Application Requirements for Innovative Teacher and Principal Residency Programs, 2019-2020

February 15, 2019
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APPLICATION REQUIREMENTS

This document describes the requirements for submitting a proposal responding to the February 2019 Application Guidelines for Innovative Teacher and Principal Residency Programs. Please refer to Part I, the Application Guidelines for Innovative Teacher and Principal Residency Programs, 2019-2020, for more information.

All eligible applicants must submit the following documents, collated into a single PDF document, to RA-EdResidency@pa.gov. Documents 2, 3, and 5 are available on the grant web page.

1. Cover Page
3. Agreement to Participate in an Innovative Teacher and/or Principal Residency Program 2019 (PDE-3668)
4. Acronym Definition Page and Explanations of Projects Referenced in Narrative
5. One-Year or Two-Year Budget Projection 2019 (PDE-3113G)
6. Draft evaluation instruments, where available, to measure effectiveness of goals, objectives and activities of partnership
7. Proposal Narrative, which includes the following sequence of sections:
   a. Executive Summary
   b. Local Needs Assessment, Supporting Data, and Cooperative Planning
   c. Program Design and Deliverables
   d. Action Plan
   e. Sustainability Plan
   f. Program Evaluation
   g. Dissemination of Project Results and Other Information
   h. Budget Narrative

Email completed proposals, collated into a single PDF document, to RA-EdResidency@pa.gov by the submission deadline, 5:00 PM, Friday, March 29, 2019. Address questions to Stephanie Stauffer at sstauffer@pa.gov.

Each application must contain the following information submitted in the format and sequence described below:

1. **Cover Page**, which lists application contents.

2. **Project Abstract** - Rider B 2019 (PDE-3118). This section gathers information related to the specific project, its measurable goals, objectives, activities, and expected outcomes. This form asks questions related to who will lead the partnership activities, funding levels, anticipated starting and ending dates for each funding cycle, and projected number of participants planned for the statewide partnership. In addition to listing all partners (IHEs, LEAs, etc.) the abstract includes a table that connects project activities to project goals and individual objectives.

3. **Agreement to Participate in an Innovative Teacher and/or Principal Residency Program** (PDE-3668). Each partner must sign an agreement that describes the roles and responsibilities of all partners. Other documents, such as agreements from intermediate units (IUs) and letters of endorsement, do not satisfy this requirement.
4. **Acronym Definition Page and Explanations of Projects Referenced in Narrative.** Present a comprehensive description of all acronyms and projects referenced in the required narrative.

5. **One-Year or Two-Year Budget Projection for Competitive Application.** See sample form PDE-3113G.

6. For implementation/expansion grants, where possible supply draft copies of evaluation instruments to measure effectiveness of the tasks associated with implementing a year-long residency program for teacher and/or principal candidates in high-need LEAs. For planning grants, supply descriptions of anticipated evaluation methods and instruments and rationales for the use of these methods and instruments.

7. **Application Narrative** containing the following sections (there is no need to start each section on a new page):
   a. Executive Summary
   b. Local Needs Assessment, Supporting Data, and Cooperative Planning
   c. Program Design and Deliverables
   d. Action Plan
   e. Sustainability Plan
   f. Program Evaluation
   g. Dissemination of Project Results and Other Information
   h. Budget Narrative

The entire Application Narrative is limited to 25 double-spaced pages, prepared in 11-point Arial font.

The application must respond to all requirements provided here and in the Innovative Teacher and Principal Residency Programs guidelines. Any other information thought to be relevant, but not required for a section, should be provided as an appendix to the application. **Material contained in appendices may not be fully considered by external evaluators.**

When writing a narrative, follow the prescribed sequence below for each section; sections need not begin on a new page. Applicants should be sure to include detailed descriptions and action strategies associated with each section of the application.

1. **EXECUTIVE SUMMARY.** Proposal should include a detailed description of the program’s goals, objectives, activities, and expected outcomes. Applicants should describe how the program addresses minimum requirements of the certificate awarded to residents at the completion of the program, and how proposed residency experiences will be seamlessly integrated.
   a. State the type of grant being applied for (Planning, Implementation, or Expansion grant). If applying for a Planning Grant, state whether the applicant or its partners serve largely rural populations.
b. State the certification preparation program(s) to be involved in the grant project. If instructional certification program(s) are involved, for each program state whether the program level is undergraduate and/or post-baccalaureate. Note: For the purposes of this application, post-baccalaureate programs include those offered at the master’s and doctoral levels.

c. State the schools and/or LEAs to be involved in the grant project. State whether any of the schools have been identified for CSI or A-TSI during all or part of the grant period.

d. State whether the lead applicant was a recipient of a grant under this program in a prior year. If so, state the project’s name and provide a brief description of the project.

e. List goals and measurable objectives (refer to item #6 in the Project Abstract), standards, or benchmarks to determine effectiveness of the program and summarize the instructional services and supports to be provided.

f. List anticipated project results, including: (1) the projected number of candidates, cooperating teachers or school leaders, other teachers, principals, and higher education coaches and/or supervising faculty from each partner LEA and/or IHE that will participate in the current funding cycle; and (2) the impact of each partner participating in partnership activities.

