

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

Status: Submitted

Last Updated: 12/16/2011 05:17 PM

Technical Review Coversheet

Applicant: New Teacher Center (S367D120037)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summery Statement		
Summary Statement (Optional)		
1. Summary Statement	0	
Sub Total	0	
Selection Criteria		
Significance		
1. Significance	25	25
Quality of the Project Design and Services		
1. Project Design/Services	30	30
Quality of the Management Plan and Personnel		
1. Mngment Plan/Personnel	20	18
Sub Total	75	73
Selecton Criteria		
Sustainability		
1. Sustainability	25	23
Sub Total	25	23
Priority Questions		
Competitive Preference Priority		
Improving Productivity		
1. Improving Productivity	3	0
Sub Total	3	0
Total	103	96

Technical Review Form

Panel #3 - Panel - 3: 84.367D

Reader #2: *****

Applicant: New Teacher Center (S367D120037)

Questions

Summery Statement - Summary Statement (Optional)

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

(1) The national significance of the proposed project.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the subject area in which the applicant would carry out project activities.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

1. The applicant, a nonprofit organization, and a county school district, plan to accelerate new teacher and new principal development by enhancing an induction program, mentoring services, and support activities. Citing research on the value of induction and mentoring programs, the applicant proposes to increase the number of highly effective new teachers and principals (p.5). It will accomplish this task through a reform of current practice and a new structured program which utilizes mentoring, bolstered by prescriptive, intensive professional development as a key for success (p. 6). Using a Performance-based Career Ladder, the teachers will be selected by newly trained veteran principals and human resource partners and assigned to mentors (p. 7). A similar process will be used for new principals entering the program. The process will be tried in a large school district which has 57.8% of its students qualifying for the free or reduced lunch program (p. 12). Overall, the applicant is offering a teacher and principal development program in a high need district that is grounded in research. It is a significant program.

2. The applicant has described a well organized project that includes a collaborative, ongoing and comprehensive partnership using a series of test programs in teacher and principal leadership development (p. 13). The model is designed to identify working components, target needed interventions, assist teachers, principals, and mentors, and make strategic decisions. Particularly important is the reduced workload for mentors (p. 13) who will be able to provide more intensive assistance. The applicant is clearly building upon previous research and practice.

3. The applicant is focused on teaching in the classroom and how teacher behavior will be developed to enhance it. The applicant indicates that this approach is grounded in research and is being tried on a large scale under a controlled process of assessment (pp. 15-16). Embedded in a systematic process, the plan is of some national importance in terms of size and intensity.

Weaknesses:

None noted.

Reader's Score: 25

Selection Criteria - Quality of the Project Design and Services

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

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

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

(3) 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:

1. The applicant presents two goals and five objectives (pp. 17-18) which are clearly stated, have focused performance outcomes, and have measurable components. For example, Objective 2 states: Increase the retention rate of highly effective new teachers to 85% or above (p. 17). It will be measured with a comparison of all new teachers and those who are highly effective teachers. These measures will be supplemented with teacher observations and surveys (p.18).

2. The applicant identifies a comprehensive system of reforms which have been adopted by the school district and the organization (p. 20). The district is committed to a sustained, system wide reform movement based on research and practices. A key element of this reformation is the teacher and classroom behavior (p.20).

3. The applicant presents a very comprehensive program. The teacher induction program will be improved through instructional-based mentoring, role clarification of the teacher and principal, leader consultation, impact consultation, and a liaison with the National Teacher Induction Network (p. 22). Similar changes will be included in the principal s program as well, but with an emphasis on adding a formative assessment program for use in coaching for growth and learning (p. 25). The program will also employ the applicant s concept called Teaching Empowering Leading and Learning (TELL) (pp. 26-27). The applicant is proposing a program that is comprehensive, intensive, and focused on teaching and learning.

Weaknesses:

None noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

(1) The qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants or subcontractors.

(2) 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.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

1. The applicant provides extensive information on several key personnel: Project Director, Assistant Superintendent of Schools in the partner district, school site leader, chief information and technology officer, director of professional development, director of leader development, supervisor of teacher training, and external evaluator (pp. 28-32). The information is very complete and supplemented with resumes in the appendix. For example, the project director holds a key position in the organization, holds an appropriate doctorate, has project management experience, and has worked in urban districts (p. 30).

