

**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: North Carolina State University (U363A130091)

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: North Carolina State University (U363A130091)

## 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 land-grant University located in the state of North Carolina working with a consortium of 13 rural, high poverty school districts. The applicant proposes to provide professional development and individual coaching programs to 100 current principals, recruit 30 highly qualified teachers who will earn their principal license and MA degrees, provide an induction program which includes coaching, and developing materials for dissemination and replication. It will accomplish these tasks by creating a Principal Academy, refine and develop a current program for aspiring leaders, develop an early career support program with executive coaching, and documents for dissemination and replication of the activities of the project (page 5). To meet its primary goals of increasing student achievement and developing leaders, the applicant provides for objectives (page 10). The objectives have measurable components and are clearly stated. For example, Objective 2 states: 30 new leaders prepared, hired, supported, and retained through an induction program and executive coaching. For this objective and others, the applicant provides performance measures. For example, the applicant identifies the following measures: All graduates will earn a principals license, 95% will serve for at least three years in a high poverty school district, and 90% of the graduates will be perceived as effective (page 14).

2. For each of the objectives, the applicant identifies the specific needs that it will address. For example, Objective 2 focuses on the need to recruit and retain high-quality leaders in the participating districts (page 13). Being a very rural area, the districts have had difficulty dealing with turnover of current administrators and finding qualified leaders to replace them. The proposed activities will seek to overcome the geographic isolation, low pay, and poor working environment found in many of these districts. In addition, the project will assist local personnel in providing funds to cover the cost of

graduate education which will result in having a greater capacity to develop internal candidates.

3. The applicant indicates that the project is part of an ongoing effort by the consortium members to improve teaching and learning and develop a more rigorous curriculum based on standards (page 32). The project will support a current learning collaborative which includes a laptop initiative, a math science network, and a number of other academic efforts. The districts have also been working with the State Department of Public Instruction to develop a model that will increase student achievement, develop a capacity for school leadership to sustain these aims, and a cost-effective model that maximizes impact (page 33).

4. The applicant indicates that it believes that best practices should be shared and offered to others seeking to replicate the project in rural districts (page 34). It has implemented an artifacts-based approach to demonstrate proficiency on the North Carolina School Executive Standards and Competencies. As a result, it has replicated many features of other programs designed to improve leadership and raise student achievement. The applicant indicates that it will provide information to all parties interested in the activities of the project. Part of the process is its own continuous improvement plan which will provide regular feedback concerning the design and delivery of the project activities (page 34).

**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 developed by the applicant is focused on the four objectives of the project (page 36). It will collect both quantitative as well as qualitative data. Quantitative data includes the use of statistical models focusing on empirical project data in student test scores. Qualitative data will employ information from such processes as focus groups and surveys. It plans to use multiple sources of data and will analyze it using different approaches. The applicant describes how it will collect data and produce findings for each of the four objectives in both narrative and graphic form (Appendix T).

2. The applicant has described in detail the methods it will use in order to determine whether the project has met its objectives. For example, the applicant will measure Objectives Two (Leader Academy) using statistics to analyze licensure and graduation data, employment records, and survey data (page 38). The applicant will collect data in order to track career progression of the participants and the effectiveness as perceived by teachers, staff, students, and parents. In addition they will also conduct focus groups of participants to provide formative assessment data.

3. The applicant describes a number of activities that will ensure ongoing feedback which would permit them to assess the progress of the program. For example teacher evaluation exercises will be conducted before and at the end of the Academy program. The applicant will also use an ongoing series of focus groups to assess progress as well as gather

feedback from what principals believed worked well or did not work at all (page 38). Another series of focus groups will take place when the principals are back in their schools working with teachers and students. These groups will provide feedback in terms of the practical application of what is being learned (page 39).

**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 applicant indicates that the program has high significance for rural school districts that have experienced difficulties in hiring knowledgeable school leaders (page 41). The project directly addresses the issues of rural isolation, traditionally low-paying positions, and less than attractive working conditions. The project will build a local capacity to develop leaders, retain them, and have an ultimate impact on student achievement.

2. The applicant seeks to shift professionals from seeking administrative positions solely for pay increases and promotions (page 41). While many individuals seek administrative certification, it is not clear if current programs provide highly effective principals. This project seeks to focus on individuals who aspire to be leaders and focus resources on activities and services that develop competent leaders.

