permits, short term staff permits, limited assignments and internships within these fields; 95 teachers in 2013-2014 compared to 48 teachers in 2010-2011. (p. 6).

The residency program is developing a new model of teacher education, it is embedded in the schools and the project is trying to bring new teachers to select into the program. (p. 2-3) This serves as evidence that the project seeks to build the capacity of teachers as well as will create system change in the target school district.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

- 1) The Secretary considers the quality of the design of the proposed project.
 - 2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:
 - i) The extent to which the proposed project is supported by strong theory (as defined in this notice).
 - ii) 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.

iii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

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.

v) 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., State educational agencies, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

Note: In order to address this criterion, applicants are encouraged to develop logic models to demonstrate their project's theory of action. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (www.relpacific.mcrel.org/PERR.html) or the Northeast and Islands REL Skill Builder Workshops (www.relnei.org/events/skill-builder-archive.html) to help design their logic models. In addressing this criterion, applicants are also encouraged to connect the project design to the intended impact of the project, including an explanation of how the project will affect the preparation, placement, retention, induction, and professional development of teachers, and ultimately student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and how the IHE and LEA(s) plan to sustain their partnership beyond the life of the grant.

Strengths:

The proposal states that the overarching goal of this project is to improve student academic achievement in math and science by recruiting, training, and retaining highly effective individuals to the teaching profession. (p. 12). The work is organized around objectives written in the proposal. For example, objective two is Fresno Unified and Fresno State faculty collaboratively reform the K-12 curriculum to train high quality teacher residents. This is supported by revising the teacher education curricula. (p. 13). This goal and objectives demonstrate that the program design is coherent.

The logic model on page 15 presents the proposed work as a coherent plan with long-term impacts listed for Residents as well as students and connecting those impacts with the program delivery. For example, the program ultimately hopes to retain 95% of the teachers in high need schools after three years. This also makes some of the theoretical assumptions explicit in the design of this program.

Mentor teachers will be identified through a rigorous selection process and will receive training and ongoing support to help them coach and mentor the residents. Mentors act as teacher-educators helping residents identify, practice, analyze, and develop the knowledge and skills they need to be effective classroom teachers (p. 24). This demonstrates that the professional development is high quality and thorough.

The residency program coursework will be delivered at host residency sites. Residency seminars held during the week will provide opportunities to link university coursework with site-based residency activities to reflect on learning. (p. 23). This also demonstrates that the professional development opportunities that will be provided through this work will be high quality.

On pages 37-38, the roles of the two partner organizations are listed to clarify what each is contributing to further the goals of the work. This provides evidence that the collaboration is being leveraged to improve the services for the target population.

Weaknesses:

The proposal does not make clear what planning has taken place to help the project continue beyond the scope of the grant. (p. 4)

Reader's Score: 40

Selection Criteria - Quality of the Management Plan

1. 1) The Secretary considers the quality of the management plan for the proposed project.

2) In determining the quality of the 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 qualifications, including relevant training and experience, of key project personnel.

iii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Note: In order to address this criterion, applicants are encouraged to include in the application narrative a clear, well thought-out implementation plan that includes annual timelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as a description and qualifications of the personnel who would be responsible for each activity and the level of effort each activity entails. Applicants may also describe how the partnering organizations will communicate and coordinate in order to achieve project goals.

Strengths:

The table in the proposal on pages 27-32 communicates various aspects of a comprehensive management plan. For example, this table includes the activities of the project work that need to be accomplished, the time in which those activities will take place, who will be responsible for those activities and the benchmarks related to those activities. Moreover, the proposal divides the work itself into three phases (p. 26).

Key staff personnel are listed on pages 32-36. Their experience is noted as it relates to this project. Also, the table on page 36-37 lists the names and roles of the key staff as well as stating what their roles and responsibilities were. This offers evidence for the fact that the staff have the necessary experience and training to carry out the work effectively. The Mentor will use the Fresno Continuum of Standards for the Teaching Profession, Student Teacher Observation Tool and FAST to evaluate the residents' progress towards learning objectives and to provide continuous feedback. (p. 19)

Weaknesses:

The proposal does not make clear the extent to which continuous improvement is integral to the design of this project.

