

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

Status: Submitted

Last Updated: 04/27/2010 03:22 PM

### Technical Review Coversheet

**Applicant:** San Diego Unified School District -- Visual and Performing Arts Department, Instructional Support Services (U351D100017)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	10
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	20
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	16
<b>Sub Total</b>	100	83
<b>Total</b>	100	83

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #1: \*\*\*\*\*

Applicant: San Diego Unified School District -- Visual and Performing Arts Department,  
Instructional Support Services (U351D100017)

## 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 proposes serving 15 high-poverty schools with a high percentage of English Language Learners.

The applicant outlines specific learning strategies that arts education can offer ELLs.

The applicant ties the data to the need for this program in the last paragraph in the first section. (p. 4)

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Weaknesses: The applicant cites many statistics including demographics and educational factors for both the United States and the state of California, but cites few statistics that are specific to the school district. More district-specific information is needed.

On p. 5, the applicant provides a bullet list of gaps and weaknesses that this project addresses. The last bullet identifies a need for supporting ELLs, but does not tie this to any data. It is unclear whether the schools are in school improvement due to the performance of the ELL subgroup.

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: The applicant identifies training on strategies for ELLs as a need for teachers in the school district. The dance and theatre lessons that were previously created as part of the project that is the basis for this project have been shared with teachers to begin to meet that need. The videotaped lessons are a good companion to the written lesson plans.

Integrated arts and literacy lessons have the potential to meet a need for both school districts and arts organizations.

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Weaknesses: None

**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: The applicant begins this section with narrative from the theatre activity on which this project is based. This is an effective way to show how the project looks while giving relevant information.

Embedding professional development in a teacher's workday is a concept that is well-supported in professional development research.

The project focuses on integrating dance and theatre into the literacy curriculum. This links well to the stated need for both stronger arts education and higher literacy scores.

The dissemination plan coordinated through the UCI Center for Learning is appropriate and multi-faceted.

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Weaknesses: The applicant focuses much of this section on professional development research. It would be appropriate to include more research that supports student programming and outcomes.

On p. 15, as the applicant describes the structure of the project, it is not clear if and how the teaching artists will be involved in the professional development cycle, either as learners or resources.

It is also not clear what happens to schools in the earlier cohorts as they complete their second year. More clarification on this would be appropriate.

p. 18 - "School schedules will be revised to provide teachers with time for weekly, hour-long arts lessons." Since there are 15 schools identified for this project, this is a huge undertaking. The applicant has not addressed the level of involvement and commitment on behalf of school administrators to make this happen.

**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: The project personnel represent an excellent mix of local and regional leaders who have numerous and varied experiences in arts education. The evaluation team is also well-qualified.

The recruitment plan for teaching artists is appropriate.

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Weaknesses: There seems to be no definitive plan for recruiting personnel from underrepresented groups.

**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: The applicant has identified a project director, project coordinator, administrative assistant, consultant, and evaluation team.

A management timeline identifies objectives and a timeframe for completion.

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Weaknesses: It is not apparent how the objectives in the timeline are tied to the larger project goals.

Some objectives fail to identify who is responsible for implementation.

**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: The applicant outlines the evaluation plan clearly, including research questions and how progress will be evaluated.

The applicant acknowledges and plans for a number of variables in the evaluation.

On p. 40, the applicant describes a clear plan for using formative data to guide programming.

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Weaknesses: p. 33 - "...the evaluation will consist of measuring progress toward achieving four student and two teacher outcome goals," yet there are only two student and two teacher goals listed.

Within the evaluation, there is no provision for measuring student achievement in dance and theatre. Since one of the purposes of the AEMDD program is to strengthen standards-based arts instruction, it would be appropriate to measure student achievement in these areas to determine growth.

