

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

Status: Submitted

Last Updated: 09/26/2013 04:17 PM

Technical Review Coversheet

Applicant: Center for Applied Linguistics (U411C130013)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	34
Quality of Project Design		
1. Project Design	25	24
Quality of the Management Plan		
1. Management Plan	15	14
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	82

Technical Review Form

Panel #10 - i3 Development - 10: 84.411C

Reader #1: *****

Applicant: Center for Applied Linguistics (U411C130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

The approach to teacher professional development is unique as it allows teachers to choose which courses they will "attend" (similar to attending a conference and choosing sessions) on their own time (p. 4-5). The proposed project also connects Common Core State Standards and Next Generation Science Standards with best practices for EL students, which is novel (p. 6). A vast amount of information will be available to teachers at a low cost due to the use of technology (p. 8). This project will touch students and teachers in two different parts of the country (p. 9) allowing them to learn from each other as well as individuals in seven other countries (p. 3).

Weaknesses:

Part of the proposed project involves students using the "ObaWorld" platform (p. 5). It is unclear if ObaWorld is used in the classroom or at home and what technology is required for students to access it. If more technology is required, such as one-to-one laptops or iPads, this could be a big cost for school districts. Another significant aspect of this project that the applicant does not address is the amount of time it will take for teachers to become proficient in the Oba platform (p. 3).

Reader's Score: 34

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

The proposed project will address two needs: building a better understanding of new content standards and increasing EL teaching skills (p. 9). The applicant presents a clear plan of how this will be accomplished both in narrative form and by using a logic model on page 10. The goals of the project are articulated completely and coherently. The teacher professional development piece of the proposal requires a good working relationship between the applicant and the local education agency that has been established over the past five years (p. 11). The applicant has plans for what courses will be offered to teachers (p. e29) including examples of experts who will present sessions (p. 15). Finally, the applicant identifies and addresses several risks to the project in the area of teacher participation (p. 14).

Weaknesses:

Teachers participating in the project will need to set aside 2.5 hours a week for coursework (p. 14), but it is unclear how much time will be needed for them to implement the student portion of ObaWorld in the classroom and if the LEAs have the means to accomplish this. The reference to a \$50 fee for processing university credit on page 13 is confusing. Finally, the applicant describes the creation of professional learning committees (PLCs) as a part of this project (p. 3), but it is unclear if consideration has been given to PLCs that may already exist at the schools and how they might be affected.

Reader's Score: 24

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

The management plan articulates key responsibilities and well-defined objectives. A timeline and milestones are included in a table on page 16, and adequate time was allotted for each activity. Metrics to assess progress are identified, and the applicant includes a variety of ways to share information with and to gather information from the partners (p. 17-18).

Weaknesses:

There is no plan to accommodate a "wrap-up" meeting for the third professional learning community cohort (p. 17) despite "timeline logistics." As the final cohort in the project, this may be a mistake not to consider their feedback.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

There is a clear organizational plan for the project personnel (p. 19) that includes the amount of time each staff member will contribute to the project. Staff members are in place and have worked with each other in the past.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

Addressed by a different reviewer.

Weaknesses:

Addressed by a different reviewer.

Reader's Score: 0

Status: Submitted
Last Updated: 09/26/2013 04:17 PM

Status: Submitted

Last Updated: 09/25/2013 10:14 PM

Technical Review Coversheet

Applicant: Center for Applied Linguistics (U411C130013)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Selection Criteria		
Significance		
1. Significance	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	14
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	84

Technical Review Form

Panel #10 - i3 Development - 10: 84.411C

Reader #2: *****

Applicant: Center for Applied Linguistics (U411C130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

No statement

Reader's Score: 0

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

- The Center for Applied Linguistics will partner with well-known organizations that have researched English Language Learners i.e. TESOL International, the University of Oregon's Global and Online Education Department and Local Education Agencies (pg. 1).
- SRI International (a well-known organization, pg. 1 and appendix) will oversee the project to promote a network of teachers in an online eplatform to increase educational outcomes for English Language Learners (pg. 1). MOUs and letters of support are included in the Appendices. The outcomes of the project will be available to educators nationally.
- The applicant identifies three major areas that are Novel Approaches (Teacher Networks, Expansion of the Oba platform, Standards Driven Instruction and methods of teaching EL students (pg. 2). Results of the implementation and usage will be available to educators nationally.
- The applicant proposes having an interactive resource repository that will house print and web based resources as well as standards based instruction to support teachers nationally (pg. 4.)
- Through its offering of innovating, engaging, interactive opportunities shared through resources, and professional development, the applicant will change the paradigm in approaches that are used in instruction of ELs and preparing teachers. (pgs. 6 & 7). The diagram on page 8 highlights these changes. All lessons learned will be available to educators nationally.

Weaknesses:

None noted

Reader's Score: 35

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

•The applicant includes a Logic Model (Exhibit 3), pg. 10. The model includes inputs, activities, outcomes, short term and long term. The model gives a clear idea of the execution of the proposed project. All necessary components are included.