Reader's Score: 17

Selection Criteria - Quality of the Project Evaluation

1. 1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

2) In determining the quality of the evaluation, the Secretary considers:

i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes.

Note: In response to this selection factor, applicants are encouraged to include data on student learning.

ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Note: In addressing this criterion, applicants are encouraged to include a plan for how the project's evaluation will address the TQP Grant Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA), as well as the measures established in section 204(a) of the HEA. (The specific performance measures established for the overall TQP Grant Program are discussed under Performance Measures in section VI of this notice.) Further, applicants are encouraged to describe how the applicant's evaluation plan will be designed to collect both output data and outcome data, including benchmarks, to monitor progress. Finally, each applicant is encouraged to select an independent, objective evaluator who has experience in evaluating educational programs and who will play an active role in the design and implementation of the project's evaluation.

Strengths:

The project evaluation plan has many components of a high quality plan. For example, the proposal states that WestEd will serve as the evaluator for the Fresno Teacher Residency Project (FTRP), which demonstrates that the evaluation will be carried out by an experienced evaluator. (p. 38).

The evaluation will collect and analyze quantitative data on GPRA, HEA, and FTRP project performance measures; on proposed FTRP goals, objectives, and outcomes; and for a quasi-experimental design (QED) assessing whether FTRP results in improved teacher and student outcomes relative to traditional teacher preparation programs. (p. 38). This serves as evidence that the evaluation plan is feasible, appropriate and tied to the objectives of the project.

The CSU Center for Teaching Quality (CTQ) will provide CSU teacher candidate comparison group data for the quasi-experimental design. (p. 38). The CTQ is implementing a longitudinal data system that compiles measures of professional educator practice as well as evidence of improved student learning into a coherent, centralized system. To facilitate acquisition of comparison teacher data we will develop a data sharing MOU with the CTQ (p. 39). This further demonstrates that the design is appropriate and thorough.

Specific areas targeted in the evaluation will be teacher retention, graduation and certification, placement, recruitment and selection, teacher preparation, technology and student and teacher outcomes. (p. 40-45). For each of these categories, measures are articulated and data sources are mentioned. This provides evidence that the evaluation is thorough.

The evaluation plan also states the analytic methods that will be utilized to address questions in the aforementioned categories, such as HLM for addressing the analysis of student outcomes. (p. 46).

The proposal states that the evaluation will use CTQ data to verify survey data, while relying on survey data to provide timely findings and feedback to FTRP with quick turnaround. Moreover, the proposal states that a quarterly review feedback from program evaluation will be provided and allow the project to make adjustments as appropriate (p. 28). This demonstrates that the evaluation plan accounts for periodic assessment opportunities and performance feedback.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority 1 - Promoting STEM Education

1. Projects that are designed to address one or both of the following priority areas:

a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including

minorities, individuals with disabilities, and women, who are teachers or educators of STEM subjects and have increased opportunities for high-quality preparation or professional development.

Note: Applicants that respond to Competitive Preference Priority 1 and Absolute Priority 1 are still required to implement the required reforms within the whole teacher preparation program, as reflected in sections (a) and (b) of Absolute Priority 1.

In responding to this competitive preference priority, applicants are encouraged to include the following elements in their proposed projects:

1) Institutional collaboration to ensure that students in a college of education who intend to teach STEM courses have access to courses that build appropriate content knowledge. Such students should have access to course sequencing that is equal to the course sequencing for other STEM majors outside the college of education.

2) Emphasis on hands-on and inquiry-based STEM experiences for prospective teachers, including dedicated research or laboratory experiences, STEM discipline-specific pedagogical instruction, and explicit instruction in the interdisciplinary connections between learning sciences and STEM instruction; and

3) Early and multiple field-based instructional experiences for prospective teachers that are structured to provide exposure to a variety of teaching and learning environments, and that are coordinated and aligned with the teacher preparation curriculum.

