

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

Status: Submitted

Last Updated: 08/13/2013 02:25 PM

Technical Review Coversheet

Applicant: Delta State University (U363A130113)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	0
Sub Total	0	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	13
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	98
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	98

Technical Review Form

Panel #9 - SLP Review Panel - 9: 84.363A

Reader #2: *****

Applicant: Delta State University (U363A130113)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

This is an impressive and exciting proposal that holds the promise of preparing talented and committed new leaders for a very high-need region. The application builds on a strong evidence base of research on programs that have proven successful in high needs communities. The application makes a persuasive case for how it will serve this region with much needed and long-overdue human capital resources.

Reader's Score: 0

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 Delta State Leadership program is grounded in evidence-based research that has been conducted on the program since its inception in 1998 (e33-e35). The applicant proposes to use three "curricular anchors" - based upon established school leadership standards - as the foundation of its program. Those anchors focus on curriculum, instruction and assessment (Anchor 1 - CIA); continuous improvement and the culture of learning (Anchor II; CICL); and leading operations for learning (Anchor III, LOL). Together, these anchors provide a specific curriculum on which the training of school leaders and school-based teams will be built (e35-e37). The applicant makes a knowledgeable case for how it intends to deepen the quality of an established program by refocusing on curriculum to enrich instructional improvement, provide initial induction coaching, and offering continuing support that will sustain the advances in professional development initiated during the grant period (e20).

The project's three core goals to: (1) produce a pool of 25 new school leaders, (2) provide induction support to ensure leadership effectiveness and retention; and (3) improve leadership such that it promotes student achievement gains in defined Delta high-need schools. The goals are accompanied by specific objectives and concrete outcomes that are expected to be achieved (e21-e25).

The applicant details the ways that proposed project is customized to serve the Mississippi Delta, building on a long-standing collaboration with the region's schools and an understanding of its context and needs. An example of that understanding is that the project allows teachers to remain in the classroom while becoming stronger leaders, and it provides substantial financial incentive scholarships (\$10,000) to candidates who earn entry to the principal preparation program (e26). In addition, the project offers continuing induction support to new school leaders through the life of the program, and it plans to pilot a more intensive school-based instructional leadership coaching strategy in the program's final two years (e26).

The applicant describes in detail the community it is committed to serving and demonstrates how the proposed partnership, which has worked together effectively in the past, plans to collaborate to improve teaching and learning and support rigorous academic standards for students in the region. Program participants will be drawn from the region, and the coaches and teaching faculty will also be drawn from within the community. This will increase the likelihood of maintaining the talent as it is developed. The three-anchor program (described above) ensures laser-like focus on the educational needs of students in the region (e35-e38).

The applicant has made a strong case that its proposed design will fully serve the target region and population, and it plans to conduct continuing evaluation activities so that the project will be replicable at its conclusion (e38-e39). Project participants will use a variety of certification and assessment tools to ensure they are performing at high quality levels. Clinical assessments and exit portfolios will provide continuing opportunities for candidates to reflect on their own learning throughout their program experience. The project's implementation and documentation strategies (e39-e40) increase the likelihood that the project will be replicated based on research-based evidence and data-based reflections on lessons learned.

There is every expectation that the application will successfully address the needs of its target population with its innovative and focused design of intensive and sustained professional development and instructional- and leadership-focus support.

Weaknesses:

No weaknesses identified.

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 proposal defines three core goals, objectives, and performance measures that are aligned with the project's intended outcomes and will produce qualitative and quantitative data about all program components (e41-e47). The project team will maintain a evaluation-oriented data base on all program applicants and on program components which will allow

continuous progress tracking and reporting (e41). The evaluation is designed to collect and report outcome-based data on all program components. This is a design-based evaluation approach that monitors implementation, curricula and practices relating to each component using consistent data collection strategies. These data will also make available information to other Delta area schools that are seeking to replicate the program (e46).

