

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

Status: Submitted

Last Updated: 08/12/2013 11:34 AM

## Technical Review Coversheet

Applicant: Illinois State University (U363A130063)

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	42
<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	14
<b>Sub Total</b>	<b>100</b>	<b>96</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>96</b>

# Technical Review Form

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

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

Applicant: Illinois State University (U363A130063)

## 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 goals of developing highly-skilled principals, developing strong partnerships between universities and high-need districts, and identifying and disseminating best practices, are all supported by ambitious yet generally achievable objectives and proposed outcomes (e32-34).

The applicant provides strong evidence that the project is appropriately designed and will successfully address the needs of the target population. The proposed training program grew out of the expressed needs of a variety of educational stakeholders, including school superintendents, who sought specific skillsets and mindsets that were focused on becoming an effective principal. Previously, some participants were more interested in attaining credits to move up the job ladder, but not necessarily to become a principal (e19).

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. Illinois has been recognized as an educational leader nationwide for the efforts of a statewide, broad coalition, including the applicant, to transform schools and develop teachers and leaders (e17). Legislative actions have defined professional development for principals to include intensive internships (e17), a key component of the proposed initiative, and have called for revised principal performance evaluation systems (e29-30).

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. To this end, for example, the applicant proposes creating a job/position to support, oversee, and test the internship component so that it can be

evaluated and, if proven successful, replicated statewide. (e23, e35).

**Weaknesses:**

While the expected outcomes are ambitious, the 100% goals for participating partnerships to develop policies and procedures, standardized training, and formal sharing plans, among other goals, may not be attainable.

**Reader's Score:** 42

**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. The rigorous evaluation plan includes pre- and post-satisfaction surveys of participants and their supervisors, test scores on principal exams, and student test scores (e39-40). These measures will complement each other in determining whether principals are bringing effective leadership to schools that results in accelerated student achievement. Additionally, the project will randomly assign principals to a traditional or new professional development path to determine the effectiveness of the new model (e43).

The applicant provides strong evidence that the proposed project's evaluation methods will examine the effectiveness of project implementation strategies. Fidelity to the implementation model will be reviewed through principal and supervisor surveys, program records, and a review of documents associated with the principal professional development (e39).

The applicant provides strong evidence that the proposed project will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Monthly partner check-in meetings, along with pre- and post-surveys throughout the year that are summarized in annual reports (e135), will provide frequent opportunities for reflection and, where necessary, changes to the program's design. The overall feedback loop is comprehensive and well-rooted in the activities of the project; the Project Concept Map on e32 provides an excellent illustration of the feedback loop from principals and assistant principals to the Principal Preparation Program, University-District Partnerships, and the Partnership Advisory Committee.

**Weaknesses:**

This criterion was thoroughly reviewed and no weaknesses were found.

**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 applicant provides strong evidence that the project will increase knowledge or understanding of educational problems, issues, or effective strategies. The project will provide much-needed information on the most cost-efficient and effective ways to train principals. The state of Illinois has mandated a more time-intensive approach to principal mentoring, but does not have the empirical evidence to justify the additional cost of doing so (e49). The project will also provide scholarship regarding the most effective mechanisms and structures of district/university partnerships (e49). The applicant provides strong evidence of the likelihood that the proposed project will result in system change or improvement. The associated partners have the authority to recommend and implement policy changes based on the project's findings (e50), and members have ties to the Governor, General Assembly, and Illinois Education agencies (e51).

The applicant provides strong evidence of the importance or magnitude of the results in helping improve teacher and student achievement. The initiative will benefit from the momentum already engendered by years of nationally-recognized efforts by Illinois education leaders to increase student achievement (e17). The proposed model is built on foundational research that seeks to tie principal preparation to student achievement (e48-49).

**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 moderate to 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 on e53 presents a detailed and comprehensive view of the partnerships and reporting structure; the feedback loops between mentors, faculty supervisors, and the Project Coordinators and Leadership Faculty ensure many sets of eyes are watching the progress of this project. With the support of a Learning Community and Partnership Coordinators, the co-Directors have the experience and time allotments to meet their goals. Further, having the Co-Director involved in the IL P-20 Council ensures that results will be discussed with other educational leaders throughout the process (e51), who may help shape its progress.

