

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

Status: Submitted

Last Updated: 07/17/2014 04:24 PM

Technical Review Coversheet

Applicant: School Board of Pinellas County, Florida (U351C140028)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	5
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	12
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	30	28
Quality of the Project Evaluation		
1. Project Evaluation	25	22
Sub Total	100	92
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	20
Sub Total	20	20
Total	120	112

Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #3: *****

Applicant: School Board of Pinellas County, Florida (U351C140028)

Questions

Selection Criteria - Significance

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

General:

Applicant has clearly defined the significance in its documentation of current needs to reduce arts staff turnover in the ten lowest performing schools within Pinellas County Schools. Further, the applicant made a well documented case for the replicability and sustainability of the PD protocol after grant period.

Reader's Score: 5

Sub Question

1. **(A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

Strengths:

The project will increase the local capacity of district leaders to continue the PD process for current and future arts teachers, having selected a well researched PD program, "Design Thinking for Education," as the framework for proposed activities. Targeted population includes 25 music and art teachers in ten high poverty schools (elementary and middle schools) and their students. (page 1) Teachers will be actively involved in developing and extending their own PD specifics related to their felt needs. Moreover, the "Design" content anticipates many of their needs by preparing tools and lessons that will help teachers elevate their everyday practice as arts instructors. This is a project that addresses needs felt nationally as revealed by various published studies cited by the applicant.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. **(B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

Strengths:

Pinellas County Schools system plans to disseminate information on an annual basis about this project in local, state and national professional arts and general education venues as well as through the local media. Dissemination responsibilities are clearly assigned. Dissemination plan is multi-directional to staff, community arts & culture organizations, and to peers throughout the state and nation.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Sub Question

Reader's Score:

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project by considering the following factors:**

General:

Project is informed by targeted research and clear intentions regarding the plight of schools where arts teacher turnover impedes artistic and academic success for all students. The design includes extensive involvement with clearly delineated responsibilities of existing senior staff members with high standing within their profession.

The design addresses the needs of teachers to design PD experiences that meet their particular needs in order to achieve effectiveness in their classrooms, but it does not discuss the organizational impediments that might limit success such as time on task and regularity of instruction as dictated by schedules and facilities.

Reader's Score: 10

Sub Question

- 1. (A) The extent to which the design of the proposed project is supported by strong theory.**

Strengths:

The project is informed by targeted research and clear intentions regarding the plight of schools where arts teacher turnover impedes artistic and academic success for all students (page 4). The design addresses the needs of ten high poverty schools where low student performance in the arts is correlated with high turnover of art and music teachers.

The project allows for teachers to design their own PD experiences with the help of project staff (pages 4-6).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

- 2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

Strengths:

A review of the proposal narrative and logic model reveals how the various activities lead to the proposed changes in outcomes for targeted teachers and their students. The integration of technology to support the project purposes is clearly described and identifies how each element benefits from close coordination and reflection on part of the leadership team throughout the life of the grant.

The direct involvement in the project by the heads of the music and art departments as well as the school-based leaders should help solidify project benefits.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Sub Question

Reader's Score:

Selection Criteria - Quality of Project Services

- 1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

General:

The applicant has demonstrated research-based intentions fulfilled by plans for relevant activities in summer institutes as well as ongoing mentoring.

Reader's Score: 12

Sub Question

- 1. (A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

Strengths:

The applicant has provided services that are research-based, such as Champions of Change (1999 and 2012), which describes high impact projects that resulted in demonstrable improvements in student achievement, and "How Teacher Turnover Harms Student Achievement," by Ronfeldt et al. which reports on the relationship between teacher turnover and negative student achievement; the remedies that address the problem are provided in articles by Snow-Renner and Garet as well as Perez (page 8)

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

- 2. (B) 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 services are provided by arts and technology staff and consultants over the course of four years in a regularized and frequent dosage. The depth and breadth of training will be augmented by services provided by local cultural organizations. The incorporation of a nationally recognized format of arts education PD, "Design Thinking for Education," provides a cohesive framework within which to offer PD elements.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

- 3. (C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Strengths:

The Summer Institutes and ongoing school year training, enhanced by cultural and community partnerships, are elements that are supported by a growing body of research cited by the applicant. Said research points to academic improvement as measured by such tests as the Florida Comprehensive Assessment Test. (pages 16-

Sub Question

18).