•Project goals and activities to be achieved are outlined in Exhibit 4, pg. 13. The outcomes expected are highlighted.

•Exhibit 5 shows the Professional Development that will be offered during Year 1 that is expected to increase participant's knowledge and skills.

•Project risks are identified (pg. 14). Ways to address each is discussed.

•Examples of experts that will present on-line are listed. This gives teachers a way to access information without having to attend conferences that may be costly and limited to a few.

•Feedback activities included are good and should be useful when dissemination project outcomes.

Weaknesses:

None noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support

from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

- The management plan is identified and summarized and includes exhibits that identify goals and activities needed to ensure oversight of the proposed project (19)
- Exhibit 8, (pg. 19) highlights the roles and responsibilities of key staff and personnel.
- Exhibit 7 pg. (17) identifies the PEN Management Plan which includes all the required components to be included in a well-defined plan.
- Letters of support and MOUs for the implementation of this project are included in Appendix G. These documents highlight the commitment of the project partners.
- IRR will provide regular updates.

Weaknesses:

- The applicant included a Management plan for implementation of its project on pg. 19, exhibit 8. The setup of the plan needs to be simplified for full understanding.
- What is provided in the management plan to ensure feedback and continuous improvement need to be more detailed. The applicant only identifies one way in which partners will receive feedback. (pg. 18).
- A final project meeting is needed with staff before implementation (pg. 17). This will help to ensure that everyone understands the project's goals and implementation.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

- The applicant highlights the project's key staff and personnel and their role in exhibit 8. The experience of each person is identified (pg. 19 & 20).
- Resumes are located in the Appendix section of the application. The experience and work related to this project is included in each.
- The Project director has the experience needed to ensure the success of the proposal plans.
- Evaluators are identified who have experience in the collection of data needed to analyze project outcomes; short and long term.

Weaknesses:

None noted

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

Review completed by another reviewer

Weaknesses:

Review completed by another reviewer

Reader's Score: 0

Status: Submitted

Last Updated: 09/25/2013 10:14 PM

Status: Submitted

Last Updated: 09/25/2013 12:20 PM

Technical Review Coversheet

Applicant: Center for Applied Linguistics (U411C130013)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	85

Technical Review Form

Panel #10 - i3 Development - 10: 84.411C

Reader #3: *****

Applicant: Center for Applied Linguistics (U411C130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

1. Project Promoting Educator Networks: Standards-Based Instruction for English Learners (PEN) emphasizes teacher networks, the expansion of an Oba online platform, and the integration of standards-based instruction with methods of teaching EL students. The emphasis on teacher networks makes professional development (PD) more dynamic by leveraging expertise and social capital. The Oba platform networks teachers with one another and the project's five core elements. PD in essence becomes an online community of learners with the elements of an online learning management system, video streaming, and social networking (p. 2).

2. Similar to PowToons and other online interactive technologies (in the sense of providing a platform for developers as well as for clients), two platforms allow teachers to experience PD in ObaVerse (with other teachers and PD experts) and ObaWorld (with students). Oba platforms are currently accessed in 7 countries and by 8000 users. The integration of these 2 platforms places online learning on the same level as face-to-face. That, in itself, has never been done before (p. 3).

3. Special breakout networks with the Oba platform will include all of the tools involved in an online learning management system, including social networking profiles (p. 4).

4. Participants will build a backpack of badges, representing the skills and competencies they develop (p. 4). The idea of using badges provides a concrete incentive for online learners, not just for students, but for teachers, as well.

5. The novelty of an Interactive Resource Repository (IRR) extends beyond the mere compilation of resources (one set of resources for teacher PD and one for teachers' implementation of content with students) to include the integration of technological indexing and search tools (p. 4), thus contributing to continuing and expanding dissemination efforts.

6. Perhaps most significant is the fact that PD will be able to encompass virtual presentations from renown authorities in standards-based and EL education. The ideal PD is always to provide for the best information from the best experts. This accomplishes both: participants can now attend (virtually) the best conferences and receive in house training from the best presenters (p. 5). PD doesn't get any better than that.

7. This is the first project that literally serves as an exemplary model for teacher professional development and for expanding existing national and international theory, knowledge, and practice (p. 5).

8. The project's PD emphasis on EL methods in combination with standards-based instruction places this project on the cutting edge of educational reform efforts.

9. The PEN Project effectively puts EL instruction on equal footing with core subjects and creates, as the narrative states, "a new pioneering paradigm." The "Old vs. New Paradigm for Teacher PD" chart on page 8 provides particularly startling descriptions of this contrast.

Weaknesses:

none

Reader's Score: 35

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

Aside from the fact that the project design contains all of the necessary components (as described in the Federal Register) that make up this selection criterion, two other strengths are worth noting:

1. A \$50 fee for each of the project district participants has been allocated in the PEN budget for the processing of transferrable university credit. PD courses will run for 6 weeks and equal 15 credit hours (p. 13)

2. Teachers will be invited to build backpacks of badges that reflect gained competencies, knowledge, and skills that they can display on profiles, as well as special honors awarded to them for exceptional contributions (p. 14). Such badges could be used for the documentation of in-service competencies and credit.

