

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

Status: Submitted

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Technical Review Coversheet

Applicant: Pfeiffer University (U336S180040)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	15
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	25
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #1: *****

Applicant: Pfeiffer University (U336S180040)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) 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.

Strengths:

(i) The applicant clearly describes how the proposed services for its REPERTOIRE project involve the collaboration of appropriate partners to maximize the effectiveness of project services. REPERTOIRE is a collaborative partnership between Pfeiffer University and the Divisions of Education and Arts and Sciences; Montgomery County Schools; and Stanly County Schools, two neighboring high-need, high-poverty local education agencies located in rural North Carolina. The applicant provides a detailed description of proposed partners, as well as qualifications and related responsibilities for each (Appendices A-E and I), which demonstrates their abilities and support for project services.

(ii) The applicant thoroughly describes how the services to be provided by the proposed REPERTOIRE project reflect up-to-date knowledge from research and effective practice (Appendix C, citations). For each major project service to be provided, the applicant provides a thorough description of the service and summarizes how the service reflects up-to-date knowledge from research and effective practice. For example, for teacher recruitment the Montgomery and Stanly County Schools will implement a grow our own Teacher Cadet program. The applicant reports evaluation data from the program found that nearly a third of participants chose to enter a teacher education program upon completion of the Cadet program, with 67.4% indicating the Cadet experience influenced their decision to pursue a teaching career (pp. 4 - 5).

(iii) The training or professional development services to be provided by the proposed REPERTOIRE project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. For target, rural high-need LEAs, professional development, in addition to ongoing training, to support the success of beginning teachers and lateral entry teachers is critical. Currently, professional development for beginning teachers begins with a three-day orientation while lateral entry teachers complete a 10-day orientation. Over the course of the school year, monthly beginning teacher meetings will be held with lead mentors as well as ongoing coaching led by the lead mentor. For lateral entry and emergency licensed first year teachers, weekly coaching is available (p. 12). The applicant explains in-service teachers will receive ongoing professional development for at least three years to strengthen their ability to meet the needs of high-risk student populations. Professional development offerings will include a summer institute to provide practical, research-based information on teaching in rural communities to focus on interventions and effective instructional practices; a fall workshop series featuring nationally-recognized speakers offered to teachers, school leaders, researchers, and other key stakeholders; and an annual spring research consortium to facilitate researcher collaboration and disseminate best practices. For example, Pfeiffer University will host an annual, free, two-day Summer Institute for teacher candidates, teacher cadets, and educators in Montgomery and Stanly County Schools. Institute participants will learn practical, research-based information on teaching in rural and impoverished communities

with an orientation towards interventional approaches and effective instructional practices (p. 6). Professional development will focus on promoting positive classroom culture, aligning instruction with State and national standards, increasing cultural competencies, embedding integrated STEM principles in instruction, and implementing literacy instruction across the curriculum. (pp. 9 – 10)

Weaknesses:

- (i) None noted
- (ii) None noted
- (iii) None noted

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. 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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).**
- (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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**
- (iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.**

Strengths:

(i) The applicant provides a detailed logic model for the proposed REPERTOIRE project, which clearly demonstrates a rationale (as defined in 34 CFR 77.1(c)). The logic model (Appendix G) is organized by project goals and includes clearly described inputs, activities, outputs, short-term outcomes, and intermediate/ long-term outcomes. The logic model is based on 3 critical components, including teacher recruitment, preparation, retention and support. The applicant comprehensively describes the rationale and supports it with relevant research (pp. 11 – 19). The rationale for the logic model is supported by current research of effective practice, strongly aligning with the project components and their associated strategies and activities and anticipated short-and long-term outcomes. The logic model shows how the REPERTOIRE project goals are embedded in a continuous process by which TCs' skills and knowledge meet the needs of high-need school districts and TCs graduate with the skills and knowledge to teach in high-need schools, to high-need students, in high-need subject areas to positively impact student achievement.

(ii) The narrative includes well-articulated, specific and measurable goals, objectives and outcomes to be achieved by the proposed REPERTOIRE project. The performance measures are clearly described for each objective. The applicant identifies specific tools for measuring progress (rubric scores for each of the five teaching standards from the NCEES for participating teachers), as well as baseline data (year 1 rubric scores for each of the five teaching standards from NCEES for participating teachers). The goals and objectives clearly align with outcomes listed in the logic model (pp. 19 – 25).