Weaknesses:

The applicant does not include a discussion of how the project will overcome the organizational constraints and teacher buy-in as noted in the Any Given Child needs assessment (Appendix).

Reader's Score:

Selection Criteria - Quality of Project Personnel

- 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 following factors:**

General:

The leaders of this project and the contracted consultants have a clear record of outstanding professional accomplishment in the field of arts education and particularly in their roles as professional developers.

Reader's Score: 15

Sub Question

- 1. (A) 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.**

Strengths:

The process of recruiting applicants from members of groups traditionally underrepresented is described in great detail. For example, in addition to citing Pinellas County Schools Policy, the applicant describes how the Visual Arts and Performing Arts Specialists will recruit high quality arts teachers from traditionally underrepresented groups by going out to those colleges and universities in Florida and throughout the nation to seek a pool of qualified candidates for music and art teaching positions (page 21).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

- 2. (B) The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

The leaders of this project have a clear record of outstanding professional accomplishment in the field of arts education, particularly in the areas to which they are assigned in the proposal.

The project co-directors each have over 30 years of successful experience as teachers, administrators, grant managers, professional developers and visionaries for arts education. They are experienced supervisors and team builders. (pages 21 – -22).

Members of the Digital Team combine arts and technology expertise, and clerical support is named and supported by the project.

The search to fill the appropriate Grant Coordinator's position is clearly delineated regarding qualifications.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

Resumes of project consultants describe highly qualified individuals with national reputations as arts educators, trainers, and evaluators. Dr. David O'Fallon is recognized as a major figure in the arts education field, having made a national reputation for his work at both the Kennedy Center and the NEA. He is a visionary and an excellent advisor to the next generation of arts education innovators.

Dr. Michelle Tillander is a scholar (see resume), expert in the use of digital media, and arts education practitioner, having assisted in implementing Virginia's Governor's School of the Arts.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

General:

The proposal includes a thorough presentation of management plan activities, responsibilities, and tasks. It lacks, however, explicit opportunities for trainees to meet with non participating teachers of other subjects within the schools to which they are assigned.

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

Reader's Score: 28

Sub Question

1. (A) 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.

Strengths:

The timeline and budget narrative indicate a clear set of activities that align with school calendars and the realities of school life. Forty hours of PD over seven months each year seems adequate for the accomplishment of proposed objectives. The budget is augmented by the district's own budget for personnel and technology. Key people responsible for the roll out of this initiative have excellent resumes with a history of experience dealing successfully with projects of this kind. "The bulk of the grant resources will be used for trainers and to build capacity for sustaining professional development" (page 35) which enables the district to replicate Design Thinking protocols on its own, undertaking most of the training themselves.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. **(B) 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:

The combined time allocated by district to co Project Directors seems adequate considering that the Grant Coordinator will be a full time employee devoting 100% of time to this project. The on site and virtual presence of the Design Thinking consultants is adequate. The external evaluator, RMC Research Corporation, is nationally recognized for its arts education evaluations. (page 28).

Weaknesses:

The title of principal investigator is not described in the proposal. The proposal's timelines and narrative do not indicate much interaction between and among the various arts and non- arts teachers in each school.

Reader's Score:

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

Strengths:

The Design Thinking Model has a continuous improvement model built into its structure and is reflected in the project timeline. All project elements have a built in feedback process to inform the leadership team and other stakeholders. This will serve both the receivers of project services as well as those with responsibility for oversight.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

General:

The methods and procedures are aligned with project goals and standards for evaluating arts education programs and assessing student achievement. The proposal lacks, however, a clear description of the context of the treatment (for example, number of classroom sessions in art and music per week, levels of intensity of knowledge and skills content).

Reader's Score: 22

Sub Question

1. **(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Sub Question

Strengths:

Methods include surveys, observations, and test results for both arts achievement and math and arts achievement and science. Furthermore, the applicant proposes to use both project-developed as well as standardized instruments to measure growth.

Weaknesses:

The process of identifying a matched control group with which to compare the performance of targeted students needs clarification.

Reader's Score:

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

Strengths:

The applicant describes steps to be taken to ensure that regular feedback is provided by evaluators to the project team, and the team is responsible for making adjustments to the program based on a steady flow of evaluative information and insights (page 36).