2. The applicant provides a management plan for the overall project and for its major components: Teacher Induction and Mentoring Program and the Principal Coaching and Professional Development Program (p. 33). It supports this information with an extensive chart of project activities and a chart of milestones and timelines (pp 34-42). In addition to the management plan, the applicant discusses the roles and responsibilities of each staff member in the discussion of their qualifications; e.g., the assistant superintendent is responsible for the recruitment, selection, and supervision of the principals and assistant principals (p. 30).

3. The various staff members are identified with their time commitments (p. 43) in year one; e.g., project director (50%), analyst (50%), induction site leader (70%), principal leader program (85%), and assistant superintendent (10%). The time commitments are generally sufficient to manage the project.

Weaknesses:

1. None noted.

2. None noted.

3. The project is budgeted for \$4.9 million in year one. A project of this size should have at least one senior person assigned full time to manage the project on a day-to-day basis. The size of the staff and its multiple locations are other considerations suggesting the need for one full time staff person. (-2 points)

Reader's Score: 18

Selecton Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed projec's activities and products by other organizations, the Secretary considers:

(1) 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.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the evaluation conducted as part of the project will provide guidance about effective strategies suitable for replication or testing in other settings.

Strengths:

1. The applicant indicates that it expects that several key programs will expand as a result of their success. For example, Teaching Empowering Leading and Learning (TELL) (p. 44) and the newly created Presenter s Academy will cause teachers and mentors to remain in the district, thus allowing for savings of costs associated for replacement and training of new staff (p. 45). These savings will be used to finance the activities of the project once federal funds are gone.
2. The applicant reports that the project will generate data for use in the national reform movement. The applicant plans to develop and publish an array of practices, policy, impact/learning briefs, online resources, guidebooks, and DVDs (p. 45). In addition, the activities will produce case studies, blogs, and networks of information. The applicant will use maps of data collection and delivery pathways to maintain direction and control (p. 46).
3. The evaluation will focus on desired outcomes and performances. It will generate quantitative and qualitative measures (p. 46). The evaluation will employ a quasi-experimental design using test scores and an interrupted time series to ensure fidelity (p. 47). The project will be assisted by an external evaluator will provide regular and final reports (p. 48). The plan is very complete as shown by its timeline which assigns tasks with responsibilities (pp. 49-50).

Weaknesses:

1. The applicant would enhance its statement by citing potential sources for funding the key aspects of the program. For example, the applicant plans to seek funds from federal and state grant programs, foundations, or corporations. (-2 points)
2. None noted.
3. None noted.

Reader's Score: 23

Priority Questions**Competitive Preference Priority - Improving Productivity**

1. **Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.**

Strengths:

Not applicable.

Weaknesses:

Not applicable.

Reader's Score: 0

Status: Submitted

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Status: Submitted

Last Updated: 12/16/2011 06:25 PM

Technical Review Coversheet

Applicant: New Teacher Center (S367D120037)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summery Statement		
Summary Statement (Optional)		
1. Summary Statement	0	
Sub Total	0	
Selection Criteria		
Significance		
1. Significance	25	25
Quality of the Project Design and Services		
1. Project Design/Services	30	26
Quality of the Management Plan and Personnel		
1. Mngment Plan/Personnel	20	18
Sub Total	75	69
Selecton Criteria		
Sustainability		
1. Sustainability	25	23
Sub Total	25	23
Priority Questions		
Competitive Preference Priority		
Improving Productivity		
1. Improving Productivity	3	0
Sub Total	3	0
Total	103	92

Technical Review Form

Panel #3 - Panel - 3: 84.367D

Reader #1: *****

Applicant: New Teacher Center (S367D120037)

Questions

Summery Statement - Summary Statement (Optional)

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

(1) The national significance of the proposed project.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the subject area in which the applicant would carry out project activities.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

1. The proposed project builds on 12 years of research and support for teacher induction models developed through the New Teacher Center (page 1) that incorporates a model of mentor: new teacher ratios of 12:1 and 15:1 for a minimum of two years to support increased teacher performance and retention.

2. The results of a randomized controlled study documented that this model improved students performance in both math (50th to 58th percentile) and reading (50th to 54th percentile) described on pages 1-2.

3. The proposed project describes additional quasi-experimental designed studies that studied the impact of various mentor to new teacher ratios within the model demonstrating the effectiveness of dedicated mentor to new teacher ratios providing the greatest impact (pages 2-4).

4. Two longitudinal studies documented that teacher retention was at 88% as compared to a national average of 56% (page 4-5).