(iii) The applicant thoroughly describes how the proposed REPERTOIRE project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. Pfeiffer University will establish an additional concentration in Teaching Students in Poverty designed to provide clinical experiences, and induction programs within

high-poverty schools to increase teacher candidates' capacity and effectiveness in working with high-poverty, under-resourced learners. REPERTOIRE will increase capacity within partner school districts as in-service teachers take part in regularly scheduled professional learning centered on subject area content and strategies for working with high-need student populations. The professional learning sessions will be led by Pfeiffer faculty and each districts' existing instructional facilitators. This collaborative approach will focus on engagement in case studies, inquiry, and research activities to assist the partner LEAs in building educator capacity to enhance the knowledge, skills, and content necessary to promote increases in student achievement. Building capacity of school educators will in turn lead to long term improvements in school climate and culture and increased student achievement which will last beyond the initial funding period. Pfeiffer University will realize long-term benefits through revision of course curricula, addition of new courses, and creation of new concentrations which will also last beyond the TQP grant (pp. 25 -26). The REPERTOIRE Management Team (RMT) will be responsible for overseeing the Federal funding for this project as well as local and state funding that is contributed to the project. By the end of the program period, the RMT will engage in a long-term sustainability planning process to produce a written sustainability plan to ensure continuation of REPERTOIRE after the federal grant funding ends (pp. 31- 32).

(iv) The proposed REPERTOIRE project represents an exceptional approach to the priority or priorities established for this competition. The proposed REPERTOIRE project includes a two-year induction model including a full-year prep program for teacher candidates followed by ongoing guidance and support to in-service teachers provided through a dual mentorship program conducted by Pfeiffer University faculty and partner school districts in Montgomery and Stanly counties. To address the urgent staffing needs of these of two rural partner LEAs, the applicant will revise curriculum and add new coursework to ensure its graduates are prepared to meet the needs of high-poverty, ELL, and special education student populations. The proposed project is designed to respond to expressed needs of the districts related to STEM and PreK-6 staffing needs. Ongoing support will be provided by Pfeiffer University's Divisions of Education and Arts & Sciences faculty (pp. 25 – 27).

Weaknesses:

- (i) None noted
- (ii) None noted
- (iii) None noted
- (iv) None noted

Reader's Score: 40

Selection Criteria - Quality of the Management Plan

1. 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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;**
- (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

Strengths:

(i) The applicant provides a thorough and well-developed management plan to achieve the objectives of the proposed REPERTOIRE project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provides a detailed job description including the qualifications, duties and responsibilities, and time commitment of key project personnel such as the project director (pp. 31 – 33 and 79 – 81). The applicant also includes resumes outlining qualifications and experiences of key project personnel (Appendix H). The REPERTOIRE Management Team (RMT) will meet monthly to oversee program implementation; and meetings will include multidisciplinary faculty from Pfeiffer University's Divisions of Education and Arts and Sciences and members of Montgomery and Stanly County Schools. A realistic and detailed timeline organized by the project goal for recruiting, preparing, supporting, and retaining includes a description of project milestones for accomplishing project tasks and identifies responsible personnel (pp. 33- 38).

(ii) The applicant describes a strong potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. The TQP program was designed to ensure alignment with the Council for the Accreditation of Educator Preparation (CAEP) standards. Long-term sustainability will result from building local capacity through professional development and support. REPERTOIRE will leverage the expertise of existing Pfeiffer University faculty across the Divisions of Education and Arts and Sciences as well as existing Instructional Facilitators and Beginning Teacher Mentors from its proposed partner high-need LEAs. Collaboratively, they will work to support Teacher Candidates and Beginning Teachers during and after the grant to improve teacher effectiveness. The implementation of the TQP program at Pfeiffer University and Montgomery and Stanly County Schools will allow these partner organizations to prepare a cadre of highly qualified teachers to serve in high-need rural schools. Timely performance feedback will be utilized to ensure continuous improvement of program activities and consistency with State, local, and other education reform activities that promote teacher quality and student academic achievement. Current courses will be revised, and new courses offered with the initial clinical experience will be extended from one semester to one year with ongoing support and professional development for beginning teachers. This program will serve as a model for other universities throughout the state and the nation serving high-poverty, high-need student populations (pp. 38 – 39). Combined, these REPERTOIRE components, strategies, and services will support sustainability at the end of Federal funding.