Classroom observations by expert arts educators will confirm teachers' applications of new knowledge and pedagogical techniques. Observation results will be shared with the project team regularly.

Evaluators will provide annual test data comparing both target students and control students with anticipated increases in scores over time.

The key to determining whether or not PCS has achieved its primary goals relies on evidence that arts teachers stay in the ten project schools for a minimum of five years.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The project-developed test for assessing student growth (page 39) in knowledge of art and music should be helpful in determining evidence of promise. Similarly, test results and interview responses should help formulate convincing evidence that strong PD programs aimed at growth of arts teacher competency will result in advances in student learning. The evaluation should reveal both longitudinal growth of student achievement over the four year period of the grant as well as statistically significant growth in math and science in comparison to a matched control group.

Weaknesses:

Performance measures (End of Course assessments, page 43) for elementary classes are dependent on how frequently classes meet, the duration of class sessions and the intensity of lessons learned. The proposal lacks sufficient description of these factors (see Project Services), thus weakening the evaluation design. (Points were deducted elsewhere.)

Sub Question

Reader's Score:

Priority Questions

CPP-Technology - Competitive Preference Priority-Technology

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

Strengths:

The applicant already has a sophisticated system of technology-assisted instruction, -assessment and -delivery of various kinds of PD. The system for the Visual and Performing Arts is serviced regularly by designated specialist arts and technology teachers. The system provide assistance to users and the proposal includes development of project-related digital tools and feedback specifically for arts educators.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score: 20

Status: Submitted
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Status: Submitted

Last Updated: 07/17/2014 09:15 AM

Technical Review Coversheet

Applicant: School Board of Pinellas County, Florida (U351C140028)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	5
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	11
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	22
Sub Total	100	93
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	20
Sub Total	20	20
Total	120	113

Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #1: *****

Applicant: School Board of Pinellas County, Florida (U351C140028)

Questions

Selection Criteria - Significance

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

General:

None noted.

Reader's Score: 5

Sub Question

1. (A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

Strengths:

Located in Florida, the applicant is proposing to provide ongoing professional development for 25 music and art teachers and 10 high poverty schools. The proposed plan seeks to involve teachers, students and other stakeholders in the design and planning of development that aims at improving teacher retention and improving student achievement. (Page 4) By reducing the high turnover rate in the district, the applicant will ensure continuous instructional quality throughout the educational program. The applicant supports the need with student demographics in the targeted schools. By providing training and retaining staff, the applicant increases its capacity to serve students.

Weaknesses:

None noted.

Reader's Score:

2. (B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The applicant proposes to disseminate the results of the project through the use of its website and in regular district wide communications. (Page 7) It will also share the results with the community partners as well as participate in the annual state Florida Education Association conference and other similar meetings throughout the year. Also it will present material at various national organizations as well.

Weaknesses:

None noted.

Reader's Score:

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

General:

None noted.

Reader's Score: 10

Sub Question

1. (A) The extent to which the design of the proposed project is supported by strong theory.

Strengths:

The applicant describes its proposed project in terms of the professional development it will provide and how it will develop high-quality art teachers. In doing so, the applicant provides six project goals which will provide focus for the project to address the absolute, competitive, and invitational priorities. The logic model includes appropriate input, strategies and activities, short-term, midterm, and long-term outcomes. (Page e69) The narrative is consistent with the Logic Model and provides strong direction for the development of professional development activities in roles that will be displayed by teachers in the project.

Weaknesses:

None noted.

Reader's Score:

2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

The applicant indicates that it is committed to sustaining the project and the technology which it brings to the district. (Page 11) In addition, this commitment is joined by the partner organizations involved in the project. For example, the applicant indicates that it will use referendum funds to support technology labs that will support the teachers in the target professional development beyond the grant. The district will also establish a repository for student portfolios and assessment procedures.

Weaknesses:

None noted.

Reader's Score:

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

General:

None noted.

Reader's Score: 11

Sub Question

1. (A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented

Sub Question

based on race, color, national origin, gender, age, or disability.

Strengths:

The applicant indicates that it ensures all teachers, administrators, students, parents, and community members participating in the project will have access to all activities and materials. Written materials will be provided in several languages reflecting the native languages spoken at home. (Page 13) The applicant also indicates that the district is committed to bridging the gap in achievement levels between black students and their peers. Other strategies include cultivating community partnerships, extended learning time, providing cultural competency training for teachers, and initiating adult advocacy.