The applicant provides strong evidence of adequate procedures to ensure feedback and a continuous improvement

process. The excellent feedback/continuous improvement chart on e32 illustrates how data on key elements of the project plan will be collected, analyzed, and acted upon; the multiple parties involved in the review of feedback suggests a rigorous, ongoing and dynamic process of continually analyzing and addressing issues.

**Weaknesses:**

The project timelines on pages e60 and e61 would be strengthened by more monthly or quarterly detail, particularly in the first few years. As presented, it is difficult to get as clear a picture of the milestones and the interdependencies of the various tasks of this project.

**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 applicant offers 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 proposed program will include a time-intensive mentoring approach that addresses key skills, including evaluating data to improve teacher effectiveness. To ensure principals are meeting state performance requirements, the training will be written to the new statewide principal testing standards (e13).

The applicant offers strong evidence of the project's ability to enable principals to support college- and career-ready instruction in their schools. The project is supported by extensive research regarding effective educational leadership practices, effective professional development program features, and on-the-job experience (e15-16). Further, Illinois is a perfect educational environment for this program to truly influence students' college- and career-readiness skills; the state governmental structure and educational leaders are solidly committed to educational reform (e17).

**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:**

Invitational Priority #2 was not addressed by the applicant.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/12/2013 11:34 AM

Status: Submitted

Last Updated: 08/14/2013 05:14 PM

## Technical Review Coversheet

Applicant: Illinois State University (U363A130063)

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	40
<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>95</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>95</b>

# Technical Review Form

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

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

Applicant: Illinois State University (U363A130063)

## 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 identifies three project goals and correlating objectives and outcomes that will be used to examine the effectiveness of two internships models (traditional and immersion). The applicant will use incentives and support for mentor principals and aspiring principals; identify factors that influence and prohibit the development of high need districts; and provide a platform for developing school learning communities for more rigorous and relevant principal training. P. 11

The IL-PART provides a comprehensive program to study the impact and effectiveness of implementing the new Illinois Principal Endorsement Program and the Performance Evaluation Reform ACT, which are new evaluation systems that assess the professional skills learned and incorporates them with changes in student growth. P. 6- 8

The feasibility of implementing a competency-based preparation program without supporting resources is a current and major challenge and need in urban and rural districts in Illinois. P. 10

Student learning changes will be measured by analyzing trend data in schools and using an interrupted time series analysis of student learning in sample schools for each cohort of principals. P. 30

The applicant has designed a framework that is easily replicated in other districts to increase the effectiveness of principal preparation programs. P. 21

**Weaknesses:**

The IL-PART project states it will build on the performance evaluations system that includes multiple measures of student growth and focus on professional practice of principals as instructional leaders. P. 15-16 A clear description of the specific competencies and activities that will connect the principal with teachers and instructional strategies and how they impact student achievement is needed.

**Reader's Score: 40**

**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 provided a chart that identifies how the outcomes, performance indicators, evaluation questions, timeline and methods of data collection are aligned with the project goals. P. 26-27

The design is feasible and uses quantitative and qualitative data to provide formative and summative evaluations to measure progress. P. 28

The IL-PART uses a comprehensive research design that will use a comparative component to measure the effectiveness of the traditional and immersion internships from pre-services experiences through their participants first years as a principal. P. 29

Using a comparison growth, the applicant will be able to determine the effectiveness of the traditional and immersion principals. A table describing the data sources including the instruments used, target audience, and frequency of collection is provided. P. 31-32

The applicant provides a comprehensive description of the IL-PART evaluation plan. Formative and summative data will be collected and used by the staff and advisory committee to monitor the impact on program participants and the impact on the schools and students. P. 33

**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:

The IL-PART will provide valuable feedback to legislators and policy makers in Illinois on the new Illinois Principal Endorsement program and the Performance Evaluation Reform ACT. P. 6-8, 36-37

It will also identify best practices and effective strategies for developing university and school district partnerships. P. 37

Embedded in the IL-PART program are controls to influence changes at the district and university levels such as participation of key stakeholders, the evaluation team, and the Co-Director on the advisory council resulting in reciprocal learning between academics and practitioners. P. 37-38

