

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

Status: Submitted

Last Updated: 08/16/2013 03:02 PM

## Technical Review Coversheet

**Applicant:** Green River Regional Educational Cooperative (U363A130073)

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

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

# Technical Review Form

Panel #3 - SLP Review Panel - 3: 84.363A

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

Applicant: Green River Regional Educational Cooperative (U363A130073)

## 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. The applicant is a regional educational cooperative located in the state of Kentucky and serves 37 districts and 150,000 students, teachers and administrators. It plans to address two key areas related to school leadership: Instructional climate and instructional actions. It will serve both current principals and assistant principals as well as recruit and prepare aspiring principal candidates (page 1). Using two paths, the applicant has identified key activities for each of the paths and is focusing on three major goals (page 3). For each goal, the applicant has identified objectives, measurements, and indicators or benchmarks. For example, Goal one states: to ensure all schools have access to highly effective principals/assistant principals (page 4). The objective supporting that goal states: by 2018, we will increase by 40% the number of highly effective principal candidates who have participated in experiential principal preparation program, received a Professional Principal Certification, and has begun actively seeking a principalship in a high need school. For each of these objectives, the applicant provides measurements (number of candidates) and indicators or benchmarks (ongoing course completion and grades).

2. The applicant identified the need to overcome four key barriers (page 6). The barriers are the limited focus of leaders on the practice of teaching, the lack of a focused culture of learning in the schools, the deep persistent poverty of the rural student population, and the limited pool of principal candidates with instruction based on experience. The applicant has designed programs to address each area. For example, in terms of the practice of teaching, the applicant has focused on the works of such experts as Schlechty and Danielson and identified strategies that meet their criteria. For example, to overcome barrier one, the applicant will provide coaching and support to help principals and assistant principals

implement a framework for instruction throughout their school building.

3. The approach designed by the applicant includes approaching the two tiers of current administrators and potential administrators (page 15). For current administrators, the applicant indicates that it will enable and expect school leaders to recognize what real learning looks like and provide them with specific targeted professional learning, authentic leadership experience, and ongoing mentoring. This process will enable them to see an improvement in effectiveness of both teachers and leaders which will result in an overall increase in student learning. The approach is both reasonable and likely to improve the instructional climate and lead to school change. In addition, the applicant intends to single out high performers, develop cohort models, offer blended course work, and employ mentoring and shadowing throughout the program.

4. The proposed program being implemented has roots in many ongoing programs and other best practices throughout the United States (page 31). Several programs developed by the regional centers have been adopted by other schools throughout the state. The applicant is the leading source for such programs as The Leader in Me program. The proposed evaluation plan will provide both formative and summative evaluation information which others can use in terms of adopting content and pedagogical approaches. The applicant is part of a larger network of educational organizations that frequently meet to discuss programs that seem to be working.

**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:**

1. The evaluation plan focuses on the actions, attitudes, and outcomes of the participants (page 33). Performance measures will be organized around the three major goals of the project as well as the various objectives supporting those goals. Formative evaluation will be overviewed by a professional evaluator, a Council of experts, and project staff. The applicant provides a list of both qualitative and quantitative processes. Quantitative data will include tests, surveys, existing achievement data, and observations. Qualitative data will be secured from interviews and open-ended surveys. The information provided by the applicant is specific and focused directly on the performance of the project.

2. The applicant includes a logic model supporting its activities and services (page 37). This model will assist the project by initiating and monitoring implementation of its various components. Measures will include benchmarking for each component and process activities related to training events, observations, and other data collection. A key indicator to be used will be the results from the Instructional Rounds process and data teams. The evaluator will monitor the specific milestones relating to training, improvement plans, cultural profiles, the work of the data teams, and cohort completion rates.

3. The applicant will ensure ongoing feedback for continuous improvement through what it calls a rapid response feedback loop (page 39). The evaluator working closely with the Advisory Council will meet at least quarterly and discuss the progress of the project. At the beginning, they will meet at least biweekly during the initial implementation. More feedback will be gained through site visits, focus groups, surveys, and ongoing mentor reports.