2. LOCAL NEEDS ASSESSMENT, SUPPORTING DATA, AND COOPERATIVE PLANNING. This section of the application documents current, local needs of each LEA partner. Partnerships will:

a. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application connects the work completed under that grant with the needs expressed in the present application.

b. Describe strengths and weaknesses in each partner’s existing clinical experiences for student teachers and/or principal interns, being certain to address the ease with which student teachers and/or principal interns are placed in LEAs, the preparation of cooperating teachers and/or school leaders, and their ability to coach student teachers and/or principal interns.

c. Identify which certification preparation program(s) have been chosen as a focus for this grant proposal; why the program(s) were selected; and how teachers and/or school leaders other than cooperating teachers and/or school leaders will participate.

d. Describe and document local conditions that substantiate the need for partner LEAs to participate in grant activities.

e. Provide evidence that partner LEAs meet one or more of the definitions of high-need provided in the grant application.

f. Describe the collaborative process that was used to plan and decide how partnerships would implement (where applicable) residency grant activities.

g. Describe the composition of the preparation program candidates in terms of diversity and discuss any documented need to increase diversity among candidates.

3. PROGRAM DESIGN AND DELIVERABLES. This section focuses on the instructional program and anticipated results stemming from activities that will be offered for residency program participants.
a. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application connects the work completed under that grant with program design and deliverables proposed in the present application.

b. Describe how competencies, knowledge, and skills associated with professional practice in the instructional or leadership certification subject area will be incorporated into coursework.

c. Summarize expected project outcomes: the benefits provided to cooperating teachers and/or school leaders, other teachers and/or school leaders, principals, students, higher education faculty, student teachers and/or principal interns, and their instructional and/or leadership coaches.

d. Describe how representatives from both the teacher and/or principal preparation program and local education agency will support program participants as they complete preparation course work while they participate in year-long residency student teaching or principal intern programs.

e. Describe evidence-based pedagogical methods that will be incorporated into certification programs.

f. Describe the incentives and flexibilities that will be incorporated to encourage candidates to participate in these programs.

g. Describe the supports and retention strategies that will be implemented with residency program participants.

h. Describe how the partnership anticipates improving practice-based, clinical sites for future teachers and/or school leaders.

i. Describe the partnership’s capacity to design a year-long residency program that culminates in a Pennsylvania instructional or principal certificate.

j. Describe the partnership’s capacity to strengthen the professional practice of future new teachers and/or principals, accomplish stated goals, objectives, and expected outcomes, including the qualifications of the lead IHE’s project director to administer a partnership grant.

k. Describe the strategies that will be employed to address increasing diversity among candidates, if such a need has been identified for the program.

l. Describe how the partnership anticipates supporting candidates as they complete certification course work and a year-long clinical residency.

m. Present a staffing plan—including the names and roles of individuals from each partner—and an organizational chart, including names of participating individuals and the partner they represent.

n. Attach syllabi for the coursework portion of the year-long clinical residency program. (Note: Syllabi are not counted in the 20-page limit for the length of the proposal.)

4. **ACTION PLAN.** *The focus of this section is process.*

   a. Using the measurable objectives, activities and expected outcomes listed in item #6 of the Project Abstract (PDE-3118), develop an implementation timeline for each activity to include the duration of each activity and the name and title of individual(s) responsible for each activity.

   b. Note that sections in the Project Abstract (PDE-3118) correspond to the minimum Required Elements of the grant as specified in the Application Guidelines. The Project Abstract also contains sections for entry of activities for each of the Priority Elements, as applicable.

5. **SUSTAINABILITY PLAN.** Describe how the program outlined in the application would be sustained beyond the funding timeline of this grant. This should include sustainment of IHE-LEA partnerships, financial support for residents, and ongoing mentorship and
support of residents. This ongoing support can be both for future cohorts of residency program participants and for those who complete the residency experience during grant-funded years, as they go on to take positions in LEAs. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application connects the sustainability plan produced under that grant with plans for further sustainability in the present application.