(iii) The applicant convincingly demonstrates the adequacy of support, including facilities, equipment, supplies, and other resources, to be provided to the proposed project. The applicant will leverage existing resources from partner organizations to ensure successful implementation and sustainability of activities. The time commitments and participation of the REPERTOIRE Management Team represent an in-kind commitment of \$575,000 over the course of the grant period. Travel costs for activities that will continue after the grant funding has ended, such as management team meetings, curriculum development retreats, Pfeiffer University faculty site visits to high-need rural schools, and faculty professional development, will be provided as a local match, as well as supply costs for teacher recruitment and office supplies. Professional development costs will be provided for faculty; and an Educator Scholarship (equivalent to 49% of tuition) will be provided each year to 15 prospective teachers who pursue a teaching credential (pp. 39 – 40). Pfeiffer University also provide a wide range of appropriate, universal access through strategically located ramps, elevators, automatic doors, assistive technology, and accessible classrooms for students with disabilities, Pfeiffer also provides resources, education, consultation, universal design coaching, assistive technology support, and academic accommodations to create access to the campus and learning environments for all students, staff, faculty, and community members (p. 1).

Weaknesses:

(i) None noted

(ii) None noted

(iii) None noted

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers:

(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:

(i) The applicant clearly describes how the proposed methods of evaluation will provide valid and reliable performance data based on relevant outcomes. The five-year evaluation plan for REPERTOIRE will be designed to utilize a mixed methods approach. This approach supports triangulation of quantitative and qualitative data from multiple sources, benchmarking progress toward outcome goals and enhancing the validity and reliability of the evaluation. Quantitative data sources will include standardized, state administered test scores (e.g., North Carolina EOG reading, math, science; EOC English 2 and Math 1); teacher evaluation proficiency scores (e.g., NC Educator Evaluation Standards); Pfeiffer enrollment and program retention counts; number of teacher candidates passing NC certification and licensure requirements; transcript analyses and course grades; hours in classroom practicums; mentoring contact hours; hiring records from partnering school districts; codified classroom observation results; contact hours for professional development; and student, mentor, Pfeiffer faculty, school administrators, and partner survey rating scale scores. Qualitative data sources include: students, mentors, Pfeiffer faculty, school administrators, teacher candidates, beginning teachers, and partners, interviews, focus groups, and open-ended survey questions; curriculum analyses; and documentation of professional development session agendas and minutes. Reliable and valid data elements will be drawn from all levels of participants involved in the proposed REPERTOIRE program to demonstrate that project goals are met. The data elements will be collected to measure progress towards meeting project goals and objectives, which in turn will lead to long-term outcomes and changes in behavior. The applicant details the reliable, valid data sources that have been selected to address objectives and outcome measures for all levels of participants in the REPERTOIRE program (pp. 41 – 45).

(ii) The applicant comprehensively describes how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. A longitudinal, four-cohort, quasi-experimental design (QED) will be used to assess the impact of REPERTOIRE interventions on teachers' evaluation ratings; students' reading, math, and science achievement; teacher retention; and other formative and summative measures. Quantitative data will be analyzed using both descriptive (e.g., means, frequencies, percentages) and inferential statistics (e.g., HLM, growth curve modeling, repeated measures analyses for survey data, and effect sizes disaggregated by demographic categories). For the qualitative measures being used in the study (i.e., open-ended survey and interview items, focus group protocol, and teaching observation ratings), responses will be examined for common themes. Based on these themes, a constant comparative coding system will be developed so similar responses can be aggregated and all responses can be quantified. The external evaluator will use member checking to ensure that codification is accurate. Since independent raters are being used for interpreting qualitative measures, a monitoring and recalibration system will be implemented. Interrater reliabilities will be carefully determined and monitored through on-going formative data collection and analysis. The applicant provides a detailed description of the data collection points and the corresponding analysis plan elements by objective that will be used to evaluate REPERTOIRE program effectiveness (pp. 45 – 50).