5. Successful models of building capacity and retention of novice teachers has huge implications for education reform especially in urban setting where historically more novice teachers are placed within urban districts and are leaving the profession at significant rates.

6. The New Teacher Center has programs in 35 of the 50 states which supports the success and effectiveness of the program (page 10-11).

7. The proposed project will build upon an effective novice teacher mentoring program and will implement the leadership components for principal induction (pages 10-15).

8. The proposed project as described on pages 10-15 will contribute to the current theory, knowledge and practices for developing and retaining highly effective teachers by implementing the mentor components for novice teachers and principals as well as add to the very limited, but growing research base on value added teacher evaluation systems now required across the country to measure teacher effectiveness. The importance of this research is paramount as new evaluation systems are implemented.

9. The importance of measuring principal induction programs is equally important because there is limited evidence on the quantitative importance of principals on teacher retention and effectiveness (page 15).

Weaknesses:

1. No weaknesses found.

Reader's Score: 25

Selection Criteria - Quality of the Project Design and Services

1. **The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:**

- (1) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- (2) **The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) **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:

1. The project design includes clearly delineated measurable goals and outcomes for the proposed project as described on pages 16-18, including effectiveness ratings for new teachers, retention rates, retention rates of highly effective teachers, effectiveness of new principals, retention rates of principals, and TELL survey results of overall climate within a building. The project will collect teacher effectiveness data through a newly established teacher evaluation system, 6 yearly observations conducted by trained staff and a newly developed principal effectiveness evaluation.
2. The new teacher center has 13 years of experience delivering high quality professional development as described on page 19-20 and will build upon the current system in place to develop mentors for novice teachers.
3. The proposed project will fund a lower mentor to new teacher ratio and build professional learning communities of the mentor teachers to further increase their expertise (page 22-23). The professional development activities will include mentor academies and monthly forums. It would also expand the current principal induction program as well as build capacity of principal coaches (page 24-25) through summer institutes and ongoing weekly coaching.

Weaknesses:

1. The proposed project does not clearly delineate the duration, intensity and time of each specific professional development activity. The project would have been strengthened by including a specific description and content of each activity.

Reader's Score: 26

Selection Criteria - Quality of the Management Plan and Personnel

1. **The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:**

- (1) **The qualifications, including relevant training and experience, of the project director or principal**

investigator, key project personnel, and project consultants or subcontractors.

(2) 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.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

1. The management plan includes highly qualified staff with the background expertise to continue to build on previous work with the New Teacher Center.
2. The New Teacher Center staff will include a site lead to coordinate the project, researchers to collect and analyze data, staff expertise on leadership development and district senior staff to facilitate the day-to-day implementation (page 28-33).
3. The proposed project includes a timeline and milestones with specific staff assigned as described on the chart found on page 33-42 which will support keeping the project on track as to when specific activities will be implemented.
4. The management plan clearly delineates time commitments of senior staff as described on pages 43-46.

Weaknesses:

1. Even though the proposed project includes an extensive timeline that includes monthly milestones that will be completed in the project, it would have been further strengthened by including explicit information on the responsible staff for each milestone and outcome expectations of outcomes. For example on page 35, the project cites teacher and principal Induction work, but does not assign specific staff duties required for the work to be completed nor possible outcome information from this induction work.

Reader's Score: 18

Selecton Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed projec's activities and products by other organizations, the Secretary considers:

(1) 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.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the evaluation conducted as part of the project will provide guidance about effective strategies suitable for replication or testing in other settings.

Strengths:

1. The proposed project will build capacity and expand a required existing model of teacher induction and evaluation within the specified school district informing future induction programs for both novice teachers and principals as described on pages 44-45.
2. The proposed project through effectively increasing mentors and principal coaches and build train the trainer models state that budgetary costs will decrease over time as capacity is built across that district (page 44-45).
3. The project will yield information that will be disseminated nationally through the New Teacher Center (page 45) through policy briefs, online resources, case studies, mentor alumni network, and NTC s annual symposium. .

4. The evaluation will build upon the current research and models in place by the NTC and will continue to expand the models for replication across the country.

Weaknesses:

1. The project did not specifically address any additional funding sources beyond the grant period to support sustainability; thereby, it was difficult to determine how continued capacity building of mentors and even sustaining the number of menetors and their time commitment within classrooms was not clear.