The proposed documentation instruments and measurement strategies will examine the effectiveness of project implementation strategies and will also assess student progress against the Common Core Standards (e49-e50). The evaluation design uses evaluation instruments and methods that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (e51-e52). Project team members will submit quarterly reports that summarize evidence that the project is progressing in a timely manner and meeting goal/objective targets (e53). The annual evaluation report will provide in-depth performance-based evidence of attainment of the project's success toward achieving its intended goals and outcomes.

Weaknesses:

Although the overall evaluation is detailed and laid out in considerable detail, the plan would be strengthened if more evidence were provided about the validity and reliability of instruments that will be used. In addition, evaluation timelines, reporting strategies, and feedback loops could be better defined. Finally, as currently planned, the evaluation is conducted by the internal project management team. As the project unfolds, the team should consider the benefits of having at least some portion of the plan conducted by qualified external or outside evaluators.

Reader's Score: 13

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 design-based research plan and the use of the continuous improvement implementation model enable planners and stakeholders to document program activities, strategies, and outcomes throughout the implementation (e54-e55). The focus on instructional strategies, the several-year support system for new leaders, and the emphasis on building learning teams that work with new principals are all innovative components of this proposed initiative. These features create strong potential for the project to contribute to increasing knowledge and understanding of educational problems, issues, or effective strategies for the region.

The application is strengthened by the fact that the proposed program is built on program features that have been successfully implemented in the region. The applicant's careful planning demonstrates that the project builds on an effective and established research methods and tools (e53-e54). These factors suggest that the project will likely result in continuing system changes and institutional improvements of significant magnitude. The three-anchor model focuses strongly on strengthening instruction in schools and the applicant defines its approach to documenting achievement of its targeted outcomes. Together, these strategies, have a high likelihood for improving teaching in the region and to ensuring students prepare to reach college- and career-ready standards.

Weaknesses:

No weaknesses were 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 management plan is designed to achieve the project's goals and objectives according to its defined time line. The leadership team and partnerships are well placed for the project to have beneficial impact on the community. The time line and task outline specifically define activities, responsibilities, and milestones for accomplishing tasks (e57-e59).

The project director will be a critical link in the exchange of information across partners (e60), and she will build on established relationships that have built program is designing this ambitious and carefully detailed proposed expansion. There are adequate procedures in place for ensuring monthly, quarterly, and annual feedback and continuous improvement in the project's operation (e61). The project will submit monthly progress reports to key stake holders and quarterly reports summarizing accomplishments towards goals (e56-e59). A summative annual evaluation report will provide evidence or progress toward project goals (e61).

Based on the detailed management plan provided, there is every expectation that the project will be implemented on time and within budget according to the plan, and to insure that any needed mid-course corrections will be identified and addressed over the life of the project.

Weaknesses:

No weaknesses were 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:

This application effectively addresses this priority area, specifically defining the strategies it will use to build leadership and capacity in a region which has a long history of needs. This project holds great promise to create new opportunities for significantly upgrading the community capacity for improving its schools.

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:

Although the application demonstrates that the project is designed on the latest research about school leadership and is grounded securely in moderate evidence-based theory, the applicant did not select to address this invitational priority specifically.

Reader's Score: 0

Status: Submitted
Last Updated: 08/13/2013 02:25 PM

Status: Submitted

Last Updated: 08/12/2013 06:06 PM

Technical Review Coversheet

Applicant: Delta State University (U363A130113)

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	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	14
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 #9 - SLP Review Panel - 9: 84.363A

Reader #1: *****

Applicant: Delta State University (U363A130113)

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 following strengths were indicated in the Project Design:

three clear goals were provided with measurable objectives and outcomes aimed to enhance a principal certification program and increase the number of effective principals to serve high need schools in a needy geographic area, principals will chose to remain and serve the high need schools and improve student achievement (pages 3 - 5).

focus on student achievement through developing school-based instructional leadership teams (page 5).

school-based instructional teams will implement a Continuous Improvement model to develop a cycle of continuous improvement to inform school-based decisions about instruction and student achievement (page 6).

evidence cited for the importance of school-based leadership teams to address school reform and student achievement (pages 14 & 15) to support pilot for schools based leadership teams.

well-articulated Logic Model was provided which identified activities for each objective, aligned with the Goals, a timeline, responsible staff and evaluation measures (pages 8 – 12).