Weaknesses:

None noted.

Reader's Score:

2. **(B) 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:

Included in the project services are three summer institutes and ongoing training in the form of workshops, lesson studies, professional learning communities, school visits, peer to peer visits, and cultural and community partnerships. (Pages 15-16) These activities reflect a number of various approaches, instructional activities, and use of technology.

Weaknesses:

The applicant describes various activities and services without providing specific information in terms of how long and how much information is being offered to the teachers being trained. More information is needed in terms of the specific activities that will be carried out, how intense the instruction will be, and what the duration of each activity is.

Reader's Score:

3. **(C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Strengths:

The applicant cites appropriate studies which indicate that students do well academically if they participate in school art experiences. (Page 18) Other research is provided to support its proposed professional development activities. For example, it describes a program that was piloted in which an elementary music teacher cadre was developed. This pilot program provided insight to assessment and assisted the district in developing rubrics and a database.

Weaknesses:

The applicant does not address how the proposed project will impact student achievement as measured against rigorous academic standards. More information is needed on how the applicant intends to determine how these activities will lead to student improvement in academics.

Reader's Score:

Selection Criteria - Quality of Project Personnel

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 following factors:**

General:

None noted.

Reader's Score: 15

Sub Question

1. **(A) 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.**

Strengths:

The applicant indicates that under no condition will it discriminate against individuals on the basis of race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. (Page 21) The applicant outlines how it will target efforts to identify and recruit candidates and groups that have traditionally been underrepresented based on these characteristics.

Weaknesses:

None noted.

Reader's Score:

2. **(B) The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

The applicant identifies two key personnel who will participate in the project. Both professionals have Masters degrees and extensive experience in art education. One has over 35 years of experience as an elementary art teacher and curriculum content specialist. (Page 22) The other has 30 years of experience as an art education leader active in various art education organizations. The applicant provides a list of five professional staff members and their qualifications and experience. Included are two visual arts technology specialists, a performing arts technology specialist, and two secretarial positions. The information provided is detailed and appropriate for the project. Also included in this section is the description of the grant coordinator who is to be hired full-time for the project. (Page 24) A detailed job description is included in the appendix and reflects appropriate qualifications and degrees. The qualifications and experience for these professionals are appropriate and will assist the applicant in meeting its goals and objectives.

Weaknesses:

None noted.

Reader's Score:

3. **(C) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

Strengths:

The applicant provides information concerning several key consultants. (Page 25) Included are the lead professional developer, the arts professional developer, the classroom mentors and the various partners involved in the project. Also included is a description of the external evaluator and parent organization. The information provided is detailed and appropriate for the attainment of the project goals and objectives.

Sub Question

Weaknesses:

None noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

General:

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 30

Sub Question

- 1. (A) 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.**

Strengths:

The management plan provided by the applicant describes in further detail how it will implement the activities and services proposed by the project. (Page 30) It aligns the goals and objectives with the activities it will carry out relative to the overall professional development, the integration of technology, retention activities, and student engagement. It also provides a description of the Leadership Team and the Digital Tools Team as well as the individual staff members of the project. The information is supplemented by a timeline which aligns the goals on an annual basis.

Weaknesses:

None noted.

Reader's Score:

- 2. (B) 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:

The applicant indicates that the project coordinator to be hired will be full-time (100%). Other personnel identified with their time commitment include the visual arts specialist (5%), the performing arts specialist (5%), and three technology specialists (5% each). (Pages 21-24) These time commitments are appropriate and will assist in accomplishing the goals and objectives of the project.

Weaknesses:

None noted.

Reader's Score:

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

Sub Question

Strengths:

The applicant indicates that it will use a continuous improvement model which will provide them the ability to get feedback, track learning, assess progress, and refine program components. The Summer Institutes will include time for reflection and a discussion on when to revise the previous year cycle of activity. The project coordinator will visit project activities on a regular basis along with visual and music mentors.

Weaknesses:

None noted.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

General:

None noted.

Reader's Score: 22

Sub Question

1. **(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Strengths:

The evaluation model provided by the applicant focuses on the goals of the project and responds to questions associated with each. (Page 37) For example for goal one, the applicant will address this question: To what extent do teachers participating in the program received professional development that is sustained and intensive? These questions will build on the GRPA performance measures. Included in the plan are such processes as classroom visits, tracking student engagement, project management interviews, and collecting teacher knowledge data. Student data will also be collected. As a result, both qualitative and quantitative data will be available.