**Weaknesses:**

None noted.

**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 significance of the project is based on providing a supportive framework for professional learning aimed at both current and future principals (page 40). In addition it seeks to create a pool of new principals who have received their certification through this proposed route which focuses on executive coaching, rural-based experience, and a blended professional development program. For each of these approaches, the applicant indicates that the project adds greatly to the current level of knowledge and understanding, and also provides additional experience concerning the impact of coaching, experience, and a balanced preparation program.

2. The applicant indicates that the results of the project will be shared with various schools throughout the area and region which will assist them in building on the change they have started (page 42). For example, the project will continue to maintain a data-based decision-making process, training sessions for selection of principals, and methods for mentoring and doing performance reviews. These activities will be shared with all school districts in the state with the Professional Growth and Effectiveness System being developed by the state of Kentucky.

3. Citing research which shows that students increased their scores by 10 percentile points, the applicant reports that its focus on student achievement is reasonable (page 43). Focusing on low performing schools, the applicant will work with principals and assistant principals who have identified the need through the School Culture Assessment process. By concentrating on these issues, the applicant feels that the project will have a substantial impact on teaching and student achievement.

**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:

1. The management plan proposed by the applicant will focus on work that meets the needs of the multiple schools and their students that are participating (page 44). A strong and experienced project director will be hired no later than October 2013 who will manage day-to-day activities and support the ongoing programs for the project participants. In addition, staff will include executive coaches, an Advisory Council, and an evaluator. The staff will assist each of the participants in developing and implementing a personal improvement plan. Job descriptions for the project director and support staff are included in the appendix and reflect appropriate educational backgrounds and experiences. The management plan is supported by a summative and formative evaluation process and includes timelines and milestones.

2. The Advisory Council, comprised of project participants and stakeholders, will meet at least monthly initially and then bimonthly and quarterly later in the project (page 48). The task of the Council is to monitor data and to oversee progress. A small subgroup of the Council will meet almost weekly and will review documents, rubrics, and training curriculum. To guide the project, a series of questions focused on accountability effectiveness, impact, and replication are presented. The project director and other staff including the evaluator will use a model of continuous improvement to identify gaps in the implementation process, develop strategies to close the gaps, and implement the project effectively. In addition, the applicant provides a table including milestones and a timeline for completing those milestones.

### 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:

1. The applicant proposes to improve leadership in this basically rural area by improving the instructional climate through coaching both current and aspiring leaders. This professional development plan includes mentoring, shadowing, and a blended learning experience as well. It seeks to focus its efforts on participating rural districts to ensure that all schools

have access to highly effective principals, ensure that all students have access to highly effective teachers, and to ensure that learning for all students is available in these low performing schools (page 7).

2. The proposed project seeks to improve student learning and achievement by focusing on the practice of teaching, improving the learning culture of the schools, and by providing a pool of highly effective professionals able to lead the schools. (Page 7). The activities are focused on content and pedagogy, the state common core content standards, and the work of leading experts in the field of teaching and learning.

**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:**

Not addressed by applicant.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/16/2013 03:02 PM

Status: Submitted

Last Updated: 08/20/2013 04:27 PM

## Technical Review Coversheet

**Applicant:** Green River Regional Educational Cooperative (U363A130073)

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

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

# Technical Review Form

Panel #3 - SLP Review Panel - 3: 84.363A

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

Applicant: Green River Regional Educational Cooperative (U363A130073)

## Questions

### Summary Statement - Summary Statement (Optional):

#### 1. General Comments:

##### General:

Reader's Score:

### Selection Criteria - Quality of Project Design

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. Green River Regional Cooperative has developed a well thought out program design clearly outlining goals, objectives, and outcomes to be achieved annually and within each year of the grant period. This is evidenced in three concise program goals focused on: ensuring all schools having highly effective principals and assistant principals; ensuring all students are placed with highly qualified teachers and ensuring rigorous curriculum for all students in high needs schools. They aptly identify program outcomes to include: training 60 principals and certifying them through the proposed innovative experimental program. This program will provide professional development for 20 principals and assistant principals which will impact 800 teachers and 14,000 students. Page e 16