Strengths:

The proposal provides extensive evidence for this competitive preference priority.

For example, the proposal states that through the establishment of the FTRP, both Fresno State and Fresno Unified will significantly increase opportunities for high quality preparation of teachers in STEM subjects. Additionally, FTRP seeks to increase the number of individuals from traditionally underrepresented groups STEM such as minorities, individuals with disabilities, and women as new teacher residents to better align to our student population and community. (p. 11).

The proposal states that an eligible candidate will be a recent graduate of a four-year institution of higher education or a mid-career professional with an interest in and strong content knowledge in an area of STEM. (p. 13).

The proposal also states that Fresno Unified will place graduates of the FTRP in cohorts at school sites when they are hired. This will provide them with opportunities to work together within grade level and/or content area teams at their respective schools and to continue to implement the STEM strategies that were learned in the residency program. (p. 26).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - Implementing Academic Standards

1. Projects that are designed to support the implementation of internationally benchmarked, college- and career-ready academic standards held in common by multiple States and to improve instruction and learning, including projects in the following priority areas:

a) The development or implementation of professional development or preparation programs aligned with those standards.

b) Strategies that translate the standards into classroom practice.

Strengths:

The proposal provides evidence for this competitive preference priority.

For example, the proposal states that the TRP will be designed to support the implementation of K-12 College and Career Academic Standards and Next Generation Science Standards.

FTRP provides the strategic opportunity to develop and implement strong teacher resident preparation programs aligned to the new academic content standards. This initiative provides the opportunity to transform CCR and CCSS into quality best practices in the classroom where teacher effectiveness directly impacts student achievement.

Weaknesses:

No weaknesses noted.

Reader's Score: **2**

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Technical Review Coversheet

Applicant: Fresno Unified School District (U336S140087)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	15	15
Quality of Project Design		
1. Project Design	45	45
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Priority Questions		
Competitive Preference Priority 1		
Promoting STEM Education		
1. CPP 1	5	5
Competitive Preference Priority 2		
Implementing Academic Standards		
1. CPP 2	2	2
Total	107	99

Technical Review Form

Panel #9 - 2014 TQP Grant Review- 9: 84.336S

Reader #2: *****

Applicant: Fresno Unified School District (U336S140087)

Questions

Selection Criteria - Significance

1. 1) The Secretary considers the significance of the proposed project.
- 2) In determining the significance of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
 - ii) The likelihood that the proposed project will result in system change or improvement.
 - iii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

Strengths:

- i. The project is likely to build capacity to improve services for the target population. The overarching goal of this project is to improve student academic achievement by improving the effectiveness of new teachers in high demand STEM subject areas in advanced content knowledge and effective instructional strategies (Abstract). Learner capacity will be built through collaboration, directing resources where required, and piloting new ideas (pg. 1).
- ii. The project will likely result in improved systems regarding teacher preparation and effectiveness. Teacher residents will be immersed in experiences and professional learning that by comparison veteran teachers acquire over a course of multiple years. The program will incorporate research-based ideas, best practices, and encourage the exploration of innovative approaches that can bring about new solutions to longstanding challenges in teacher education (pg. 3). The program will specifically focus on recruitment and selection of diverse talent into the Fresno Teacher Residency Programs; the Fresno Unified and Fresno State faculty will collaboratively reform the K-12 curriculum to train highly effective teacher residents; and the induction and retention of highly trained new teachers (pg. 2).
- iii. The applicant indicates that over the next five years 417 multiple subject (elementary), 66 math, and 40 science teachers will retire from the district creating an extensive void to our highly effective teacher workforce (pg. 2). Further, it was noted that although teachers in grade 4-8 had passed all required subject matter assessments they were still not well prepared conceptually in math or science content and in that needed pedagogy. The program will provide a rigorous curriculum of study, and professional development to prepare teachers to work in science and math academic fields where there is a shortage of teachers.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. 1) The Secretary considers the quality of the design of the proposed project.