#### 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 a complete description and corresponding chart identifying the key personnel for the program, evaluation, and advisory council, organization, qualifications, funding and role in the IL-PART program. P. 39-46

A delineation of the timeline and expected outcomes for each objective are presented for each year of the project provides a feasible plan for implementation and achievement of the program goals. P. 47-45

The applicant provides a conceptual framework that embeds continuous improvement through quantitative and qualitative data collection for formative assessments. The staff and Advisory committee will review feedback regularly to make

program adjustments and changes and ensure the program is focused on their goals. P. 50

**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 provided detail on how it would accomplish 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 did not address this priority.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/14/2013 05:14 PM

Status: Submitted

Last Updated: 08/15/2013 10:49 AM

## Technical Review Coversheet

Applicant: Illinois State University (U363A130063)

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	43
<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>98</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>98</b>

# Technical Review Form

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

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

Applicant: Illinois State University (U363A130063)

## 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 identified critical educational research on disparities between training for principals and current needs and gaps. It demonstrated the need for improved training locally (pages 1-3).

The proposed project begins with a current state-wide initiative and fully describes a support system for its participants (pages 3-5).

The applicant described goals, objectives, and outcomes that are clearly specified and measurable, that correspond to the project goals and activities as well as SLP performance measures (pages 18-20).

The applicant based the project on new principal preparation requirements for Illinois with plans to implement in high-need school districts with differences in population. Lessons learned from this project will very likely benefit aspiring principals and assistant principals throughout the state (pages 8-9).

The proposed project is highly likely to result in possible replication, because it is based on current conditions and research. The timeline and objectives are well thought-out, including plans for dissemination (pages 21-22).

##### Weaknesses:

The applicant has not fully described how this initiative will support improved teaching and learning and rigorous academic standards for students while it builds leadership capacity in aspiring principals and assistant principals (pages 15-16).

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:

The evaluation plan for the proposed project addresses GPRA measures throughout its implementation, using the first two years' data in a formative manner (pages 23,33). This will guide the applicant in possible project revisions to attain goals.

The applicant has identified an external evaluator with knowledge and experience in school leadership (page 23).

The evaluation plan for the proposed project will provide valuable qualitative and quantitative data on the effectiveness of project implementation strategies because it correlates with the project activities and will measure fidelity of implementation (pages 26-27).

The data collection and analysis described in the proposed project will provide valuable information about the project's outcomes and aid in determining replication throughout Illinois (pages 28-31).

The proposed project's comprehensive evaluation plan with an external evaluator and thorough data analysis will add to the current body of knowledge in the field of principal preparation (pages 33-35).

#### Weaknesses:

No weaknesses found

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 proposed project is likely to increase knowledge or understanding of educational problems, issues, or effective strategies related to principal preparation. It is particularly significant because it is based on a need identified in educational research and requirements for new principal preparation (pages 35-37).

The proposed project is highly likely to result in system change, because it uses new methods applied to current conditions for principal preparation, and it will be staffed by personnel familiar with these issues (pages 37-38).

The applicant's proposal describes a comprehensive plan that is likely to achieve its outcomes for administrators,

teachers, and students, providing valuable information for those who wish to replicate it (pages 37-38).

**Weaknesses:**

No weaknesses 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 proposed project has a thorough description of the management plan. The Organizational Chart clarifies relationships of personnel and organizations that will be involved in the IL-PART Project (page 40).

Key Project Personnel are identified and have experience that is likely to lead to success in the proposed project. Their responsibilities are clearly defined, and an appropriate amount of time has been budgeted to this project (pages 40-42).

The applicant has provided a timeline with goals, objectives, outcomes, and milestones that appear well thought-out and realistic. This thorough planning will facilitate implementation and accountability (pages 47-49).

The proposal describes ongoing procedures for ensuring feedback and continuous improvement during the proposed project, using data and the IL-PART Advisory Committee (pages 50-51).

**Weaknesses:**

No weaknesses 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 proposed project describes an initiative that integrates theory and practice to provide professional development for aspiring principals and assistant principals in schools that have been identified as persistently lowest-achieving. It includes a focused plan using the “district as consumer” model for training leadership skills (pages 1-51).

**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 not address this invitational priority.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/15/2013 10:49 AM