Weaknesses:

None noted.

Reader's Score:

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

Strengths:

The applicant will provide both formative as well as summative evaluation reports. (Page 40) The formative reports are scheduled at the end of each semester. That information will also be included in the annual summative report as well. Data will include the number of professional development activities, teacher attendance logs, teacher perception reports, and project management data.

Weaknesses:

The applicant indicates that its formative assessment will be at the end of each semester. Waiting to the end of the semester may make the information less significant in terms of making potential program changes. For example,

Sub Question

information six weeks into the semester would provide the applicant with information to make changes early in the coursework.

Reader's Score:

3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The applicant provides both narrative and graphic descriptions of how it will address program objectives using performance measurements and other information. (Page 42) The design of the evaluation plan includes a description of the types of data, data collection timeline, the specific methodology, the instruments to be used, and how the data will be analyzed. Included also is a timeline showing quarterly and yearly reports. The applicant indicates that it will conduct a quasi-experimental design project using a treatment group and a comparison group to assess the impact of the project on student achievement.

Weaknesses:

None noted.

Reader's Score:

Priority Questions

CPP-Technology - Competitive Preference Priority-Technology

1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

One of the objectives of the project being proposed is to develop high-quality digital tools for use in arts instruction, evaluation of student achievement, and teacher collaboration. (Page 8) Included in this process is the creation of such tools as well as student portfolios of student works in artifacts, and use of digital tools for teacher collaboration. The applicant also provides two technology specialists to support the activities of the project. Each will allocate 5% of their time to the project.

Weaknesses:

None noted.

Reader's Score: 20

Status: Submitted

Last Updated: 07/17/2014 09:15 AM

Status: Submitted

Last Updated: 07/17/2014 06:16 PM

Technical Review Coversheet

Applicant: School Board of Pinellas County, Florida (U351C140028)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	5
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	13
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	30	28
Quality of the Project Evaluation		
1. Project Evaluation	25	22
Sub Total	100	93
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	20
Sub Total	20	20
Total	120	113

Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #2: *****

Applicant: School Board of Pinellas County, Florida (U351C140028)

Questions

Selection Criteria - Significance

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

General:

N/A

Reader's Score: 5

Sub Question

1. (A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

Strengths:

The applicant provides strong evidence of the project's likelihood of building local capacity to provide, improve, or expand services that address the needs of the target population. While the district enjoys a strong arts program, an arts achievement gap exists among high-poverty schools (p 4). The foundation of the applicant's project rests on the strong need to engage and retain arts teachers at high-poverty, low-achieving schools, where quality arts instruction can often have a significant impact on student achievement. The proposed project will target 25 teachers, many of them "singleton" teachers, at 10 high-poverty schools that have seen significant turnover, including one elementary school that has had several music teachers in 2013-14 (p 4).

The plan to include teachers in the planning of the professional development will help these teachers, who have expressed a level of disenfranchisement within the "one-size-fits-all" professional development process (p 3), to have a voice, build relationships, and increase retention. The applicant's vision is for schools to retain these teachers for at least five years in order to provide students with continuity, as well as critically-needed arts instruction that will raise reading and math proficiency levels above the dismally low rates seen today (p 5).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. (B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The applicant provides strong evidence of the extent to which the project results will be disseminated in ways that enable others to use the information or strategies. The applicant offers an impressive five-pronged plan to disseminate materials at the local, district, state, and national levels to a variety of constituencies. The project materials will include activities and strategies, as well as project results and sample student work (p 7-8).

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

General:

N/A

Reader's Score: 10

Sub Question

1. (A) The extent to which the design of the proposed project is supported by strong theory.

Strengths:

The applicant provides strong evidence of the extent to which the proposed project's design is supported by strong theory. The applicant's strong logic model (p e69) and discussion of its theory (p 8-11) addresses not only the importance of engaging teachers in their professional development through interactive work but also the special needs of arts teachers at high-poverty schools (p 8). The proposed professional development will integrate Technology, STEM, individual coaching from accomplished teacher peers, and cadre support through four-day summer institutes (p 9, 10, 13). Further, student and parent participation is a key ingredient of project success (assumptions, p e69).