2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:

i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

ii) 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.

iii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

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.

v) 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., State educational agencies, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

Note: In order to address this criterion, applicants are encouraged to develop logic models to demonstrate their project's theory of action. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (www.relpacific.mcrel.org/PERR.html) or the Northeast and Islands REL Skill Builder Workshops (www.relnei.org/events/skill-builder-archive.html) to help design their logic models. In addressing this criterion, applicants are also encouraged to connect the project design to the intended impact of the project, including an explanation of how the project will affect the preparation, placement, retention, induction, and professional development of teachers, and ultimately student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and how the IHE and LEA(s) plan to sustain their partnership beyond the life of the grant.

Strengths:

i. The project design for the proposed project is supported by a strong Logic Model. The Logic model acts as a conceptual framework describing what is going into the program, who will participate, the activities and the outcomes, including long-term impacts (pg. 15). The residency program will be the cornerstone of a larger human capital framework in the district that includes the hiring and assessing of teachers, their on-going school based support and professional development, and collaboration with Fresno State to improve teacher preparation (pg. 16).

ii. Project participants will receive sufficient professional development and training on the project. Participants (residents) will participate in an 18-month program that combines a classroom residency (full school year, plus two summer school placements) with university coursework resulting in a Master of Arts in Education with focus on curriculum and instruction and a California Teaching Credential in 56 units of study (pgs. 16-22). The coursework will be jointly developed and delivered by Fresno State and Fresno Unified faculty and be designed to address needs identified by the district, incorporate district initiatives, and adopt researched-based practices to support the residency program through the use of action research projects, portfolios, and analysis of student outcomes. The coursework will prepare new teachers with effective pedagogical skills, including: using research and data to modify and improve classroom instruction, implementing literacy programs consistent with the essential components of reading instruction, integrating STEM effectively into curriculum and instruction, and differentiating instruction so all students achieve. The 18-month classroom residency experience will pair teacher residents, one to one, with experienced and exemplary mentor teachers at residency sites to learn teaching skills first hand. Residents will work in the mentor's classroom throughout the week with graduate seminars held during designated times. Co-Teaching will be the predominant strategy within the classroom to give residents the greatest number of opportunities to teach. Co-teaching has shown improved student achievement results, using eight research based practice.

iii. Residents will be provided training focused on the knowledge and skills required by teachers to work effectively with ELs and special needs students. It will address the most current research in language development strategies, differentiation, curriculum and instruction, and assessment methodologies such as front-loading of essential background knowledge and vocabulary prior to accessing content (pgs. 19-20). The applicant has also established a partnership with WestED in the area of English Learner Support to provide training in teaching English Language students, using the ELA/ELD Frameworks. This will support new teachers in meeting the needs of diverse populations. Specific training for students with special needs will address the current research in areas including, applied behavior analysis (behavior supports), differentiated instruction, universal design, Response to Intervention (RtI), and the role in IEP meetings. These activities demonstrate a sustained program of training.

iv and v. The applicant presents information that demonstrates viable support of the project. The proposed project, with a focus on Fresno Teacher Residency Programs, will allow Fresno Unified and Fresno State to leverage funding and partnerships to develop, implement, institutionalize and sustain a Teacher Residency program that will prepare teachers to meet the needs of a diverse student population (pg. 4). A Memorandum of Understanding between Fresno Unified School District and Fresno State University demonstrates adequate support of the project via partnership (Appendix). A multi-year financial and operating model and accompanying plan was also stipulated for the proposed project that shows detailed costs to support the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 45

Selection Criteria - Quality of the Management Plan

1. 1) The Secretary considers the quality of the management plan for the proposed project.

2) In determining the quality of the 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 qualifications, including relevant training and experience, of key project personnel.

iii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Note: In order to address this criterion, applicants are encouraged to include in the application narrative a clear, well thought-out implementation plan that includes annual timelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as a description and qualifications of the personnel who would be responsible for each activity and the level of effort each activity entails. Applicants may also describe how the partnering organizations will communicate and coordinate in order to achieve project goals.

