

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

Status: Submitted

Last Updated: 08/12/2013 11:13 AM

Technical Review Coversheet

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	14
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	99
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	99

Technical Review Form

Panel #8 - SLP Review Panel - 8: 84.363A

Reader #3: *****

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

This higher education and school district partnership has been in existence for a number of years and the program has produced a number of outstanding new administrators and school leaders for the high needs schools in this target area. The partnership has also undergone an intensive self-study to identify ways to make this an even more relevant and productive program. This study has identified weaknesses in the present program that will be addressed in this project; namely, the selection process, integration of field-based and academic learning, and data collection processes and analysis. P. 2-3

This project will implement plans already approved by the state and the partners and will develop models that can be studied, utilized, and modified to fit other locations as well. P. 3-4

The improvements to the present program that are proposed in this project are geared to provide a positive and significant impact on student learning in the schools. P. 7

The objectives and performance measures developed and explained in this narrative are measurable and will provide important information on the progress and success of each, as well as any issues that might arise and need to be addressed. P. 10-12

In the future, the evaluation of this project will use the national standards of program design that are further defined in

Weaknesses:

None noted.

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

(1.) 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.

(2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(3.) 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 has a well-developed evaluation plan that will look at quantitative measures vital to understanding how the leadership behaviors learned in this program can translate into meaningful improvements in school professional capacity, classroom practice, and students achievement, which is the bottom line objective for this project and the school leadership capabilities.

Qualitative measures will look at the individual participant and determine the learning experiences they have had and the gains made in their personal skills and knowledge and how this relates to their personal and professional backgrounds. This will provide input on the usefulness of the project and how it can best fit a variety of participants.

Weaknesses:

The applicant did not provide detailed information on the evaluation plan for years four and five. P. 64-65

Reader's Score: 14

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:

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- (2.) The likelihood that the proposed project will result in system change or improvement.**
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

A critical aspect of this project design is the recognition and partnership in understanding that higher education, K-12 education, and entrepreneurial opportunities need to be blended together to produce the type of school leaders necessary to lead into the future and, especially, in high needs schools and districts. P. 1

The applicant discusses how the implementation of this project and the leadership development of aspiring and practicing administrators will positively impact the teaching capabilities of staff which will lead to increased learning in the individual classrooms.

Weaknesses:

None noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:**

- (1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (2.) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

The applicant provides extensive information and documentation on the expected outcomes and strategies for implementing this program design. P. 9, 3-7

This program has been recognized as a national model for innovation in its traditional masters degree program, and the design and process laid out in this application will work to achieve the stated potential of becoming a four-year, practice-based curriculum of pre-service through in-service school leader development process. P. 1

The timeline and chart on project management identifies the staff to be involved and their specific responsibilities and reporting process. P. 2

Weaknesses:

None noted.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

1. **Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.**

General:

The applicant did address this priority in this application.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

1. **Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The applicant did address this priority in this application.

Reader's Score: 0

Status: Submitted
Last Updated: 08/12/2013 11:13 AM

Status: Submitted

Last Updated: 08/12/2013 11:59 AM

Technical Review Coversheet

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	14
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	99
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	99

Technical Review Form

Panel #8 - SLP Review Panel - 8: 84.363A

Reader #2: *****

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

The applicant provides strong evidence that the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The applicant's goals are both helpful to the current partnership as well as to university-district partnerships nationwide by identifying characteristics of successful principals, thereby making candidate selection more rigorous and predictive of success (e23). Specific performance measures are ambitious yet achievable, as evidenced by the successful results to date for the various measures (e28-29).

The applicant provides strong evidence that the project is appropriately designed and will successfully address the needs of the target population. The applicant has 10 years of collaborative history in developing school leaders within Chicago's Public Schools (e19) and tailoring training to the needs of schools with low-income minority students. Key elements of project design will build on findings and data collected from previous principal training efforts; for example, the selective admissions criteria will be made even more selective (e18).