The applicant's proposed outcomes of art teacher retention at high-poverty schools for five years, with student achievement increasing in arts, math, and science by 5% (presumably measured by FCATS) and student participation in high-achieving arts events increasing by 5% are impressive (p 11).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

The applicant provides moderate evidence of the sustainability of the project's potential and planning to incorporate the project's purposes, activities or benefits beyond the grant period. Taxpayers have funded technological tools, including Arts Digital Labs, laptops, software, and technological integration training (p 12). Such tools are a strong and promising start for project implementation success. A digital repository will be created to house student portfolios, assessments, and other teacher resources (p 12).

The applicant has partnerships with two arts organizations to continue to support the new professional development model (p 11), and the trained teachers (Cadre) will help recruit and coach new teachers. Curriculum guides and training guides will be developed as a result of this grant for use beyond the grant period.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Selection Criteria - Quality of Project Services

- 1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

General:

N/A

Reader's Score: 13

Sub Question

- 1. (A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

Strengths:

The applicant provides strong evidence of the project's strategies for ensuring equal access and treatment for underrepresented groups. The applicant will adapt its assessments and materials through the cooperation of offices supporting exceptional students, dropout prevention, speakers of other languages in order to ensure access of all students. Further, the applicant plans to provide materials in all families' languages spoken at home; lastly, training for parents and teachers, and student lessons, will be available in accessible locations and in formats to support people with disabilities (p 13).

The proposed project aligns with district efforts to close achievement gaps between black and non-black students; those efforts, currently underway, include wrap-around services, cultural competence training, and adult advocacy (p 14).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

- 2. (B) 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 applicant provides moderate evidence of the extent to which the proposed professional development will lead to improvements in practice among recipients of those services. The variety of teacher professional development supports, both in-person and through digital tools, are interactive, build on each other, and offer peer reinforcement and support (p 15-18).

The proposed Summer Institute topics (p 16) will engage teacher participants in the development, management, and ongoing sustainability of the project, ensuring significant teacher investment in the process. The strong relationships that will likely be formed among the teacher Cadre members, and with their coaches, students and families, and local and state arts partners and educators through school visits, peer to peer interactions, and field

Sub Question

trips with local arts organizations (p 17-18), will offer teachers a variety of resources to strengthen their practices and support their often isolated work.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

3. (C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The applicant provides moderate evidence that the project's services will lead to improvements in student achievement as measured against rigorous academic standards. The applicant provides supportive research indicating the strong relationship between arts programs and academic achievement, including among Florida students (p 18).

The applicant also provides the example of the successful pilot in the current school year to build up an elementary music teacher cadre, which has resulted in more school principal interest in its replication (p 19-20). Further, the project, by quickly recognizing and resolving the need for more experienced, successful arts instructors within the participant group (p 19), shows that the project team is nimble and open to ongoing feedback and continuous improvement.

Weaknesses:

The application would be strengthened by more information regarding how and to what degree math and science teachers will engage with the arts educators to develop arts-integrated math and science coursework.

Reader's Score:

Selection Criteria - Quality of Project Personnel

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 following factors:

General:

N/A

Reader's Score: 15

Sub Question

1. (A) 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.

Strengths:

The applicant provides strong evidence of the extent to which the applicant will encourage employment applications from underrepresented groups. The applicant states that it will work with colleges, universities, and professional organizations throughout the US to develop strategies to recruit qualified candidates from underrepresented groups.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. (B) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant provides strong evidence of the qualifications of key project personnel. Two school administrators with many years of Arts Education experience serve as Steering Task Force members for Race to the Top Visual and Fine Arts Assessment projects (p 22). One of the two administrators has received training in the professional design framework to be utilized.

The technology team, which is funded by the district, have already developed high-quality digital tools for the district. The proposed Clerical Support team manages budgets of \$2 million and \$1.3 million.