Weaknesses:

none

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

1. "Exhibit 7: PEN Management Plan" is truly a management plan that can easily be followed. It shows actions for 8 different tasks and for each month over the 4 year grant duration. The fact that you can see the start, duration, and stop dates for events, calls, phases, meetings, milestones, site visits, surveys, reports, scores, and annual plans makes this chart exceptional as well as useful (p. 16).

2. Regular partner meetings and conference calls to be held throughout the duration of the project will help insure efficient project management and the likelihood of attaining project goals (p. 16).

3. The Interactive Resource Repository (IRR) will have regular updates at 6-month intervals. With regular updates, the IRR retains the important element of currency (p. 17).

4. The Management Plan shows 5 six-week mini courses in summer and spring with 2 during condensed winter and summer sessions. This demonstrates the project's commitment to setting up a system that parallels what would be found in college or MOOC platforms (p. 17).

Weaknesses:

none

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

1. The fact that the PEN Project Director is CAL's Coordinator of Online Learning and oversees roughly 50 online courses adds to the strength to this criterion in terms of the project's strong commitment with online tools (p. 19).

2. The experience and qualifications of all key personnel are listed and will be sufficient to fulfill the duties outlined.

Weaknesses:

none

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

This section will be completed by another reviewer.

Weaknesses:

Reader's Score: 0

Status: Submitted

Last Updated: 09/25/2013 12:20 PM

Status: Submitted

Last Updated: 09/24/2013 05:57 PM

Technical Review Coversheet

Applicant: Center for Applied Linguistics (U411C130013)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	15
Total	100	15

Technical Review Form

Panel #10 - i3 Development - 10: 84.411C

Reader #4: *****

Applicant: Center for Applied Linguistics (U411C130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

Reviewed by another reviewer

Weaknesses:

Reviewed by another reviewer

Reader's Score: 0

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

Reviewed by another reviewer

Weaknesses:

Reviewed by another reviewer

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

Reviewed by another reviewer

Weaknesses:

Reviewed by another reviewer

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

Reviewed by another reviewer

Weaknesses:

Reviewed by another reviewer

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

The evaluation questions provided in the project evaluation section (pg. 21) are directly related to the theory of logic and the project goals. They are clear and comprehensive, and the results from analyses should provide substantial information related to the impact of the project on students, the project's fidelity of implementation, and the effects of varying levels of project participation.

The narrative describes a strong, experimental design strategy, in which teachers are randomly assigned to treatment or control conditions. The sample sizes for students and teachers provide sufficient numbers of participants in various groups to ensure minimum detectable effect sizes. The narrative provides a clear and thorough description of both effect size and retention issues (pg. 25).

The narrative presents a strong analysis plan appropriate for the respective evaluation question and data type. Types of analyses include examination of teacher frequency of using the various Oba professional development components, and a use of a two-level hierarchical linear model analysis for investigation of student outcomes on the various achievement assessments.

The data collection and evaluation activities are clearly provided in the management plan (pgs. 16-18), and the external evaluators are experienced and qualified to perform their roles and responsibilities.

The narrative (pgs. 24-25) provides a credible, logical, and thorough description of the process and analyses the external evaluators will use to investigate project implementation, which include multiple sources of data to determine threshold levels of implementation fidelity. The multiple sources (i.e., interviews, observations, Oba platform usage) provide a comprehensive strategy for this analysis.

Weaknesses:

No weakness noted

Reader's Score: 15

Status: Submitted
Last Updated: 09/24/2013 05:57 PM

Status: Submitted

Last Updated: 09/24/2013 06:05 PM

Technical Review Coversheet

Applicant: Center for Applied Linguistics (U411C130013)

Reader #5: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	14
Total	100	14

Technical Review Form

Panel #10 - i3 Development - 10: 84.411C

Reader #5: *****

Applicant: Center for Applied Linguistics (U411C130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

n/a

Reader's Score: 0

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

- 1) Clear, testable research questions aligned to the project purpose throughout all phases of grant implementation.
- 2) Evaluation plan well described and thought out to ensure collected data will serve applicable for decision-making throughout the life of the grant.
- 3) General experimental design is well developed to address the exploratory & impact questions (see weakness section on need for more detail on statistical analysis).
- 3) The evaluation team is well suited to engage in the research activities.
- 4) Evaluation integral component of the entire research project, as identified in time line (page 16).

Weaknesses:

- 1) Whereas the experimental design is described in sufficient detail, it would have been useful to have similar in-depth information on the statistical analyses. For example, analysis of PEN effect on student outcomes indicates the level 1 (student level) & 2 predictors (teacher level) which is descriptive and so how will these results address the questions above? Also, how would mediation analysis be conducted, for example? It would serve useful to include citations to support the appropriateness of these analyses.
- 2) In terms of implementation fidelity, it would serve useful to identify whether instruments will be based on existing scales or evaluator developed.

Reader's Score: 14

Status: Submitted
Last Updated: 09/24/2013 06:05 PM