Weaknesses:

(i) None noted

(ii) None noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. **Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
2. **Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

The applicant will increase the number of educators prepared to deliver rigorous instruction in STEM beginning with recruitment of students into Pfeiffer's existing Bachelor of Science in Comprehensive Science Education in Elementary Education or its Secondary Teaching Licensure Certificate program. Teacher candidates will also be encouraged to enroll in the North Carolina Department of Public Instruction's (NC DPI) existing 3/2 program which allows students to earn a Master's in Science in elementary education within five-years. This makes graduates eligible to earn their advanced licensure from the North Carolina Department of Public Instruction and be considered highly qualified for employment in the elementary school setting. The partner LEAs, Montgomery and Stanly County Schools, will also work to recruit current K-12 teachers within their districts to pursue a Master of Science in Education (MSE) through Pfeiffer University, which has an existing STEM concentration area. This program is available online and allows teachers to remain in the classroom while pursuing their MSE. The STEM concentration provides six STEM-focused courses which include using technology to enhance STEM education, science and engineering in inquiry settings, mathematics and interdisciplinary topics, current issues and trends in STEM education, problem-based learning in classrooms and schools, plus a required clinical experience within a STEM classroom.

Weaknesses:

None noted

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

REPERTOIRE provides a comprehensive approach to teacher recruitment and retention, designed to increase the number of racially and ethnically diverse teachers in the classroom. Strategies proposed by the applicant include a Teacher Cadet program launched in each target high-need high school, plus ongoing community-based efforts to recruit lateral entry professionals into the teaching profession. To increase teacher effectiveness, teacher candidates, beginning teachers, and educators within the two target LEAs will receive coursework and training to assist them in building a toolbox of instructional strategies and evidence-based interventions to increase their effectiveness in improving students' academic achievement. This includes a concentration of coursework and professional learning in Teaching Students in Poverty designed to build student engagement and motivation; and increase educators' cultural responsiveness. The applicant states its commitment to ensure highly qualified teachers will be hired, supported, and retained in high-need areas.

Weaknesses:

None noted

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

1. **Has never received a grant or sub-grant under the TQP program; and**
2. **Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
3. **Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

Neither Pfeiffer University, Montgomery or Stanly County Schools have previously received a grant or sub-grant under the U.S. Department of Education's TQP program. None of the three partnering entities have been a member of a group application in a TQP eligible partnership nor has Pfeiffer University had an active discretionary grant from the Federal government in the five years before the deadline for TQP grant applications.

Weaknesses:

None noted

Reader's Score: **2**

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Applicant: Pfeiffer University (U336S180040)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	15
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	25
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #2: *****

Applicant: Pfeiffer University (U336S180040)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) 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.

Strengths:

(i) Pfeiffer University has a well-established program for training elementary and secondary level educators, including several graduate programs. The university is situated in a rural area of North Carolina in proximity to two school districts with students that meet the definition of need. There is a historical relationship between the school districts and the university, as the university partners with the districts for clinical training of its teacher education candidates, the University has alumni employed in the school systems, and the university has provided several professional development programs for their teachers in the past. The applicant clearly demonstrates a close and effective relationship with the partnering LEAs to facilitate the success of this project.

(ii) Pfeiffer University describes an approach that will include new curriculum development, enhanced recruitment efforts, the start of a new pipeline program with high school students and a professional development program to support pre-bac and first year teachers. All of these plans are supported with research citations demonstrating similar efforts have been effective in other needy school systems. This is an innovate plan, with outstanding documented success from cited literature sources.

(iii) The quality and scope of the Pfeiffer University proposal has a chance of significantly improving STEM, literacy and instruction for students with disabilities in this community. Recruitment efforts and enhanced teacher support programming should improve hiring and retention of qualified teachers. Newly developed curriculum in the teacher training program should also provide teachers with additional tools to equip them to be more effective in the classroom. The new program concentration "Teaching students in poverty" is especially attractive. The planned pipeline program "teacher cadets" is also exciting and may encourage young community members to be teachers and remain in the community after graduation.

Weaknesses:

(i) No weaknesses in this area were noted.

(ii) No weaknesses in this area were noted.

(iii) No weaknesses in this area were noted.