Reader's Score: 23

Priority Questions

Competitive Preference Priority - Improving Productivity

1. **Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.**

Strengths:

Not Applicable

Weaknesses:

Not Applicable

Reader's Score: 0

Status: Submitted

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Status: Submitted

Last Updated: 12/18/2011 12:02 PM

Technical Review Coversheet

Applicant: New Teacher Center (S367D120037)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summery Statement		
Summary Statement (Optional)		
1. Summary Statement	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	25	25
Quality of the Project Design and Services		
1. Project Design/Services	30	25
Quality of the Management Plan and Personnel		
1. Mngment Plan/Personnel	20	17
Sub Total	75	67
Selecton Criteria		
Sustainability		
1. Sustainability	25	23
Sub Total	25	23
Priority Questions		
Competitive Preference Priority		
Improving Productivity		
1. Improving Productivity	3	0
Sub Total	3	0
Total	103	90

Technical Review Form

Panel #3 - Panel - 3: 84.367D

Reader #3: *****

Applicant: New Teacher Center (S367D120037)

Questions

Summary Statement - Summary Statement (Optional)

1. Summary Statement (Optional)

General:

For future applications, providing page numbers on every page, including the budget is useful for reviewer comments and referencing.

Reader's Score: 0

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

(1) The national significance of the proposed project.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the subject area in which the applicant would carry out project activities.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The applicant noted several factors that were of national significance in the proposed project. This is evidenced by the current presence of New Teacher Center (NTC) in 35 states, the NTC online program in use in all 50 states, and its current efforts in several large urban school districts. Additionally the applicant partner district Hillsborough County Public Schools (HCPS) is the 8th largest district in the nation (p. 12) which will allow for a larger systems approach, project results and a scale-up model that would be applicable for other districts to replicate.

The proposed project has a significant potential to contribute to the advancement of theory, knowledge and practices in effective teacher and principal mentoring and coaching practices. As well, the applicant substantiated this claim with research (pp. 14-15). And again the results from a large urban district support scale up opportunities.

The proposed project outcomes to increase the percentage of highly effective teachers and principals, retain said teachers and principals, identify characteristics of effective mentors and principal coaches, and "a school climate that impacts learning" (14) has a string likelihood of providing significant results and outcomes. This is especially true for significant improvements in classroom instruction and student achievement. This was again substantiated with research (pp15-16).

Of positive note and strength of this proposal is the inclusion of NTC program results (i.e. improved student achievement results, teacher retention, etc.) from past projects to substantiate and support the proposed project outcomes (pp. 2-4). Results from 5 studies were presented.

Weaknesses:

There were no weaknesses.

Reader's Score: 25

Selection Criteria - Quality of the Project Design and Services

1. **The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:**

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

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

(3) 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:

The intent of the proposed project to offer a systemic approach to teacher induction with a focus on capacity building and sustainability (p. 13) is evidenced in the project design. The applicant intends to accomplish this by "intensifying the existing supports for novice teachers and novice principals through the provision of teacher mentors and principal coaches (pp. 16-17).

The Theory of Action (p. 27) demonstrates NTC's belief that "professional support for district talent must be systemic and aligned to the district's talent strategy". Such the proposed project is part of a comprehensive effort to improve teacher and principal effectiveness and subsequently improved student achievement.

The current Teacher and Principal Induction Program process was described on pages 21-26. As described the general process is comprehensive in nature. This is evidenced by the 1:15 year one-teacher ratios, ongoing professional development and generic course content, ongoing mentor support.

The same holds true for the principal induction program. It is unclear as to the specific course content, brown bag session topics, and actual time with coaches.

A strength of the project design is the comprehensive teacher and principal effectiveness rating methods and instruments (pp. 18-19). The use of the Charlotte Danielson observation rubric and student achievement will provide strong teacher effectiveness measures. The same holds true for the principal's 360 VAL-ED 360 survey, TELL survey and student achievement results.

Weaknesses:

All of the goals, objectives and outcomes noted on pages 17-18 are not clearly specified, measurable and time bound. As an example, Objective and outcome 1 does not specify the number or percent of new teacher to be rated highly effective. It is unclear how the applicant will know when this objective will be met. The same hold true for objective 2 - the percentage of highly effective new principals is unknown.

As another example, the 85% teacher and principal retention target is not time bound (p. 17). It is unclear if this objective is to be accomplished in the first year or by the third year of the project. Additionally, it is unclear how the applicant determined the 85% retention target for teacher and principal retention. On page 23 the applicant notes an 8% increase in teacher retention rate from the first year of implementation (from 76-84%), yet only proposes a 1% increase in this objective. It is unclear with the funds and resources to improve the program why the projected retention rate increase was not more significant.