Strengths:

i. The applicant presents a management that is sufficient to guide staff in managing the program and ensure the project is within budget (pgs. 26-32). The plan aligns major project tasks with persons responsible, dates of completion, and benchmarks to ensure tasks are on track to completion. The program will be implemented in three phases of

curriculum development and teacher residency placement. The three-phase approach sets a strong foundation to produce effective teacher candidates in the shortest amount of time, while paving the path for credential and expansion through K-12.

ii. The applicant identifies staff assigned to work on the project (pgs. 32- 38). Fresno State University (project partner) has identified its Partnership Coordinator, as the Co-Project Director for the project. The Fresno Unified School District (the applicant) has identified , Administrator for Teacher Development will serve as the direct liaison with the university faculty (both regular faculty and FUSD teachers/leaders who are functioning as adjunct faculty). These individuals will guide the development and implementation of coursework redesign, reforms, and oversee the classroom residency work. Other key staff assigned to work on the project is from both the school district and the university resulting in the formation of a project team. The proposed project team has been planned and ensures leadership roles among individuals in each of the partner organizations who have the institutional authority for achieving significant and sustained reform in the preparation and support for new teachers. The primary staff and their roles are describe and are sufficient to ensure goals of the project are accomplished. Staff are qualified and experienced as evidenced by the narrative and Resumes presented in the Appendix.

iii. No strengths noted.

Weaknesses:

iii. The applicant does not provide information on how feedback for continuous improvement will be provided on the project to help ensure the project is on track and can be adjusted as necessary.

Reader's Score: 16

Selection Criteria - Quality of the Project Evaluation

1. 1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

2) In determining the quality of the evaluation, the Secretary considers:

i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes.

Note: In response to this selection factor, applicants are encouraged to include data on student learning.

ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Note: In addressing this criterion, applicants are encouraged to include a plan for how the project s evaluation will address the TQP Grant Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA), as well as the measures established in section 204(a) of the HEA. (The specific performance measures established for the overall TQP Grant Program are discussed under Performance Measures in section VI of this notice.) Further, applicants are encouraged to describe how the applicant s evaluation plan will be designed to collect both output data and outcome data, including benchmarks, to monitor progress. Finally, each applicant is encouraged to select an independent, objective evaluator who has experience in evaluating educational programs and who will play an active role in the design and implementation of the project s evaluation.

Strengths:

- i. The applicant provides a mechanism that will ensure valid and reliable performance data on relevant outcome such as student learning. The CSU Center for Teaching Quality (CTQ) will provide teacher candidate comparison group data for the quasi-experimental design. Fresno Unified will provide achievement, demographic, and IEP data for the student-level analyses for the design. The evaluator will compare findings on performance measures for FTRP participants with national and state standards, as well as to the outcomes of other preparation programs (pg. 38).
- ii. An outside evaluator has been identified for the project. WestEd will serve as the evaluator for the FTRP project. The evaluation approach will be objective- and performance-driven and mixed-methods (i.e., utilizing quantitative and qualitative data). The evaluator for the program will collect and analyze quantitative data on GPRA, HEA, and FTRP project performance measures; on proposed FTRP goals, objectives, and outcomes; and for a quasi-experimental design (QED) assessing whether FTRP results in improved teacher and student outcomes relative to traditional teacher preparation programs (pg. 38). A clearly defined project goal is specified for the project that is aligned with measurable objectives and outcomes (pgs. 12-13). The overarching goal of this project is to improve student academic achievement in math and science by recruiting, training, and retaining highly effective individuals to the teaching profession. The FTRP will address three program objectives. The evaluator will provide annual summaries of the outcome measures described above, including the GPRA and HEA performance measures.
- iii. No strengths noted.

Weaknesses:

- iii. Although the proposed project evaluation includes methods that will yield information on the performance of the project, the applicant does not describe the connection between the methods, performance, and continuous improvement.

Reader's Score: 16

Priority Questions**Competitive Preference Priority 1 - Promoting STEM Education****1. Projects that are designed to address one or both of the following priority areas:**

a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers or educators of STEM subjects and have increased opportunities for high-quality preparation or professional development.