Selection Criteria - Quality of Project Design

1. 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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Strengths:

(i) The proposal and rationale to develop initiatives to enhance teacher recruitment teacher preparation and teacher support and retention are appropriate and needed. The proposed "teacher cadet" program is exciting and may be an approach that can be used by other school districts to recruit young talent and keep people in their rural communities. Alternative licensure pathways and recruiting of paraprofessionals are also appropriate strategies proposed by the applicant. The redesign of the curriculum is needed, and the addition of training to help teachers learn to effectively teach students with disabilities and English learners is appropriate. The rationale to combine STEM and literacy training, even in early elementary classrooms, is appropriate. University partnering with the districts is a helpful plan. The induction model supporting pre-bac and first year teachers is well designed and clearly articulated by the applicant.

(ii) The applicant presents a well-developed table of goals and objectives for the project on pp. 19-25. A timeline and appropriate and reasonable measures including baselines are also provided. This table clearly presents the proposed activities and objectives of the proposed project.

The extent of support for the proposal from Pfeiffer University and the participating school districts is outstanding. There is a high likelihood the program will be sustainable. Program University faculty and the project management team will work to support Teacher Candidates and Beginning Teachers during and after the grant to improve teacher effectiveness. The cadre of qualified teachers created as a result of the project should support effective education in the participating LEAs for years to come. The Fall, Summer and Spring consortium symposia will provide teachers an opportunity for additional professional development and an opportunity to share their success stories and perhaps present research activities that may help others to accept and adopt their findings as best practices.

(iii) The new teacher cadet pipeline program provides a unique method of recruiting talented and motivated new teachers into rural areas. The proposal to focus on the development of new STEM and literacy curriculum activities at Pfeiffer University using preservice teachers, new teachers and teacher mentors may provide opportunities for the development of important new and innovative curricular applications and assessments. It is especially exciting that several of the curricular efforts will focus on the special challenges experienced by needy students in rural areas.

(iv) The new teacher cadet pipeline program provides a unique method of recruiting talented and motivated new teachers into rural areas. The proposal to focus on the development of new STEM and literacy curriculum activities at Pfeiffer University using preservice teachers, new teachers and teacher mentors may provide opportunities for the development of important new and innovative curricular applications and assessments. It is especially exciting that several of the curricular efforts will focus on the special challenges experienced by needy students in rural areas.

Weaknesses:

- (i) There are no weaknesses noted in this portion of the proposal.
- (ii) There are no weaknesses noted in this portion of the proposal.
- (iii) There are no weaknesses noted in this portion of the proposal.
- (iv) There are no weaknesses noted in this portion of the proposal.

Reader's Score: 40

Selection Criteria - Quality of the Management Plan

1. 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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;**
- (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

Strengths:

- (i) Pfeiffer University has documented an outstanding plan for the management of its proposed REPERTOIRE project. The described management team is experienced and represents all of the major participants of the project. The plan to meet monthly is appropriate and will guide the project implementation. The proposed budget is appropriate given the scope of the project. The contributed effort of program participants is appropriate. FTEs for key personnel are included and appropriate. For example, management of the program by a full-time Master's-level Project Manager and management of the induction program at the Montgomery and Stanly County Schools by a full-time Induction Coordinator as described on pages 31-32 are appropriate. The timeline plan is clearly listed in a table on pp. 33-38. Milestones are clearly identified and appropriate.
- (ii) The new curriculum development and the cadre of newly trained teachers and veteran teachers who have participated in the project should contribute significantly to the sustainability of the program. The inclusion of an effective logic model and a strong evaluation plan with feedback to participants will also positively impact the sustainability of program outcomes. The key roles of the project management team in the university and LEA leadership, will also positively contribute to sustainability.
- (iii) The contribution of \$4.3 million in matching funds as described in pages 239-e242 to the project is outstanding. That funding includes University-funded teacher scholarships, faculty professional development funding, as well as Repertoire Management Team, field placement director, induction specialist, recruitment specialist and instructional facilitator salary support. Time commitments and qualifications of the key personnel as identified by appended CVs are excellent.

Weaknesses:

- (i) There are no weaknesses noted in this portion of the proposal.
- (ii) There are no weaknesses noted in this portion of the proposal.
- (iii) There are no weaknesses noted in this portion of the proposal.

Reader's Score: 25

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers:

(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:

(i) Pfeiffer University describes an outstanding, well-designed and thoughtful plan for the evaluation of its TQP project with data that will be collected longitudinally. The plan will be carried out by the Evaluation Group under the direction of Drs. Askew and Snyder. This is an experienced evaluation team that has completed more than 180 evaluations of education programs. Appropriate guiding questions are listed on p. 41. A table on pp. 42-44 includes information regarding the data to be collected which includes data sources for quantitative and qualitative data, reliability/validity evidence, the objective the data addresses and whether the data is generated by the evaluator. The plan describes how evaluators used in the collection of observation data will be trained. In total, this is an outstanding plan.