program appeared appropriate to address the identified needs: providing financial assistance to aspiring principals,

support principals during first few years of principalship and provide affordable professional development to current leaders (page 13)

development of a coaching manual and coaching for new principals (page 14).

principal preparation program has been recognized as an exemplary program (page 21).

principal preparation program based on ISLLC and ELCC standards (page 22).

appropriate anchors or points for the principal preparation program: focus on curriculum, instruction and assessment, continuous improvement and culture of learning, management and operations (pages 22 – 24).

principal preparation program included classroom instruction with field based experiences (page 20).

leadership and management for the project through Delta State University principal preparation program, will impact and support ongoing implementation of the program and develop additional effective leaders.

Weaknesses:

No weaknesses identified.

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 following strengths were indicated in the Project Evaluation:

objective, measurable performance measures aligned with Goals and objectives were identified (pages 30 – 35).

multiple qualitative and quantitative tools for data collection were identified as well as a plan with timelines for collecting the data and the analysis of the data (pages 29 – 38).

procedures for regular, ongoing monitoring to ensure program adjustments were developed: weekly meetings with Project Director with staff and bi-monthly meetings with Project Director and Chari of Teacher education, Leadership and Research (page 39) and an annual summative report (page 40).

Weaknesses:

No weaknesses identified.

Reader's Score: 15

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 following strengths were indicated in the Project Significance

existing partnership between the University and regional schools will be significantly expanded to provide more effective and skilled principals to the low performing regional schools (page 40) through learning to lead and develop instructional practices which improve student outcomes (page 43).

learnings from this project will continue to inform and improve school leadership development in the region through incorporation into the University's preparation program (page 41).

project has the potential to impact a cultural shift in regional schools (page 42) and support a focus on student learning.

project has the potential to continue to evolve through the Continuous Improvement model (page 42).

Weaknesses:

No weaknesses were identified.

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 following strengths were indicated in the Management Plan:

project will be part of an established department within the University which will ensure oversight and support for day to day and long term management and implementation (page 44).

Project Director, with identified responsibilities, will be selected to manage the day to day activities (page 44).

budget included expenses for a full time Project Director as well as contractual expenses, stipends and scholarships (budget narrative page 1).

implementation plan was clearly described (pages 8 – 12) aligning the program activities and timelines with Goals and objectives.

plan to ensure ongoing communications between the Project Directors, Cohort Program Coordinators and Chair of the Division of Teacher Education, Leadership and Research was provided (page 48).

well qualified individuals were identified as Cohort Coordinators for the training programs (pages 18 & 19).

Weaknesses:

The responsibilities for the Project Director will be extensive and may be a limitation in completing the project on time and as planned.

Reader's Score: 14

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 Educational Leadership program will be increase the number of effective principals to serve high need schools (page 6)

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:

Proposed project was based on a nationally recognized principal preparation program and will include evidenced-based strategies to further enhance the program effectiveness.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/12/2013 06:06 PM

Status: Submitted

Last Updated: 08/13/2013 12:09 AM

Technical Review Coversheet

Applicant: Delta State University (U363A130113)

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	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	98
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	98

Technical Review Form

Panel #9 - SLP Review Panel - 9: 84.363A

Reader #3: *****

Applicant: Delta State University (U363A130113)

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:

(1) Three goals with supporting objectives and outcomes have been established for the project. Each goal is in direct alignment with the applicant's intended purposes of the project. All supporting objectives are presented in measurable terms which will allow for a comparative analysis. Focus areas of the three goals include developing high-quality leaders, retention of high-quality leaders in high-need schools and improving the instructional leadership of school leaders to increase student achievement in high-need schools. All areas are commensurate with the intended purposes of the grant. P. 3

(2) As noted by the design of the project the applicant has clearly defined a need and purpose of the project. The activities that have been developed in support of implementing the project are consistent with best practices in educational leadership and preparation. By focusing on providing a financial incentive and support, a formal induction component and opportunities for professional development the project will support the needs of participants. The development of a coaching model that will utilize an individualized coaching plan offers further support for meeting the needs of project participants.