The Grant coordinator will be recruited upon grant award. The proposed job description (p e76-77) is rigorous and the 3+ years grant-related requirement seems sufficient for this key position.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

The applicant provides strong evidence of the qualifications of project consultants or subcontractors. The consultant team includes experience at the local, state, and national levels, including as the Director of Education at the National Endowment for the Arts (p 25). The variety of skills offered by the consultant team is broad-ranging and impressive, from capacity development to developing digital tools and platforms (p 26) to evaluating PDAE grants (p 28) to strong arts educator experience, including within the successful ongoing pilot for district music teachers (p 27). The arts and university organizations aligned with this effort appear to be strong partners (p 28).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Selection Criteria - Quality of the Management Plan

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

General:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

Sub Question

1. **(A) 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.**

Strengths:

The applicant provides strong evidence of the project's management plan to achieve project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks.

The proposed management plan and timeline, with its explicit ties of activities to project goals, does a good job of showing the many interdependencies among the project members and their associated activities (p 29-35).

The applicant's reliance on the district's funding for a portion of these activities also shows the district's investment in this process (p 35).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. **(B) 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:

The applicant provides moderate evidence of the appropriateness and adequacy of the time commitments of key project personnel to meet project objectives. The proposed grant coordinator will utilize 100% of his or her time toward this project. The various district personnel will provide 5% or, in the case of clerical support, up to 100 hours beyond their normal work hours to the project.

Weaknesses:

While the grant coordinator will work with the technology team or the outside consultants to develop much of the curriculum and materials, it is unclear that 5% of the time for the various district personnel will be sufficient to support this project, especially since it is a technology-intensive initiative.

Reader's Score:

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

Strengths:

The applicant provides moderate evidence of the procedures in place for ensuring feedback and continuous improvement. The project design will utilize some feedback, in the form of surveys and discussions, within the earlier stages of the model, with increasing data and opinion gathering throughout the later stages of the project (p 36-37, 44).

Sub Question

Weaknesses:

While the applicant proposes to collect a variety of data, it's not as clear what formal process exists to review and analyze the data for potential program improvements. Ideally, this data is being reviewed on at least a monthly basis at the beginning of the project, but it appears that the applicant's feedback and data may be reviewed after the semester ends (p 40), which doesn't allow for early modifications to the program.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

General:

N/A

Reader's Score: 22

Sub Question

- 1. (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Strengths:

The applicant provides strong evidence of the extent to which the project evaluation includes objective performance measures clearly related to the project's intended outcomes and which will provide quantitative and qualitative data. The alignment between the project's goals (p 37-38), the evaluative questions and data points (p 42-43), and the variety of instruments (p 44-47) that will measure progress toward those goals, is quite extensive. Especially impressive is the 80% goal for participating teachers to take 75% of the professional development offerings.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

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

Strengths:

The applicant provides moderate evidence of the extent to which the evaluation plan will provide periodic feedback and assessment of progress toward intended outcomes. The proposed project design model incorporates extensive feedback in its later phases to assess progress and refine work as needed. Additionally, feedback will help to inform, though not to as extensive a degree, the earlier work of the model (p 36). Additionally, visits from mentors and other project leaders will support teachers in evaluating the efficacy of the model (p 37). Ongoing perception surveys will supplement those informal discussions (p 44).

Weaknesses:

While it is clear that an impressive variety of data will be collected throughout the project cycle, it is not clear how frequently that data will be formally reviewed by the overall project team in order to make adjustments to the ongoing project activities. The applicant suggests that formative data will be reviewed at the end of the semester, but this may not be frequently enough (p 40) or in a formalized manner to make process changes. It is important that a formal mechanism exists to review the data and recommendations, endorse recommendations for program

Sub Question

improvements, and authorize implementation of those changes.

Reader's Score:

3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The applicant provides moderate evidence of the extent to which the evaluation will, if well implemented, provide evidence of promise. The proposed quasi-experimental design hierarchical linear modeling model to test 3,500 test and 3,500 control students' End of Course grades in music, visual arts, math, and science appears rigorous and well-designed (p 48). Coupled with the pre-post tests of teachers' knowledge of content knowledge annually, this analysis will provide other stakeholders with a sense of the project's promise and potential.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

Priority Questions

CPP-Technology - Competitive Preference Priority-Technology

1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

The application provides strong evidence of the extent to which the project will utilize high-quality digital tools or materials to prepare teachers to use technology to improve instruction, as well as develop, implement, or evaluate digital tools and materials, in order to improve student achievement. The district has made a commitment to digital arts instruction through the purchase of arts-related learning platforms, the district-funded development of tools and repositories for arts-related work and support, and the planned utilization of three district technology experts.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score: 20

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