(ii) The methods that will be used for the analysis of evaluation plan data are thoroughly described by Pfeiffer University. A clear logic model with inputs, outputs, short term outcomes and long term outcomes is included in Appendix G. A longitudinal, four cohort quasi experimental design will be used for evaluation of the program. Quantitative and qualitative data will be collected. A table documenting the data collection and analysis plan is presented on pp. 46-48 of the proposal. It thoroughly documents a thorough and well-developed plan. Analyses to be used and methodology are appropriate.

Weaknesses:

(i) No weaknesses identified in the evaluation providing valid and reliable data.

(ii) No weaknesses are identified in the methods of evaluation.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth

in the “Promising Evidence” definition; OR

2. Submitting a “Logic Model” that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve “Relevant Outcomes.”

Strengths:

The Pfeiffer University proposal targets improving teachers’ skills in STEM, literacy and computational curricula and generating new curricula to support STEM activities in the classroom. Preservice, recent graduates and experienced STEM teachers will all be impacted. Pfeiffer University and the participating LEAs have had past success in improving teachers STEM skills through enhanced curricula and teacher development programming, and this effort will likely be similarly successful.

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).

Strengths:

The Pfeiffer University proposal describes an outstanding and innovative project that targets improving teachers’ skills in STEM, literacy and special problems experienced by needy students, especially in rural areas. Efforts to recruit students from needy rural areas using the teacher cadet pipeline program should also help attract new teacher to take jobs in these districts and remain there. The enhanced induction program and improved teacher support through new professional development programming should also improve teacher retention.

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

- 1. Has never received a grant or sub-grant under the TQP program; and**
- 2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
- 3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

Pfeiffer University and the participating school districts qualify as novice applicants.

Weaknesses:

No weaknesses were noted.

Reader's Score: **2**

Status: Submitted

Last Updated: 08/09/2018 03:10 PM

Status: Submitted

Last Updated: 08/09/2018 03:10 PM

Technical Review Coversheet

Applicant: Pfeiffer University (U336S180040)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	15
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	25
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	3
Novice Applicant		
1. CPP 3	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Teacher Quality Partnership - 3: 84.336S

Reader #3: *****

Applicant: Pfeiffer University (U336S180040)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) 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.

Strengths:

i. The applicant provides sound evidence indicating the proposed services will involve the collaboration of appropriate partners to maximize their effectiveness. As a part of the applicant's teacher preparation collaboration efforts with its partner local education agency (LEA), Pfeiffer University proposes to create a more rigorous and comprehensive pre-baccalaureate preparation model to recruit, prepare, support, and retain effective teachers with the skills and knowledge to promote effective instruction, including STEM, in high-need schools (p. 1). In addition, the university and the school district conducts a one-year induction program for beginning teachers that is provided through a dual mentorship program by university faculty and educators in the target schools, and ongoing professional development once the teachers are in the classroom. (p. 1). The partner districts will also create a Peer and Community Network, designed to build beginning teacher's professional and social networks, further helping them to acclimate to their new communities (p. 9).

ii. The proposal evidences a myriad of current and relevant research citations to support its rationale for addressing the identified need of the target group. For example, the applicant cites research with regard to, but not limited to, recruiting first-generation college students, beginning as teacher cadets in high school, alternative pathways to teaching and teacher preparation, and teacher support and retention (pp. 7, 8).

iii. The applicant clearly demonstrates its proposed training and professional development to be provided are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. As indicated in the narrative, for example, the applicant proposes providing all new teachers with comprehensive, continuous professional development opportunities through professional learning communities and STEM-related professional development opportunities (p. 24). In addition, the applicant will also provide ongoing professional development on coaching and mentoring to university faculty, school personnel, teacher mentor coordinators, and teacher mentors (p. 37). The applicant will also provide in-service teachers with ongoing professional development for at least three years to strengthen their ability to meet the needs of high-risk student populations. Professional development offerings will include a summer institute to provide practical, research-based information on teaching in rural communities to focus on interventions and effective instructional practices (pp. 9-10).