**Reader's Score:** 16

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**Status:** Submitted

**Last Updated:** 04/27/2010 03:22 PM

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## Technical Review Coversheet

**Applicant:** San Diego Unified School District -- Visual and Performing Arts Department, Instructional Support Services (U351D100017)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	12
<b>Significance</b>		
1. Significance	10	8
<b>Quality of Project Design</b>		
1. Project Design	25	21
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	17
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	16
<b>Sub Total</b>	100	83
<b>Total</b>	100	83

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #2: \*\*\*\*\*

Applicant: San Diego Unified School District -- Visual and Performing Arts Department,  
Instructional Support Services (U351D100017)

## 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: This project will provide needed services to K-2 English language learners in the area. As described, the proposed project will serve to increase the academic skills of these students through the arts by training teachers to incorporate arts activities in their classroom.

Weaknesses: Since the project is building upon the foundation of a previous successful program (e0), a brief description of the prior program would strengthen this section.

Reader's Score: 12

### 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: There is strong indication that the information and materials from this project will be used effectively in the years following the grant period by participating teachers.

Weaknesses: The nature of the nine "integrated arts and literacy" lessons (and if that number refers to lessons in each grade) is unclear. [p. 8] It was stated that the visual arts lessons created from the previous grant were not strong. The focus of the new lessons (for example, music, theater or dance), the use of the theater and dance lessons from the previous grant (their replication during this project), and the integration of the new arts and literacy lessons needs to be clarified.

Reader's Score: 8

### 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 cooperation of both the professional teaching artist and classroom teacher is a strength of the project design. The effort to increase academic standards for students and build capacity for teachers to continue this model is well supported.

Weaknesses: Because of the success of the previous grant, a pilot program for at least one cohort of grades 3-5 would have been a positive addition to the application.

**Reader's Score: 21**

**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: Highly qualified personnel with experience in education in the geographic area as well as content area are included on this project.

Weaknesses: Details of the qualification requirements for the Project Coordinator would strengthen this section. (e24)

**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: The management plan shows a month-by-month project timeline along with a variety of procedures for ensuring feedback and continuous improvement throughout this process (p. 29).

Weaknesses: Based on the statistically low increase on the teacher pre and post test (e28), it would benefit the organizers to reevaluate this feedback item and its effectiveness. On p. 24 of the management plan it states that one of the first tasks

of the Project Coordinator will be to assemble her team and create nine lessons. It is unclear if this refers to nine lessons per grade (K-2) or nine lessons total.

**Reader's Score: 17**

#### **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: The evaluation methods are thorough and use a variety of methods (observations, self-reporting, tests, logs, etc.) to gauge project goals, objectives and outcomes (e47). The lines of communication between key personnel are open throughout the project process.

Weaknesses: The use of the evaluation data within the education population is unclear.

**Reader's Score: 16**

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## Technical Review Coversheet

**Applicant:** San Diego Unified School District -- Visual and Performing Arts Department, Instructional Support Services (U351D100017)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	13
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	22
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	15
<b>Sub Total</b>	100	87
<b>Total</b>	100	87

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #3: \*\*\*\*\*

Applicant: San Diego Unified School District -- Visual and Performing Arts Department,  
Instructional Support Services (U351D100017)

## 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:

Most children qualify for meal subsidies and more than 60% are ELL.

The project is carefully focused on disciplines (theatre, dance) found to enhance social-emotional development and fostering English language development (p. 1).

The narrative explains the connection between the proposed arts and specific skills that help make students ready to learn and acquire knowledge and skills. Grade levels were selected specifically to enhance early language acquisition when it is most beneficial.

Current practices limit cues to help English-limited students understand instruction in English (p. 2)

The project draws from recent research which is presented in logical and compelling sequence to justify the project (p. 34).

The narrative acknowledges the stresses of time that teachers deal with daily and proposes to accommodate rather than aggravate the situation (p. 6)

##### Weaknesses:

The applicant appears to want the reviewer to make a leap from English learning to school difficulties, but offers no evidence to differentiate ELLs from other students in terms of academic outcomes.

Reader's Score: 13

### 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 description spells out research-based accommodations for English-learning students that are incorporated into the program (p. 8).

The program builds on a successful pilot and uses only the beneficial components, acknowledging what needs fixing (visual arts lessons, p. 8).

Weaknesses:

No weaknesses were noted.

**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:

Professional development is job-embedded, using demonstrated key variables for success (p. 14).