(3) In response to teaching and learning the applicant has developed the project with three specific focus areas that infuse curriculum, instruction and assessment as a key component in working with teachers to improve their instructional skills. Project participants receive pre-service opportunities devoted to content, skills and instruction on creating and maintaining learning environments that support improved student achievement. Other focus areas include a model for continuous improvement and culture learning and leading operations for learning. Collectively, all focus areas directly impact teaching and learning in high-need schools. P. 22

(4)The applicant reports that information about the project will be readily available to interested school partners. P. 27

Weaknesses:

- (1) No noted weaknesses
- (2) No noted weaknesses
- (3) No noted weaknesses
- (4) The applicant does not provide a definitive plan to effectively share strategies or activities with others in the field. The lack of a definitive plan does not support replication.

Reader's Score: 43

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:

- (1)The applicant has outlined a complete evaluation plan for the project as noted by clearly defining how each goal and supporting objective will be measured. The plan identifies what data will be collected and when as well as staff responsibility. The inclusion of outcome measures allows for a comparative analysis in defining success of the project. Additionally, all data measures are consistent with the appropriate objective which further supports an effective and efficient design. Of note, the data will be maintained in a database developed by staff.
- (2)As noted in the evaluation plan the applicant has identified implementation strategies that will be utilized with the project. The strategies that will be measured are consistent with implementation activities. All data sources and performance measures support a complete evaluation of each activity. Other noted highlights of the plan includes defining staff responsibility, what data will be collected and when.
- (3)Through the duties and responsibilities of the project director the applicant has outlined an effective plan for continuous feedback. The project director will conference weekly with the cohort program coordinator, coaches and team leaders with the intent of reviewing project data. The project director will also meet twice monthly with the chair of the division of teacher education, leadership and research to review the status of goals and objectives. Additionally, the project director will submit monthly progress reports to the chair of the division of teacher education. Lastly, quarterly reports will be submitted to the chair and dean. P. 39

Weaknesses:

- (1) No noted weaknesses
- (2) No noted weaknesses
- (3) No noted weaknesses

Reader's Score: 15

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:

(1)The applicant notes that 41% of the schools within the target region received a failing rating based on data from 2010. The project offers partnering institutions opportunities to develop a pipeline of highly-qualified leaders to focus on instructional improvement. More specifically, the project offers opportunities for lessons learned relative to gathering information on a continuous inquiry model at all instructional levels. Through a full-time internship and focus curricula focuses the project offers great promise in support of working with the academic needs of students within the target region.

(2)Within the scope of the project participants will focus on cultural change and improvement as a part of the curriculum and internship experiences. With specific emphasis devoted to cultural change participants possess the skills and needed leadership to effect positive change in defining a school-wide expectation for improved student achievement for all students. Also, as the pipeline grows the potential for district-wide improvements can be realized which in turn improves student achievement and teaching. P. 42

(3)The applicant indicates that improvements in student achievement and teaching will be realized through elements of the project design that focus on improving curriculum and instruction activities during the pre-service period, coaching induction support and the development of school-based leadership teams. P. 43

Weaknesses:

- (1) No noted weaknesses
- (2) No noted weaknesses
- (3) No noted weaknesses

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:

(1)As outlined in the evaluation plan for the project the applicant identifies key activities that will be involved in the implementation and operation of the project. All identified activities are commensurate with the needs of the project and the intended purposes of the grant. Other highlights of the management plan include a clearly defined description of the roles and expectations of key positions (project director and program coordinator). The timeline as structured identified staff responsibilities. P. 44 Collectively, all elements of the plan will meet the needs of the project.

(2)Continuous feedback resulting in revisions and modifications will be provided through the project director. The project director will conference weekly with the program coordinator. The director will also hold a conference twice a monthly with the chair in addition to submitting monthly progress. As presented the plan will allow for continuous improvements and monitoring. P. 48

Weaknesses:

(1) No noted weaknesses

(2) No noted weaknesses

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 addresses this priority.

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 addresses this priority.

Reader's Score: 0

Status: Submitted

Last Updated: 08/13/2013 12:09 AM