

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

Status: Submitted

Last Updated: 04/30/2010 12:53 PM

Technical Review Coversheet

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Reader #1: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 10 |
| Significance | | |
| 1. Significance | 10 | 9 |
| Quality of Project Design | | |
| 1. Project Design | 25 | 22 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 8 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 18 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 20 |
| Sub Total | 100 | 87 |
| Total | 100 | 87 |

Technical Review Form

Panel #15 - Panel - 15: 84.351D

Reader #1: *****

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

General:

Strengths:

In general, the need for this project is clearly articulated.

Targeted schools are proven to be serving disadvantaged and at-risk students.

Inequities and disparities in arts learning opportunities are supportive of need.

Current research is used to express the value and need of arts integrated learning for at-risk populations.

Weaknesses:

More evidence to support the specific needs of targeted students in grades 3-5 would be helpful.

Reader's Score: 10

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths:

Workshop model trains and develops teaching artists to individualize instruction meeting the variety of learning styles that students bring to the classroom. This method of instruction, based on the theory of multiple intelligences is the essence of best practice in teaching and learning.

Model is designed based on the success of past programs to enhance and improve student learning. Previously compiled lessons and programs will assist in the replication of new program model. (e6)

Teachers are coached in using methods to continually apply their learning.

The program's method of instruction is adaptable and available, free of charge, on-line (e7).

Project will result in high quality curriculum guide geared towards educators, administrators, parents and arts organizations. Previous works have been recognized by UNESCO and the USDOE and other significant institutions. (e8)

Weaknesses:

The program goals and the argument to support the significance of the program are not specifically aligned. For example, improving language acquisition skills is not part of the projected outcome. (e5)

Reader's Score: 9

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

General:

Strengths:

Program is collaborative in nature, providing opportunities for classroom teachers to plan and work together throughout the school year ensuring continuity and on-going support. Program also intends to work with school administration and leaders to continue support to teachers.

Performance based assessments geared toward student achievement in the areas of critical thinking, problem solving, communication, creativity and innovation is a method backed by research that may significantly impact student understanding across the curriculum. (e11).

Design relies on and continues the successful work funded by previous grants.

Cycle of Artistic Inquiry model has been developed over many years and encourages the development of habits of mind which indicates a focus on life long learning rather than learning for the "test" (e15).

Program is designed to meet the needs of all kinds of learners and specifically to reach students who struggle in traditional learning environments (e15).

Learning is connected to students personal lives/interests and presented with open-ended questioning techniques providing a safe and engaging experience.

Provides a good balance between teacher learning and support and direct student experiences.

While incorporating standards based assessment, the applicant indicates the dichotomy and limitations of focusing on increasing test scores while relying on alternative assessment models that will more adequately inform the program. (e19).

Design is well aligned with project goals.

Weaknesses:

Valuable experiences that connect students to community arts institutions, museums, and arts performances not mentioned.

Opportunities for students to exhibit artwork and participate in authentic performances not mentioned.

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths:

Information provided in support of the involved personnel reflect a variety of professionals with in- depth experiences, degrees and assignments that are well matched for the project.

Weaknesses:

Roster and information regarding teaching artist would be helpful to better assess the quality of the personnel.

Diversity is not reflected in the personnel.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. Your comments and scores should address the following criteria:
(1) 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.
(2) 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

General:

Strengths:

13-member Board of Directors is used to help oversee the implementation of the project.

Time line goals for the project are detailed, appropriate and manageable.

Cohesive management team represents a diverse and experienced staff with experience in overseeing past grant projects.

One full time manager will be made available in accordance with perceived need.

Weaknesses:

Management plan does not indicate the extent of in class instruction for students beginning in year two.

Art supplies budget is lacking to provide for rich art learning experiences for teachers and students.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

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

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

General:

Strengths:

Evaluations are used throughout the course of the project to inform participants of successes, challenges and the need for changes.

Majority of the evaluation is centered on student learning.

Evaluation focuses on skills relevant to 21st century goals of education rather than just academic test scores.

Uses both qualitative and quantitative methods.

Encompasses both pre and post evaluations.

Assessment is on-going and made informative to the program goals.

Program includes the use of outside, accomplished, evaluators.

Weaknesses:

No weaknesses found.

Reader's Score: 20

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Last Updated: 04/30/2010 12:28 PM

Technical Review Coversheet

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Reader #2: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 15 |
| Significance | | |
| 1. Significance | 10 | 10 |
| Quality of Project Design | | |
| 1. Project Design | 25 | 20 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 9 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 15 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 19 |
| Sub Total | 100 | 88 |
| Total | 100 | 88 |

Technical Review Form

Panel #15 - Panel - 15: 84.351D

Reader #2: *****

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

General:

Strengths:

Introductory emphasis on 21st learning skills is commendable.

Research in this area would make a major contribution to the field.