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of Project Design

1. 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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Strengths:

i. The applicant articulates a clear and credible rationale for the proposed project based on the identified needs of the partnering LEAs. The partner districts have persistent job openings for English Language Learners and minority instructors. The applicant explains that, by increasing the capacity of its teacher candidates and beginning teachers, and in-service teachers in working with culturally diverse and high-need student populations, it seeks to strengthen teacher self-efficacy, leading to greater impacts on student achievement and increased teacher retention rates in high-need schools (pp. 11, 12). In addition, the applicant presents a detailed logic model consisting of inputs, activities, outputs, and short, intermediate and long-term outcomes aligned to the project's goals and objectives to provide support for the project's rationale (Appendix G).

ii. The applicant identifies three robust and measurable goals to be achieved by the project which clearly address the identified needs of the target audience to be served. One of the project's goals, for example, is to increase the number of students who enter teacher education programs with an emphasis on high-need areas of math, science, early childhood, ELL, special education, elementary grades, IB, and AP courses. In addition, the goals are accompanied by objectives and performance indicators that are realistic and time-bound. One of the objectives the applicant proposes, for example, is increasing the number of teacher candidates recruited into the teacher education program at Pfeiffer University 35% over baseline each year. (pp.19, 20)

iii. The applicant provides sound evidence the proposed project is designed to build capacity and yield results in the preservice program at the partner university as well as at the school level in the target LEA beyond the grant period. Capacity building strategies with the promise to yield results include, but are not limited to, the university establishing an additional concentration in Teaching Students in Poverty designed to provide intensive clinical experiences, and supporting induction programs in high-poverty schools to increase teacher candidate capacity and effectiveness in working with high-poverty, under-resourced learners. The applicant also plans to provide in-service teachers and beginning teachers regularly scheduled professional learning opportunities centered on subject area content and strategies for working with high-need student populations. Faculty from Pfeiffer University and each Instructional Facilitators from the partnering school districts will lead these sessions. (p. 25).

iv. The project represents an exceptional approach to the priorities established for the competition. As indicated in the narrative, the applicant will implement a Teacher Cadet program in the high-needs LEAs, host a free, annual Spring Research Consortium designed to facilitate collaboration among research scholars, school district leaders, and practitioners, and disseminate best practices. Teachers will learn hands-on strategies designed to improve the classroom learning environment, learn how to promote stronger family and community partnerships and explore how to use and adapt appropriate instruction, curricula, and assessment for high-risk student populations. In addition, the applicant will provide a test prep course for lateral entry, emergency teachers to foster successful test completion for elementary, special education, and STEM teachers (pp. 25-30).

Weaknesses:

No weaknesses noted.

Reader's Score: 40

Selection Criteria - Quality of the Management Plan

1. 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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

i. The applicant's visual representation of a detailed management chart indicates the project's goals are aligned with annual activities. The applicant presents a yearly timeline, milestones, and measures and identifies persons responsible for project tasks. The applicant's management plan includes structures and documents the collaboration of all partners to conduct regular program monitoring and ensure all project components are effectively implemented on time and within budget. Key project personnel and their responsibilities are clearly presented. For example, the project director will be full-time, will oversee the daily operation of the grant coordinate implementation between Pfeiffer University and the high-need LEA partners and targets schools, provide fiscal management and accountability, comply with all TQP program requirements, coordinate communication between organizations, engage in progress monitoring with the project's third-party evaluators, and ensure that relationships are maintained with our partners and vendors that support TQP implementation. Internal and external evaluation teams responsible for evaluating the overall project have also been identified (pp. 32, 33). The applicant outlines a detailed budget narrative that identifies all costs that will be incurred at the time of the program's implementation. Appropriate and reasonable costs associated with the project's budget that are necessary to effectively implement the proposal will include personnel, travel, supplies and contractual (Appendix, pp. 1-8).

ii. The applicant convincingly demonstrates the proposal has the potential for the incorporation of the project's purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. It explains local capacity will be built through professional development and support to ensure strategies implemented will continue after the grant has ended. In addition, the applicant will leverage the expertise of existing university faculty across the Divisions of Education and Arts & Sciences as well as existing Instructional Facilitators and Beginning Teacher Mentors from the partner high-need LEAs. In collaboration, they will work to support Teacher Candidates, and Beginning Teachers during and after the grant to improve teacher effectiveness (p. 37).