The applicant identifies the Green River Regional Cooperative as a nonprofit LEA serving 37 rural high poverty districts in Southern Kentucky. They propose to provide services to schools which are crucially in need and most willing to invest in the school improvement. They identify four participating rural school who meet the eligibility for poverty and teacher certification and demonstrate willingness to participate in the program. Program objectives are well defined and stated in measurable terms and precisely identifying the evaluation tools to be used. Pages 2, 3, 4

2. The proposed program design appears appropriate to successfully address the needs of the target population in the four participating rural schools. The schools are clearly defined as enrolling 30% who live in poverty and are faced with barriers for success. Barriers are well defined and detailed and aligned to program activities to address them. Barriers are well defined and encompass; limited focus by school leadership on the practice of teaching and presently limiting their

focus to management; the lack of a focus on a culture of learning; persistent poverty and a limited pool of principal candidates with instruction based experiences to support teachers. They aptly detail strategies focused on success highlighting the principal working with teachers to identify specific areas of need for improvement and working to address them. They aptly identify the Danielson Framework for Teaching to serve as a foundation for professional development. The framework is specified as research based and divided into 22 components and 76 smaller elements that clearly define observable, demonstrable practices of teachers along a continuum of performance levels. Pages 7-9

They comprehensively identify students' needs on the EXPLORE, PLAN and ACT tests given to students in the state in grades, 8, 10 and 11 and in turn will establish the school house for the center of learning to teach and lead students toward success. Pages 10, 11

Program barriers are clearly aligned to research based strategies clearly focused on developing a pool of instructional leaders through a highly selective experiential principal preparing program at the Western Kentucky University to ensure communities have access to hiring highly effective principals. Pages 13, 14

3. The proposed program is succinctly detailed evidence in alignment with a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The program is proposed as a two tiered approach to impact principal and assistant principal and aspiring school leaders and address the entire cycle of professional development. The design is copiously detailed and integrated within the comprehensive work of the district to secure educational improvement. For example, the program encompasses addressing the instructional climate offering professional development and instructional actions and leadership and offering experiential leading for aspiring principals leading to certification. Pages 15-22.

The program design is effectively detailed aligned to comprehensive efforts related to student attainment of the state Common Core Content Standards and the Professional Growth and Effectiveness System. Of note, the program design address the need of awareness and understanding of the school culture and presents a School Culture Profile to serve as a road map for each principal to monitor improvement over days, months and years. Aligned to this is staff training focused on enabling staff to engage in relevant professional development. They thoroughly outline program details and coordinate these to budgetary allocations. Pages 16, 17

The program is well developed and framed in research. For example, the applicant is designing Professional Learning communities which are structured to teach school leaders how to focus student achievement, conduct formative assessments and develop instructional strategies and methods. The work of experts from the Leadership and Learning Center is aligned with the proposed program.. The applicant notes that this Center will develop a multi-year training plan for various leadership initiatives including instructional reflecting, and coaching. Page 19 20

The proposed program is clearly defined as a part of a comprehensive effort. This is evidenced in identifying collaboration with a the state department of education program in Professional Growth and Effectiveness Systems. These systems have been developed and supported by the US Department of Education. Pages 21, 22

They concisely chart program components specifying: the course titles for each year of the program, the number of college credits to be earned, the number of field experience hours and the number of days participants engage in shadowing and mentoring. In addition, on line learning will be offered and identifying that mentors will attend the Harvard based Instructional Rounds Training in the summer of 2014. The support systems for the initiative are well developed and include Superintendent Networks and Instructional Supervisors Leadership Networks. Pages 26, 27

4. The design for implementing and evaluating the proposed project is well developed and well positioned to result in information to guide replication of project activities and strategies. This includes information about the effectiveness of strategies employed by the project. This is evidenced is detailing program partnerships formed in a consortium of multiple school districts. The applicant agency details the history of their success specifying that elements of their work can be found in schools across the state, in demonstration classrooms, in literacy and thinking strategies and in ongoing work with school administrators. They specify their work has been replicated throughout the state and specify a partnership with Franklin Covey. This partnership has become the hub for expansion and the state's leading source for the Leader In Me training. Page 31