Note: Applicants that respond to Competitive Preference Priority 1 and Absolute Priority 1 are still required to implement the required reforms within the whole teacher preparation program, as reflected in sections (a) and (b) of Absolute Priority 1.

In responding to this competitive preference priority, applicants are encouraged to include the following elements in their proposed projects:

1) Institutional collaboration to ensure that students in a college of education who intend to teach STEM courses have access to courses that build appropriate content knowledge. Such students should have access to course sequencing that is equal to the course sequencing for other STEM majors outside the college of education.

2) Emphasis on hands-on and inquiry-based STEM experiences for prospective teachers, including dedicated research or laboratory experiences, STEM discipline-specific pedagogical instruction, and explicit instruction in the interdisciplinary connections between learning sciences and STEM instruction;

and

3) Early and multiple field-based instructional experiences for prospective teachers that are structured to provide exposure to a variety of teaching and learning environments, and that are coordinated and aligned with the teacher preparation curriculum.

Strengths:

The applicant adequately meets CPP1. Fresno Unified School District (Fresno Unified) in partnership with California State University, Fresno (Fresno State), desire to establish the Fresno Teacher Residency Program (FTRP) with an emphasis on STEM (Science, Technology, Engineering & Math) education. FTRP will provide highly effective teachers who will be recruited, selected, and trained to address the specific needs of the school district (Abstract). The FTRP is five years of teacher residencies that prepare 300 teachers (K-12) to provide exemplary pedagogy. Residencies will be developed to include initial certification and a MA degree which will be obtainable in 18 months. The grade span for the three residencies are Grades 4-8; Grades K-3; and Grades 9-12. All residencies will have a STEM focus and will be designed to support the implementation of K-12 College and Career CCSS and NGSS. The FTRP has three key objectives that will deliver measurable performance outcomes: 1) Recruitment and selection of diverse talent; 2) Fresno Unified and Fresno State faculty collaboratively reform the K-12 curriculum to train highly effective teacher residents; and 3) Induction and retention of highly trained new teachers at Fresno Unified.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - Implementing Academic Standards

1. Projects that are designed to support the implementation of internationally benchmarked, college- and career-ready academic standards held in common by multiple States and to improve instruction and learning, including projects in the following priority areas:

a) The development or implementation of professional development or preparation programs aligned with those standards.

b) Strategies that translate the standards into classroom practice.

Strengths:

The proposed project is five years of teacher residencies that prepare 300 teachers (K-12) to provide exemplary pedagogy. Residencies will be developed to include initial certification and a MA degree which will be obtainable in 18 months. The grade span for the three residencies are Grades 4-8; Grades K-3; and Grades 9-12. The program will be designed to support the implementation of K-12 College and Career Academic Standards and Next Generation Science Standards. Fresno Unified and Fresno State have completed the first year of training and implementation of the state adopted common core standards and are in a good position to advance the second year of CCSS (pg. 11). The FTRP has three key objectives that will deliver measurable performance outcomes: 1) Recruitment and selection of diverse talent; 2) Fresno Unified and Fresno State faculty collaboratively reform the K-12 curriculum to train highly effective teacher residents; and 3) Induction and retention of highly trained new teachers at Fresno Unified. The total number of teachers to be served in the project is 300 residents; and 65% from underrepresented populations. Co-teaching and curriculum reform will dramatically change teacher preparation. Exceptional mentors will be assigned to every teacher resident before the school year begins and through the 18 months program. Integration of technology applications in the curriculum and class instruction will align to the delivery of College and Career Ready CCSS and NGSS. To increase residency success, induction support begins during the residency and is facilitated for three years after degree completion to increase retention and sustain highly effective teachers in the classroom.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted

Last Updated: 08/15/2014 02:59 PM

Status: Submitted

Last Updated: 08/15/2014 03:24 PM

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S140087)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	15	15
Quality of Project Design		
1. Project Design	45	45
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Priority Questions		
Competitive Preference Priority 1		
Promoting STEM Education		
1. CPP 1	5	5
Competitive Preference Priority 2		
Implementing Academic Standards		
1. CPP 2	2	2
Total	107	104