iii. The organization documents the project will receive adequate support to include, facilities, equipment, supplies, and other resources, from the applicant. The supports will include but are not limited to, the time commitments and participation of the project's management team with an in-kind commitment of \$575,000 over the course of the grant period (p.39). In addition, travel costs for project implementation activities as well as supply costs for teacher recruitment will be provided as a local match after the grant funding has ended (p. 40).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Project Evaluation**1. In determining the quality of the evaluation, the Secretary considers:**

(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:

i. The applicant outlines a comprehensive evaluation plan that is formative and summative in nature and has promise to provide valid and reliable performance data on relevant outcomes. The evaluation process will be guided by the following research-based questions that are directly aligned with the project's objectives. (1) How successful is the project's initiative at recruiting highly-qualified teachers to serve in high-need rural areas?; (2) To what extent is the undergraduate TEP at Pfeiffer University preparing students to be effective teachers in rural, high-need schools?; (3) Are the components of the induction and mentoring program for beginning teachers supporting their needs and increasing employment retention?; and (4) What effect does the project's initiative have on improving student academic achievement in high-need rural schools?. The applicant provides clear evidence of a formative and data collection and analysis plan. Formative measures related to project implementation and fidelity will be collected and regularly communicated to all project partners. Timely data will be provided to clearly describe progress towards meeting project goals, objectives, and outcomes. Summative results will be reported in aggregate and disaggregated by relevant subgroupings to maximize utility. To ensure validity and reliability of its data collection process, the applicant will use a quasi-experimental design to assess the impact of the project's interventions on teachers' evaluation ratings; students' reading, math, and science achievement; teacher retention; and other formative and summative measures (p. 45).

ii. Well-developed methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project are evidenced. The applicant's evaluation plan is thorough and is designed to measure the success of the project in achieving its goals, objectives, and outcomes. The evaluation methodology will involve the collection of quantitative data from a variety of sources, including standardized, state-administered test scores; state teacher evaluation proficiency scores; the university's enrollment and program retention counts; the number of teacher candidates passing the state's certification and licensure requirements. Qualitative data will also be collected from numerous sources, including students, mentors, Pfeiffer faculty, school administrators, teacher candidates, beginning teachers, and partners, interviews, focus groups, and open-ended survey questions; curriculum analyses; and documentation of professional development session agendas and minutes (p. 42). In addition, data will be provided to clearly describe progress towards meeting project goals, objectives, and outcomes. Summative results will be reported in aggregate and also disaggregated by relevant subgroupings to maximize utility. Evaluation findings will be regularly communicated to partners through quarterly, mid-year, and end-of-year or final reports (p. 50). The budget narrative also includes a justification for the costs of the project's evaluation (p. e237).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. **Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
2. **Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

The applicant convincingly demonstrates the project will focus on promoting science, technology, engineering, or math (STEM) Education. The applicant outlines a detailed plan to increase the number of educators prepared to deliver rigorous instruction in STEM beginning with the recruitment of students into the university's existing Bachelor of Science in Comprehensive Science Education in Elementary Education or its Secondary Teaching Licensure Certificate program. This effort will also include providing teacher candidates, beginning teachers, and in-service teachers with ongoing professional development to deepen their STEM content knowledge. The applicant explains the professional development sessions will be facilitated by the university's Divisions of Education and Arts & Sciences faculty including those in computer and information sciences, engineering, biology, environmental science, and kinesiology so target teachers can better incorporate STEM principles in classroom instruction (pp. 27, 28).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

The applicant provides clear evidence its project is designed to support the recruitment and retention of educators who are effective and increase diversity. The applicant's efforts will be concentrated in the areas of teacher preparation, new and revised teacher preparation concentration areas, alternative pathways to teaching, and teacher retention and support (pp. 5-8). One proposed recruitment effort will be to recruit students from needy rural areas using the teacher cadet program. Efforts to address teacher retention is via an enhanced induction program and improved teacher support through new professional development programming that has promise to better prepare teachers to serve the needs of the target student population.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Novice Applicant

1. Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

1. Has never received a grant or sub-grant under the TQP program; and
2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and
3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

Strengths:

The applicant is identified as a novice applicant. It has never been the recipient of a Teacher Quality Partnership Grant.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted
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