The applicant provides strong evidence that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards. The state of Illinois has approved the proposed school leadership plan, a joint effort of Chicago Public Schools and the University of Illinois, for which this grant would provide implementation funding (e19). All proposed coursework is aligned with state and national standards for principal training. The applicant provides strong evidence that the proposed project's design and evaluation will support replication of activities or strategies, including evidence regarding the effectiveness of various strategies. Academic studies support the proposed approach of the applicant's plan and its effect on student learning (e21). Learnings from the applicant's project will support other institutions of higher education in partnering with school districts (e21), which the applicant states have

the greatest resources and scale to produce sufficient numbers of qualified principals and school leaders (e21).

Weaknesses:

This criterion was thoroughly reviewed and no weaknesses were found.

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

- (1.) 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.**
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**
- (3.) 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 strong evidence that the proposed project's evaluation methods include objective performance measures clearly related to the project's intended outcomes and will produce qualitative and quantitative data. A mix of observations, interviews, test scores, rubrics, school performance data, and candidate longitudinal data will provide multiple perspectives regarding the overall effectiveness of the program (e54-56, e60-65). The evaluation instruments and protocols will be reviewed for reliability and validity (e50), and the evaluation will include matched control schools for comparisons (e59). The applicant will utilize a well-established assessment instrument for principal capacity (e57). The applicant provides strong evidence that the proposed project's evaluation methods will examine the effectiveness of project implementation strategies. The various elements of the proposed plan (admissions, pre-service, coursework, residency, coaching, post-residency, etc.) will be annually assessed using established Quality Measures protocols and rubrics (e50, e59). Workgroup progress will be documented and key staff members will be interviewed regarding progress (e60).

The applicant provides strong evidence that the proposed project will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Ongoing meetings will provide opportunities for internal stakeholders, including research staff, to assess evaluation data and make adjustments as needed (e51). The applicant proposes to create an Advisory Board of local and national experts to also provide periodic assessments of results, feedback, and recommendations (e27-28).

Weaknesses:

The applicant does not provide information regarding evaluation activities beyond year 3 of the grant (e64-65).

Reader's Score: 14

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:

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- (2.) The likelihood that the proposed project will result in system change or improvement.**
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

The applicant provides strong evidence that the project will increase knowledge or understanding of educational problems, issues, or effective strategies. The applicant will build on its acclaimed success in school leadership preparation to institute practices of continuous improvement and support of principals and schools. (e17) Further, it envisions providing research regarding how institutes of higher learning and school districts can partner most effectively (e17).

The applicant provides strong evidence of the likelihood that the proposed project will result in system change or improvement. As evidenced by results to date (e28), the project has a strong likelihood of changing the system of school leadership development within the Chicago Public Schools; further, based on the detailed strategy for dissemination (e49) the results will very likely be replicable to university/district partnerships throughout the country.

The applicant provides strong evidence of the importance or magnitude of the results in helping improve teacher and student achievement. The program's general approach has been documented (e17, e21) as supporting student achievement in Chicago Public Schools. By seeking the input of local, regional, and national leaders on its advisory board (e51), and through its ambitious dissemination plan (e49) the applicant has the opportunity to enhance education for millions of students.

Weaknesses:

This criterion was thoroughly reviewed and no weaknesses were found.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:**

(1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths:

The applicant provides strong evidence of the management plan's adequacy in achieving proposed objectives on time and within budget, as well as clearly defined responsibilities, timelines, and milestones. The organizational chart provides a good overview of the responsibilities and time commitments of the various project personnel (e46); with the emphasis on data-driven practices and research, the significant time commitment of the Research Director, Data Analyst, and Research Assistants seems especially appropriate and well-designed. The timeline provides good detail tying activities to objectives and benchmarks (e47-e51), and the accompanying narrative (e37-44) gives a detailed look at key milestones throughout the program's tenure.

The applicant provides strong evidence of adequate procedures to ensure feedback and a continuous improvement process. Within its timeline, the applicant proposes numerous opportunities for feedback and continuous improvement; for example, within the development of new coaching protocols, partner feedback and research will be utilized throughout the development process as well as after implementation.