Technical Review Form

Panel #9 - 2014 TQP Grant Review- 9: 84.336S

Reader #3: *****

Applicant: Fresno Unified School District (U336S140087)

Questions

Selection Criteria - Significance

1. 1) The Secretary considers the significance of the proposed project.
- 2) In determining the significance of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
 - ii) The likelihood that the proposed project will result in system change or improvement.
 - iii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

Strengths:

The proposal will build local capacity through the Fresno Teachers Residency Program (FTRP) that will expand on the past successes of the Transition to Teaching grant to continue addressing the needs of underrepresented populations (1-2).

The proposed project will result in systemic change through the FTRP, collaborative new teacher training and the immersion of teacher residents into the professional learning community (2).

The proposal includes metrics regarding the shortage areas of mathematics, science, special education and English learners and provides recruitment strategies. The rigorous candidate selection process included multiple ways of reviewing the candidates, such as group work and writing activities, prior to selection that would ensure a higher quality section of candidates for the program (7, 23).

Weaknesses:

No weaknesses noted

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. 1) The Secretary considers the quality of the design of the proposed project.
- 2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of:
 - i) The extent to which the proposed project is supported by strong theory (as defined in this notice).
 - ii) 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.

iii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

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.

v) 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., State educational agencies, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

Note: In order to address this criterion, applicants are encouraged to develop logic models to demonstrate their project's theory of action. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (www.relpacific.mcrel.org/PERR.html) or the Northeast and Islands REL Skill Builder Workshops (www.relnei.org/events/skill-builder-archive.html) to help design their logic models. In addressing this criterion, applicants are also encouraged to connect the project design to the intended impact of the project, including an explanation of how the project will affect the preparation, placement, retention, induction, and professional development of teachers, and ultimately student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and how the IHE and LEA(s) plan to sustain their partnership beyond the life of the grant.

Strengths:

The proposal includes strong research to support strategies such as Linked Learning, co-teaching, mentorship. The project's theory of action is well explained and connected to the logic model for the FTRP which includes short and long term outcomes (15, 17, 18).

The proposal will provide training and professional development within the sustained 18-month residency program that will lead to improved skills through research projects, portfolios, and analysis of student outcomes as well as effective pedagogical skills and integration of STEM effectively into the classroom (16, 17).

The proposal has a coherent, sustained program of training that begins with recruitment, includes the 18-month residency program, and extends beyond the life of the grant with strategies such as mentors, cohorts, and instructional coaches (14).

The proposal includes a sustained partnership between Fresno School District and California State University Fresno including past success such as the Transition to Teaching grant. The collaboration between Fresno School District and California State University Fresno maximizes the effectiveness of the proposed project using multiple facets of partnership such as human resources, professional learning, teacher development, and advisory to STEM initiatives and the MA programs. (37, 38)

The proposal includes a comprehensive multi-year financial plan to fully support the project during the grant and to institutionalize the project providing sustainability beyond the funding of the grant.

Weaknesses:

No weaknesses noted

Reader's Score: 45

Selection Criteria - Quality of the Management Plan

1. 1) The Secretary considers the quality of the management plan for the proposed project.

2) In determining the quality of the 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 qualifications, including relevant training and experience, of key project personnel.

iii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Note: In order to address this criterion, applicants are encouraged to include in the application narrative a clear, well thought-out implementation plan that includes annual timelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as a description and qualifications of the personnel who would be responsible for each activity and the level of effort each activity entails. Applicants may also describe how the partnering organizations will communicate and coordinate in order to achieve project goals.

Strengths:

The proposal contains a management plan with a detailed timeline, goals, objectives, and outcomes that will allow the proposed project to achieve objectives on time and within a budget that is based on allowable, reasonable, and necessary costs to carry out the proposal. Furthermore, the proposal contains a detailed list of activities aligned to a timeline and benchmarks and list who is directly responsible (38).

The proposal includes a detailed listing of staff (key personnel) and their responsibilities. The key personnel are appropriately and adequately qualified for their respective positions based upon the listed qualifications, including relevant training and experiences (36-37).