The proposal defines and quantifies targeted audiences (p. 16).

The project design shows that the organizers recognize the importance of engaging students, and also of the rewards teachers garner from seeing their students engaged (p. 17).

The narrative enumerates lessons learned and incorporated here from the pilot project (p. 17).

The design includes collaboration of the OLA office, especially for developmentally age-appropriate activities (p. 18)

The schools will revise their schedules to accommodate one hour of arts lessons in K-2 classrooms each week.

The performing arts lessons will be based on arts curriculum standards (p. 19).

The partnering university consultant will be responsible for project dissemination (p. 20).

Weaknesses:

The reviewer is not clear on the source and roles of the resource teachers, and what carries over from the prior grant.

**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 20% project director and 60% coordinator both have extensive performance experience. In addition, the coordinator worked on the state frameworks (p. 21).

Teaching artists will participate in general workshops (p. 22) and will receive ongoing professional development on working with teachers and students.

Weaknesses:

The reviewer is not clear about the university consultant's responsibilities to the director and/or coordinator. Researcher interests appear to drive some of the design and school administration and instruction appears to be underrepresented.

**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:**

Key activities (recruitment, supervision, internal coordination, external coordination) are specifically assigned (p. 24). The plan gives sufficient weight to consistent and timely communications (email, p. 25), clear expectations of schools in order to participate, and clear expectations of teachers in order to participate with fidelity. Teaching artists will attend interactive, informational meetings each semester (p. 26). Clerical assistance is assigned at an appropriate level (30%, p. 26). The university consultant will make university resources available to the district and provide walk-throughs (p. 26). The project will make online resources available to a broad audience, free of charge. (p. 30)

**Weaknesses:**

Random assignment of schools with an opt-out opportunity does not appear to first consider student needs and wise use of resources, such as considering propensities of school leadership at individual sites, particular school circumstances from year to year (other projects, leadership turnover, parent needs, complementary efforts), and even political needs in communities as seen at the district level.

**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:**

The quasi-experimental design is carefully crafted based on the phased project activities. The evaluator will follow matched students longitudinally for four years. (p. 34-35) The standard will be set in seeking "highly credible" designation from the What Works Clearinghouse. Evaluation will build on experience from the precedent project. The evaluator has defined instruments and uses existing measures where available. The evaluators are clearly well qualified in research design.

**Weaknesses:**

The emphasis on scholarly approach to evaluation appears to leave little room for stakeholder input to formulate evaluation questions and procedures. For example, non-English-speaking parents might want to know how to weigh anticipated impacts of their children's participation in this project, or want to suggest ways that would make them more prone to support it. Principals need to know what return they are getting for their efforts, but not likely via "hierarchical linear modeling for deeper analysis of multi-level data" (p. 38). Teachers should know what intrinsic rewards they might expect, in addition to having "attrition minimized" with "monetary incentives." (p. 34) Having the evaluator report to the university consultant rather than to the district appears to place evaluation design emphasis on potential for research publication rather than on practical advice for effective teaching in the district.

The district should gain by the work it will be required to do to provide the evaluation team with data about parent level of education and the data to create a variable index defining teacher characteristics (years teaching, degrees, number of years at the current school, undergraduate degrees). (p. 39) In the real world, San Diego needs to be able to drop this into any targeted classroom, and there likely will always be a range of teacher variables that must be overcome if children are to have equitable experiences across their classrooms.

The plan does not appear to measure the social-emotional development of English language learners as proposed on p. 4.

The teachers' self-reported activity logs do not show self-assessment or reflection on their part (p. 37), which might better justify expecting them to accomplish this much paperwork, particularly in comparison schools.

Although fidelity of implementation is indeed an important object of study (p. 36), it must be accompanied by an analysis of barriers to fidelity, from the school's standpoint, to give useful direction to the project.

The report on pre-post teacher gains appears too brief to be useful for program improvement or genuine gains in content knowledge.

It is unclear how the district benefits from giving the evaluators a whole year for data analysis.

**Reader's Score:** 15

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**Status:** Submitted  
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