The applicant specifies the use data related to successful programs for future development. They assert they have dedicated significant resources in manpower, time and funding to ensure that their schools are preparing and school leaders to effect student achievement. Pages 31, 32

**Weaknesses:**

None are 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:**

1. The application evidences well developed methods of evaluation which comprehensively 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. This is precisely evidenced in the fact of the experience of the lead agency and in hiring a national evaluation firm as a part of the overall evaluation of the implementation of the program and or ongoing data focused on improvement. They identify working with two groups to monitor provide data to improve the program. Each group serves as informed reformists which is a model espoused in research. The two groups include the national evaluator and their team for collection and analyzing data throughout the project. The national evaluator will include analysis of data from observations, student achievement, teacher and principal effectiveness among others. In addition the Fidelity council will be established comprised of education experts who are authorities in the areas of school leadership and principal effectiveness. This team will comprise five to seven members including regional and national partners such as the Teacher of the Year, state curriculum specialists and representatives from professional associations. Pages 33, 34

The applicant presents a comprehensive chart of the quantitative and qualitative data to be collected. For example, quantitative data will be collected from the number of principals who are certified, the performance indicators by grade, state assessment data for students on the EXPLORE, PLAN and ACT assessments and ongoing course completion by candidates. Qualitative data will be collected from the evaluators site visits and observation, peer and principal observation attendees evaluation and ongoing benchmark data related to culture improvement. Pages 36, 37

2. The applicant clearly details methods of evaluation that provide for examining the effectiveness of project implementation strategies. This is evidenced in specific tools and methods and strategies including the School Culture Profile. This Profile will serve to monitor whether principals and assistant principals continue to follow recommendations and action steps created. Page 38

The applicant designates the program evaluator to monitor timelines as a part of the oversight and also to determine if the schools are meeting specific milestones related to training events, development of improvement plans, Culture Profile and the expansion of the existing school level Professional Learning Communities. Page 38

Evaluation methods are adequately detailed and include bench marking indicated for the components as well as process

outcomes related to training events, operations and other data collection. The applicant specifics evaluation of classroom instruction change and a review of professional learning to be reviewed through the lenses of the Gus key's five level model for evaluating professional learning. Page 38

3. The applicant precisely detailed methods of evaluation which will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. This is evidenced in specific action including: site visits by the Project Director, the services of the Executive Coaches and the evaluator; focus groups and surveys and ongoing of monitoring reports related to actions. They effectively chart a feedback cycle for each year of the program. Pages, 39, 48, 49

**Weaknesses:**

None are noted

**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 presents a well detailed and comprehensive program which appears well positioned and structured to potentially increase knowledge and understanding of educational problems, issues, and effective strategies to address them. Project Leading 2 Learn incorporates staff development training integral to address the issues of the principals from the aspect of providing a supportive framework for professional learning and the creation of a pool of new principals who will have received their certification through principal-like experiences. They clearly delineate and detail three major elements of the project which presents the strongest potential to increase understanding and knowledge in the field including Executive Coaching, Rural Principal Development and Blended/Hybrid Preparation Programs for school leaders. The three elements are clearly detailed. For example, detailing the Rural Principal Development elements aligns research and relevant issues into the principal preparation program and into ongoing learning to benefit the target population which is identified as high poverty and rural and low performing. Pages 40, 41

Their partnership with the university demonstrates a long history and collaboration will foster research based literature as a significant element of the program. Page 40.

2. It appears highly likely that the proposed project will result in system change and improvement through partnerships in the region and with the university related to the effective preparation and certification of new and competent school leaders. They identify examples which include new strategies that will remain embedded in the schools, new processes that will be shared within the organization and beyond and improved skills that will remain for long term use. They further detail examples of each element. They aptly detail data based decision making to be developed through the Data Retreat, Data Teams and Instruction Rounds process focused on using data to improve student learning. Pages 42, 43.