The proposed program will systematically collect, disseminate, and evaluate data to provide feedback that could be used for program improvements (47).

Weaknesses:

While the proposed program says it will systematically evaluate data, there is no explanation as to how this feedback would be connected to changes or improvements of the program as it progresses (47).

Reader's Score: 17

Selection Criteria - Quality of the Project Evaluation

1. 1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

2) In determining the quality of the evaluation, the Secretary considers:

i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes.

Note: In response to this selection factor, applicants are encouraged to include data on student learning.

ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

Note: In addressing this criterion, applicants are encouraged to include a plan for how the project's evaluation will address the TQP Grant Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA), as well as the measures established in section 204(a) of the HEA. (The specific performance measures established for the overall TQP Grant Program are discussed under Performance Measures in section VI of this notice.) Further, applicants are encouraged to describe how the applicant's evaluation plan will be designed to collect both output data and outcome data, including benchmarks, to monitor progress. Finally, each applicant is encouraged to select an independent, objective evaluator who has experience in evaluating educational programs and who will play an active role in the design and implementation of the project's evaluation.

Strengths:

The proposal is using objective-driven, performance driven, and mixed methods approach for the research design, which is valid and reliable (38).

The proposed research methods are thorough, feasible, and appropriate using both quantitative and qualitative data. This project will collect and maintain a longitudinal database for within and cross cohort comparisons to evaluate the outcomes of this project (38).

The proposal has an independent evaluator will collect and analyze GPRA, HEA and FTRP project performance measure. The proposal will report progress on measures and evaluative findings via reports, memoranda and presentations which will be used to assess progress and adjust accordingly. The responsibility of the review progress is shared by the leadership committee, project co-directors and the content design team (32, 38).

Weaknesses:

No weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority 1 - Promoting STEM Education

1. Projects that are designed to address one or both of the following priority areas:

a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers or educators of STEM subjects and have increased opportunities for high-quality preparation or professional development.

Note: Applicants that respond to Competitive Preference Priority 1 and Absolute Priority 1 are still required to implement the required reforms within the whole teacher preparation program, as reflected in sections (a) and (b) of Absolute Priority 1.

In responding to this competitive preference priority, applicants are encouraged to include the following elements in their proposed projects:

1) Institutional collaboration to ensure that students in a college of education who intend to teach STEM

courses have access to courses that build appropriate content knowledge. Such students should have access to course sequencing that is equal to the course sequencing for other STEM majors outside the college of education.

2) **Emphasis on hands-on and inquiry-based STEM experiences for prospective teachers, including dedicated research or laboratory experiences, STEM discipline-specific pedagogical instruction, and explicit instruction in the interdisciplinary connections between learning sciences and STEM instruction; and**

3) **Early and multiple field-based instructional experiences for prospective teachers that are structured to provide exposure to a variety of teaching and learning environments, and that are coordinated and aligned with the teacher preparation curriculum.**

Strengths:

The proposal will increase opportunities for professional development and provide a sustained high-quality residency program for STEM educators that include a foundation within STEM content knowledge. The proposal will result in an increase of the number of individual from traditionally underrepresented groups within STEM through the use of targeted recruitment (11)

Weaknesses:

No weaknesses noted

Reader's Score: 5

Competitive Preference Priority 2 - Implementing Academic Standards

1. **Projects that are designed to support the implementation of internationally benchmarked, college- and career-ready academic standards held in common by multiple States and to improve instruction and learning, including projects in the following priority areas:**

a) **The development or implementation of professional development or preparation programs aligned with those standards.**

b) **Strategies that translate the standards into classroom practice.**

Strengths:

The proposal is designed to support the internationally benchmarked, college- and career- ready standards by implementing the proposed preparation program that uses Common Core and NGSS to provide relevant and problem-based learning in STEM pathways that translate the standards into classroom practice. (17-18)

Weaknesses:

No weaknesses noted

Reader's Score: 2

Status: Submitted
Last Updated: 08/15/2014 03:24 PM