Weaknesses:

This criterion was thoroughly reviewed and no weaknesses were found.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

- 1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.**

General:

The applicant provides strong evidence of the project's ability to help principals master essential school leadership skills, including evaluation, analysis, development of school leadership teams, and creation of a positive school environment. The applicant has a rigorously-designed plan which, coupled with its detailed and ongoing evaluation efforts, ensures excellent leader preparation for Chicago's Public Schools and, with its ambitious dissemination plan, for schools nationwide.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

- 1. Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The applicant offers strong evidence that the supporting practices and strategies are supported by moderate evidence of effectiveness. The applicant will identify principal characteristics that correlate most highly with effective leadership; further, the applicant will strengthen its capacity to gather and use evidence that identifies effective strategies of leadership (e14). The applicant will assess graduate principals' impact on student performance, including attendance, dropout, graduation, and test scores to determine the program's effectiveness (e27).

Reader's Score: 0

Status: Submitted
Last Updated: 08/12/2013 11:59 AM

Status: Submitted

Last Updated: 08/15/2013 10:45 AM

Technical Review Coversheet

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	14
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	99
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	99

Technical Review Form

Panel #8 - SLP Review Panel - 8: 84.363A

Reader #1: *****

Applicant: The Board of Trustees of The University of Illinois (U363A130145)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

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- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

The proposed project is based on current educational research, much of which is specific to the applicant, providing a strong basis for this initiative (pages e17-18, e20-22).

Because the applicant currently uses four of the five SLP Performance Measures, it has demonstrated that it is focused on these evaluative measures and its expected outcomes are based on past performance (pages e28-e29).

The proposed project is thorough; it includes opportunities for participants to work with all types of student populations they may encounter as future principals. Special procedures are in place to ensure they have experience at all grade levels and with ELL students (pages e42-43).

The applicant is clearly ready to begin the proposed project. It consists of solid actions based on previous long-term planning and similar projects (pages e17-19).

The proposed project is very likely to result in replication of project activities or strategies, based on the applicant's previous dissemination of other project results (pages e17-19).

Weaknesses:

No weaknesses noted

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

- (1.) 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.
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

The leader of the project evaluation team appears to have appropriate credentials and experience (pages e52, e97-99). The duties of the evaluation team have been identified throughout the Project Evaluation (pages e56-60).

The proposed project includes objective performance measures that correspond to the project design and are clearly related to the intended outcomes (pages e47-e50).

The applicant included objective, measurable achievement indicators for each goal (pages e48-e50). The chart on pages e60-64 provided comprehensive information about specific measures to be used, baseline data, data sources, and project expectations. This clearly defined information will be valuable in measuring progress and whether or not goals and objectives have been achieved.

Achievement indicators will accurately assess the impact of the project, including SLP Performance Measures (pages e60-e63).

The proposed project includes regular plans for performance feedback and continuous progress (pages e37,e51,e60).

Weaknesses:

No SLP evaluation activities are scheduled for Grant Years 4 and 5 (pages e64-65).

Reader's Score: 14

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:

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.
- (2.) The likelihood that the proposed project will result in system change or improvement.
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The proposed project is very likely to contribute to knowledge or understanding of the three issues it seeks to address. Its experience with previous research in this area and thorough approach to implementation and evaluation will add to its significance (pages e20-21).

The proposed project's Evaluation Questions will provide valuable information for future principal training (pages e54-55). The proposed project includes goals and measurable objectives directly related to dissemination, increasing its impact and replicability (pages e48-51).

The proposed project is likely to improve student achievement on a broader scale due to its focus on collecting objective data regarding student performance throughout the project (pages e56-57).

Weaknesses:

No weaknesses noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:

(1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths:

The organizational chart provided a basic overview of project personnel, their duties, and relationships to other project personnel (page e46).

The management plan clearly describes activities to be completed, responsible party, timeframe, and achievement indicators (pages e47-50). This focused plan of action will aid in precise implementation.

The proposed project includes procedures for continuous improvement, including a goal to "Improve the evidence-based methodology of continuous improvement..." and uses CPS's Continuous Improvement Work Plan in operations (pages e38,e51,e59).

Weaknesses:

No weaknesses noted

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-

ready standards.

General:

The applicant described a comprehensive program to train aspiring principals in instructional and organizational leadership skills and practitioner inquiry through a variety of approaches (page e14,e45).

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

- 1. Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The proposed project builds on programs that are supported by evidence of effectiveness for principal preparation (page e14,e45).

Reader's Score: 0

Status: Submitted
Last Updated: 08/15/2013 10:45 AM