While the current Teacher Induction Program process was described on pages 21-23, there was no indication

that this would be the same program for the project. In addition, is difficult to determine the full extent to which training or professional development are of sufficient quality, intensity and duration as the specific course content and number of hours was not provided. The noted program improvements as a result of grant funding are to lower the mentor ratios and provide new customized training (p23) though, that training was not described. It would have strengthened this proposal to provide a course/syllabus and new teacher time commitment etc.

The yearly \$300,000 expense for the Lawson annual development and management of the observation data from the Principal coaches and mentors seems excessive. Without more information it is difficult to determine the necessity and appropriateness of this expenditure (in district budget - no page numbers). It is also unclear why this item was not included in the aggregate budget as were other fees and materials.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

- (1) The qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants or subcontractors.**
- (2) 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.**
- (3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

Based on the narrative bios (pp. 28-33) and resumes the Project Director, Co Lead and key personnel bring a significant amount of experience, knowledge and skills to this project. They all possess the necessary qualifications to manage a project of this size and scope.

The applicant has provided a comprehensive timeline of project activities on pages 32-44. Based on this timeline and the applicant's significant history in implementing this program, it is reasonable to expect that the tasks and activities will be accomplished within budget and the timeline provided.

Of positive note in the project design and timeline are the regular and consistent mentor forums, mentor and principal shadowing, class training and professional development (pp. 34-42).

The applicant provided FTEs and generic roles and responsibilities for both the NTC and HCPS project staff (pp. 28-33 and 43-44).

Weaknesses:

Of concern are the .75 FTES for the HCPS Director of Professional Development and Director of Leadership Development. It was unclear, based on the narrative on pages 31-32 which of the listed duties are current district duties and/or, duties of their grant positions. As such it is difficult to determine if their .75 FTEs are adequate for a project of this scope and size. It would have made for a clearer, stronger proposal to indicate current duties (as a function of their qualifications), what current district responsibilities will come off their plates, and the specific projected project responsibilities.

While the project timeline is comprehensive, it only spoke to project activities and milestones. Additionally, while generic project staff responsibilities were noted on pages 28-33, they were not specifically linked to the activities in the timeline. In its current form it is difficult to see the big picture of staff roles and responsibilities, potential overlap and adequacy of time commitments. It would have made for a stronger

proposal to link the activity to the goals and objectives noted on pages 17-18, and person responsible for each activity.

Reader's Score: 17

Selecton Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed projec's activities and products by other organizations, the Secretary considers:

(1) 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.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the evaluation conducted as part of the project will provide guidance about effective strategies suitable for replication or testing in other settings.

Strengths:

The proposed project has already and will continue to yield a number of findings and products (mentor alumni network, webinars, an NTC Toolkit, learning briefs, guidebooks, and other publications, DVDs, a national symposium, etc pp. 45-46) which are of significance in improving teacher effectiveness.

The applicant proposes to implement a quasi-experimental interrupted time series summative evaluation (p. 47). Strengths of this design are the use of repeated measures (both before and after), multiple observation checkpoints (6 per year - p. 48) and a focus on student achievement data to support teacher effectiveness (p. 48).

Of positive note is that the evaluation system for this project is already "in place with the required definitions of 'highly effective' for both principals and teachers". As well, student achievement results are a significant evaluation component (p. 16).

Another strength of the evaluation is the intent to use a 2-level linear model to examine if mentor effectiveness varies across mentors (p. 49). This is data and analysis could shed information on both the mentor selection process and program fidelity and validation of best practice and have a substantial impact on teacher induction and mentor programs.

Weaknesses:

While the project will build capacity and yield results for the HCPS that will extend beyond the project period in that there will be a number of trained effective teachers, principals and mentors in the district as a result of the project, there was no mention of the applicant seeking out further fund sources to continue the program after the grant period. As noted in the budget, the materials, professional development and mentor salaries and supplements are extremely costly components of this program. It is unclear how the HCPS or any other district could continue this program without a substantial fund source. As noted by the applicant on page 23 past mentoring sessions were "severely curtailed due to financial restrictions" (p. 44).

Reader's Score: 23

Priority Questions

Competitive Preference Priority - Improving Productivity

1. **Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.**

Strengths:

Not Applicable.

Weaknesses:

Not Applicable.

Reader's Score: 0

Status: Submitted
Last Updated: 12/18/2011 12:02 PM