Applicant has excellent track record of in-school programs.

Features high quality teaching artists who are well trained.

Targeted schools have high socio-economic and academic needs.

Would be interested in knowing how much of material developed previously has been downloaded and whether there is any evidence that other schools not directly involved with PAW have used it.

Weaknesses:

No significant weaknesses.

Reader's Score: 15

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths:

The development of art-based assessments of 21st century skills could make a major contribution to the arts education

field.

Weaknesses:

No significant weaknesses; this applicant is doing important work.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

General:

Strengths:

Demonstrates good knowledge of current research.

Long residency period of 30 weeks provides time for transformation in students and teachers.

Frequent meetings between teachers and artists (8).

Very positive that structure curriculum on skills of inquiry in addition to technical skills of an arts discipline--- important 21st century skills.

Work ties into a comprehensive arts education master plan developed by the district.

Strongly applaud the establishment of a Principals' Professional Learning Community.

The cycle of artistic inquiry adds a dimension to arts learning, providing an opportunity for critical thinking to occur---a critical workforce skill.

Commend payment of teaching artists for planning time and thus for recognizing the critical importance of planning to successful residencies.

Weaknesses:

Adequate familiarity with workforce skills thinking, however they should pursue sources beyond the Partnership for 21st Century Skills. For example, explore Studio Thinking: The Real Benefits of Visual Arts Education by Lois Hetland and Ellen Winner.

Need specifics on development of cultural competency of teachers.

Teachers invited to develop an action research project, but few details provided on how this is accomplished.

Retention rate of 90% of teachers year to year is optimistic.

Reader's Score: 20

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths:

Very rigorous training for teaching artists (8-week internship; monthly learning circles).

Experienced and highly qualified management team in place.

Team has successful track record.

Weaknesses:

Feedback mechanisms are adequate, but not exceptional.

Who are the key informants who are interviewed? How many?

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

- 1. Your comments and scores should address the following criteria:
(1) 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.
(2) 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.
(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

General:

Strengths:

A successful track record from previous years indicates that the organization is capable of managing programs effectively.

Weaknesses:

Retention rate of 90% of teachers year to year is optimistic.

The line item for supplies is very low; should be increased.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

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

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

General:

Strengths:

Good that they are developing performance-based assessments.

Outcomes and measures, while far from comprehensive, are a good start and significant contribution to the field.

Positive that multiple sources of data are used in the evaluation.

Highly experienced and qualified evaluation staff.

Weaknesses:

Recommend that the applicants read Studio Thinking before finalizing this component of the project. This text offers significant research with direct applicability to workforce skills and the arts.

Reader's Score: 19

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Technical Review Coversheet

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Reader #3: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 11 |
| Significance | | |
| 1. Significance | 10 | 7 |
| Quality of Project Design | | |
| 1. Project Design | 25 | 22 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 6 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 16 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 20 |
| Sub Total | 100 | 82 |
| Total | 100 | 82 |

Technical Review Form

Panel #15 - Panel - 15: 84.351D

Reader #3: *****

Applicant: Performing Arts Workshop, Inc. -- , (U351D100081)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

General:

Strengths:

The applicant provides a strong argument on page 3 of the narrative as to why 21st century skills are need for students today, especially those in low income schools, who are now in a passive role as students.

The achievement gap with regards to race is clearly outlined with regards to the disparity in academic achievement and school dropout rates amongst Latino and African American students. Two out of five of the sites that will directly benefit from the project have a majority of students from these populations.

All five sites that the program will work with are Title One schools.

The project is specifically focused on providing 21st century skills to students facing economic barriers, thus addressing the needs identified.

Weaknesses:

On page four of the narrative, the applicant notes the disparity in arts learning amongst low income students. While the narrative voice is strong, the applicant neglects to support this claim with statistics either nationally or locally in San Francisco.

More information could have been provided to address current barriers faced in San Francisco with regards to economic barriers and cultural barriers.

Reader's Score: 11

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths:

The project will directly reach a large number of students and teachers (1575 students and 21 classrooms) over the three implementation years.

The inquiry process used has been tested, evaluated and refined as the PAW method for the past 45 years (p. 1). This method is a well established method.

The focus of the research proposed is targeted towards the outcomes for students. The intent of the project is always focused on student learning.

The letter of support, e5, clearly demonstrates the impact that the PAW residencies have on whole school culture.

The majority of students that the program targets are ELL students. The past DOE grant, the ARISE project, showed the effect of the artist residency program on students with ELL.

The results of this project have the potential to have a large impact on teaching as two assessment rubrics are developed for Artist residencies and a general rubric for 21st century skill building. This has the potential to impact both arts providers and classroom teachers. Assessment development in general is an area of need for arts education, specifically with regards to 21st Century learning skills and habits of mind through arts activities.

Teachers are being addressed as they receive coaching and professional development through the project. This has potential to influence the teaching as well as the whole school as principals are engaged.