3. The importance and magnitude of the results and outcomes of the program are highly likely to bring improvements in teaching and student achievement. The applicant references significant research that concludes the ability of effective school leaders to improve student achievement is second to none, according to the Wallace Foundation. The applicant states they are confident that student achievement will increase and specific school-level targets based reports will evidence this. In addition they specify that their evaluation will provide statistical support to ascertain the magnitude of the program in the effective preparation of school leaders. Page 43, 44

**Weaknesses:**

None are 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:**

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 is well documented and detailed. The applicant organization is goal oriented and service focused to support school leaders to meet the specific needs of multiple schools and their student. They reference the fact that they have presently implemented three Transition 2 Teaching projects, creating with the Western Kentucky University an alternative certification that has prepared hundreds of new teachers for hard to fill teaching vacancies. They propose the same management structure that has supported numerous programs to date. Pages 44, 45

The applicant copiously details a strong and experienced project director will be hired to guide the program and the work of the Executive Coaches, the Advisory Council and the evaluator. The Director will work alongside faculty from the university and schedule to assist in the implementation, collection and analysis of the School Culture Assessment. In addition, they adequately detail skilled support staff to be hired to serve in and support the management team. The existing GREEC staff members are also identified and their managerial roles clearly delineated. In addition the WU leadership faculty is identified and their series detailed and the managerial roles and responsibilities. Pages 44-47

A strong and comprehensive evaluation plan is detailed to support the management of the program A clear summative and formative evaluation process will utilize the services of their evaluator to serve with the management team. Page 47

The applicant asserts their clear record of fiscal responsibility in managing millions of dollars annually. In addition a clear and appropriate time line and coordinated milestones are adequately charted. Page 48 Page 47

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project is comprehensively detailed. This is evidenced in the program assigning the responsibility for continuous improvement as the key role of the Advisory Council. The council is a 12 member team with wide representation of educational and community stakeholder. Program accountability is detailed focused on questions to guide an evaluation of activities and procedures. Four areas of questions to ensure feedback for improvement focused on accountability, effectiveness, impact and relication. Page 48, 49.

**Weaknesses:**

None are 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 application comprehensively details strategies which address the Invitational Priority one. This is evidenced in competently detailing a program that that implement professional development for current principals (including assistant principals), especially in school which are identified as persistently lowest-achieving schools. The program structures professional development to help principals and assistant principals 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. Program activities are detailed to prepare school leaders to enable their support of staff and students aligned to college- and career- ready standards.

**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 Leading 2 Learn program has a strong history of providing professional development and is well positioned to provide principal preparation and professional development in research based strategies.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/20/2013 04:27 PM

Status: Submitted

Last Updated: 08/12/2013 04:22 PM

## Technical Review Coversheet

**Applicant:** Green River Regional Educational Cooperative (U363A130073)

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

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

# Technical Review Form

Panel #3 - SLP Review Panel - 3: 84.363A

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

Applicant: Green River Regional Educational Cooperative (U363A130073)

## 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 project design detailed within this application is a wonderful treatment of the priorities. The applicant provides detailed and measurable objectives along with detailed tables to ensure ease of understanding.

#### Weaknesses:

No weaknesses are evident

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 appropriate use of formative and summative evaluation procedures within this application is a real strength. Additionally, the collection of experts to help frame the evaluation and distribute the information will be an asset for this grant moving forward

**Weaknesses:**

No weakness are evident

**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:**

This significance of this application is clearly stated and connected to the target population. The incorporation of data-driven decision making and human resource protocols will ensure stability of results.

**Weaknesses:**

No weakness are evident

**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 provided within this application is clear and the tables layout an appropriate distribution of duties across multiple grant personnel. Feedback loops and distribution plans are clearly discussed and the foundation for dissemination is already laid.

**Weaknesses:**

No weakness are evident

**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 does not directly discuss priority #1; however components are embedded within the 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:**

This application does not directly discuss priority #2; however components are embedded within the application.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/12/2013 04:22 PM