6. **PROGRAM EVALUATION.** *An external evaluator is not required by these guidelines.* This section identifies benchmarks for each goal, objective, activity, and expected outcome. Each partnership identifies methods that will be used to report project results to its partners and how it will work with partners to understand and use key project results to improve teaching and learning.

   a. Design a plan to identify and document components of an effective model of a year-long clinical residency that partner institutions and other preparation programs will be able to implement and that is intended to lead to the filling of critical vacancies in high-need LEAs;
   
   b. Establish and document specific standards or benchmarks that will be used to determine the effectiveness of the program, including how teacher or principal residents perform in comparison to previous cohorts of teacher and principal candidates, if applicable.
   
   c. Describe and provide rationales for planned evaluation methods.
   
   d. Where possible, provide draft evaluation instruments.
   
   e. Name the individual who will be responsible for the overall project evaluation and provide documentation of the individual's qualifications.
   
   f. Describe how evaluation results will be reported to partners and to PDE. (Anecdotal participant data and participant self-reporting are insufficient methods for measuring program effectiveness and impact.)
   
   g. Describe how members of the partnership will work together to understand and use key project results to inform and improve program implementation in future years.
   
   h. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application references results of the evaluation completed under that grant and connects it with the evaluation(s) proposed in the present application

7. **DISSEMINATION OF PROJECT RESULTS AND OTHER INFORMATION.**

   a. Illustrate how the partnership’s processes for designing a year-long residency can be replicated by other institutions in PA.
   
   b. Identify components of the partnership that will be essential for others to replicate.
   
   c. Design a plan that includes channels that will be used to distribute a description of year-long residency program processes, outcomes, and points of improvement.
   
   d. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application describes the dissemination efforts completed under that grant and connects those with the dissemination efforts proposed in the present application

8. **BUDGET NARRATIVE.** This section adds meaning to the budget figures included on the budget form and the one-year budget projection. It explains how each budgeted item supports program goals, objectives, activities, and expected outcomes.
a. Describe the cost-effectiveness of the budget.
b. Connect each expenditure to relevant project goal(s), objective(s), activity(ies), and expected outcomes.
c. If the lead applicant was the recipient of a grant under this program in a prior year, ensure that this application show how budgets proposed for overlapping time periods address complementary activities.
d. Ensure that the budget is realistic, cost effective, and detailed, and that it uses the following eight categories of expenditures: (i) Salaries, (ii) Fringe Benefits, (iii) Purchased Professional and Technical Services, (iv) Other Purchased Services, (v) Supplies and Materials, (vi) Participant Support; (vii) Travel, and (viii) Indirect Costs (limited to 8 percent maximum and not to be calculated on the cost of equipment). Carefully check all budget figures and calculations and verify that funding levels on the 2019 Project Abstract-Rider B match the totals reported on the budget projection form.
e. A sample budget is available on the grant web page. Carefully check all budget figures and calculations and verify that funding level reported on the 2019 Project Abstract-Rider B is the same as the total on the budget projection form.

Common Application Shortcomings

Partnerships should avoid the following common application shortcomings as they respond to application questions:

- Application is not responsive to required elements stated in the grant guidelines.
- Application lacks sufficient detail and raises many questions.
- Needs assessment data are not local and current.
- Key concepts are not developed into appropriate action strategies.
- Application information is poorly organized, creating barriers for the reviewer to obtain a clear idea of the plan.
- Instructional activities do not build on existing partnerships or work that is already underway at LEAs.
- Application information is inconsistent from one section to another.
- Budgets are not cost effective.
- Budgets contain calculation errors.
- Applications contain typographical, grammatical, and/or syntactic errors.

CRITERIA FOR SELECTION

Each part of the application will be assigned a point value so that applications can be rated and then ranked.

A panel of raters will review applications. Total points will be awarded on the basis of overall strength, consistency, and adequacy of the information provided in the application. Points will also be awarded to acknowledge the grant priorities as stated in the 2019-2020 grant guidelines. Scores will be recorded and analyzed to determine which applications to fund based on relative strengths.
Before funding recommendations are forwarded to the Secretary of Education, the grant manager will review applications identified for funding to verify that they are consistent with the ESSA Title II, Part A, state set-aside funding guidelines.

Grants will be distributed to approved commonwealth certification preparation program providers. The number of awards to be made will be limited by program funds and funding priorities, as stated in the 2019-2020 grant program guidelines.