Weaknesses:

More information is needed with regards to assessment development that is mentioned on page 8 and how the rubrics will be distributed to arts organizations across the country.

The applicant mentions several workbooks and manuals that have been developed from previous research. Who is using the manuals? What has the feedback been like? How have organizations used it? How many organizations or teachers have downloaded a manual?

The model of teachers and artists co-planning as a model for professional development is not a new process at this point. More information is needed about professional development sessions that may take place at the school for teachers in order to get more of a feel for how teaching might be impacted beyond the years of funding.

Page 9 of the narrative states that the workshop will produce practical tools useful to general education teachers and principals in K-5 education. What specific tools will be developed?

Reader's Score: 7

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

General:

Strengths:

The residencies are 30 weeks, one hour per week. This model provides many hours of sequential arts instruction allowing time for academic change and classroom culture to shift but also in a way that is reasonable and manageable for the classroom teacher.

This project design reflects up to date research in arts learning and teaching for understanding.

The inquiry based method used allows for wonderful transfer to other subject matters. Page 7 of the narrative provides an outstanding example of this.

Learning communities for principals is a wonderful way to maneuver larger change with regards to arts integration.

Administrative buy in is key for any school partnership.

The teaching artist and teacher meet frequently ensuring that the curriculum focus is on the students and goals are being met. (8 meetings during the residency)

Performance based assessments will be the result from the federal financial assistance and this will have the capacity to yield results in arts teaching and classroom teaching for many future years.

The detailed view of the residency on page 17 demonstrates the high quality instruction that occurs during these residencies and also a real focus on peer critique and revision, directly meeting the goals of this project.

Weaknesses:

The applicant neglects to mention the research of Daniel Pink which is directly related to how the arts develop 21st Century skills. Pink's research is critical to PACT21's goals.

More details are needed with regards to the online resource center and the plan for its design (page 14).

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths:

The applicant provides strong training to its teaching artists. They must have two to three years of experience and also must undergo an intensive internship under an artist mentor.

Teaching artists are provided consistent professional development through the learning circles.

The external evaluator, project director and project manager all oversaw a previous AEMDD project.

Weaknesses:

The Project director, Jessica Mele has direct experience as a project manager but seems to lack an arts background or experience as a teaching artist.

The applicant sites a great amount of diversity in the students at each of the sites receiving the residencies, yet mentions no plan of recruiting teaching artists reflecting that population or who can speak the first language spoken by the students. In order to better understand the quality of the residencies, it would have been helpful to see a few resumes from teaching staff from Performing Arts Workshop, especially given their role in both the teacher action research, teaching coaching and residency curriculum.

Given the cultural resources available in San Francisco (museums, SF Ballet, two large theaters with educational programming), the program might consider linking with these organizations in bringing new teaching artists to the classroom and linking the classrooms to cultural experiences in their city.

Reader's Score: 6

Selection Criteria - Quality of the Management Plan

- 1. Your comments and scores should address the following criteria:
(1) 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.

(2) 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

General:

Strengths:

The project outline is very reasonable given the goals of the project, especially given that the project manager has an already successful system for working with SFUSD admin and schools on research oriented projects from previous years.

The collaborative meetings between the teacher and teaching artist insure that the goals for each residency are met. The planning team for PACT21 has a plan of action for regular meetings.

The fact that foundation support is contributing to the teaching artists' salary of \$40 per hour is an indicator of a reputable residency program in the community, and well sustained residency.

A very capable and cohesive team has been pulled together and they are well prepared to meet the targeted goals.

Weaknesses:

The line item for supplies in the budget is quite low for supplies directly benefiting the residencies at \$600 in the first year and then approximately \$300 per year (see budget narrative). Considering that 7 classrooms are directly served each year through this program, this does not seem reasonable, regardless of the fact that the focus is not on visual arts.

Although tasks do seem well distributed amongst the Project Director, Project Coordinator and Project Manager, it is a minor concern that no-one on staff is dedicating over 35% of their time to this project.

Reader's Score: 16

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

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

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

General:

Strengths:

Varied methods of data collections will be utilized.

The evaluation considers parent perspectives in focus groups. A wide variety of stakeholders are mentioned in the evaluation process of this project.

The evaluation directly meets the goals of the proposed project.

The application makes mention to lessons learned from previous evaluations and how those lessons will directly impact the evaluation design of the proposed project.

There is a plan for collecting data and providing reports on a monthly basis.

The evaluation team is highly qualified and has experience working with Performing Arts Workshop on previous AEMDD projects.

Qualitative and quantitative data will be collected.

The evaluation plan considers a wide variety of factors regarding the residency program including academic performance,

attitudinal shifts, classroom climate, pro-social skills, student records (discipline, attendance, etc).

Weaknesses:

No weaknesses were noted.

Reader's Score: **20**

Status: Submitted

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