3. Funding for this program will support activities and services that have been recognized as employing best practices in the development of local school leaders (page 43). The applicant indicates that the project will result in improvement in such areas as school culture and climate, teacher effectiveness, teacher attendance, student attendance, and student achievement on standardized tests (page 44). These changes are expected to occur in schools once the new principal has served for three years.

**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 includes the key personnel who will overview the project as well as the description of the activities to be carried out (pages 45ff). In addition, the applicant provides a graphic description of the activities, a timeline, and personnel responsible for completion of the activities for each of the four objectives. For example, to support Objective one, the applicant indicates that it will develop its website to maintain the materials and supplies for the Principal Academy in June 2014 and provide continual updates (page 46). Personnel involved will be the program coordinator, the evaluator, and other staff. In addition, the applicant provides resumes for the project director/principal investigator, the project coordinator, and several other principal investigators who will carry out specific activities. Their experience in educational preparation will assist the project in meeting its goals and utilizing the budget in an appropriate fashion. The time commitments for this professional (e.g., project coordinator – 100% time commitment) are appropriate.

2. In order to provide continuous feedback to manage the project and provide for continuous improvement, the applicant describes a management strategy that includes holding regularly scheduled meetings with all stakeholders (page 45). These meetings include weekly Leadership Team sessions, monthly project meetings, superintendent Council meetings, and regular discussions at activity sessions. The monthly project meeting includes all project personnel and instructors, coaches, evaluators, and school personnel. Each of these meetings will provide the opportunity to identify weaknesses and develop strategies to improve them.

**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 indicates that it addresses this priority through the development of The Principal Academy (page 2). The Academy will build the capacity for the local school districts to develop leadership skills for their current principals using a digital learning environment. The activities will be strongly focused toward those principals who are in low performing schools in order to assist them in providing targeted, corrective feedback to teachers who need to improve their instructional practice. It is particularly important for these activities to take place in this rural, geographically isolated, and high need area.

2. The proposed activities of project are focused on standards that will prepare students for both college and careers. For example, the ILA Logic Model (appendix, page e74) is focused on the common core literacy and math standards, curriculum mapping, and facilitative leadership. In addition, the four goals of the objectives are focused on student achievement.

**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 04:28 PM

## Technical Review Coversheet

Applicant: North Carolina State University (U363A130091)

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	13
<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 #3 - SLP Review Panel - 3: 84.363A

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

Applicant: North Carolina State University (U363A130091)

## 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. The applicant demonstrates the development of a well-constructed program clearly identifying the program goal, objectives, and outcomes to be achieved by the proposed project which are clearly specified and measurable. This is evidenced in a Table 2 which, for example, identified the objective for 100 leaders in high needs schools to complete a summer intensive professional development program on instructional leadership for digital learning and management. Each program goal is coordinated to measurable objectives and to specified performance measures. Pages 10, 11

The North Carolina State University has collaborated partnerships to create the 2013 School Leadership program focused on the delivery of relevant services to disadvantaged population in the area, predominantly the target beneficiaries specified as "Majority-Minority" Title I schools with large percentages of impoverished and at risk youth. They present adequate general information identifying the Northeast Leadership Academy as bringing together a land-grant university and a consortium of 13 rural, high poverty school districts to increase student achievement by preparing and retaining principals and assistant principals for high needs schools. The goal of the program is sufficiently identified to increase student achievement in high needs schools by providing high quality professional development and individual executive coaching program to assist 100 current principals become effective instructional leaders for digital learning environments and experts in providing targeted corrective feedback to teachers. Aligned to the goals are general statements of objectives. These include developing high quality continuing professional development in the Principal Academy which is focused to serve principals in rural geographically isolated areas and in high needs. The program design develops processes that allow designated training methods and materials to be incorporated into the university

leadership preparation programs and in to the leadership professional development program. Pages 1, 2

The applicant details an innovative approach in the design of the proposed program specifying their services as investing in human capital to build leadership, replicating a common practice in successful corporations. Their approach is framed in research, specifying strategies used in business in Japan who have well established systems to identify and train school leaders. Pages 2, 3

The applicant effectively details the history between the North Carolina University and the Northeast Leadership Academy 13 rural high needs districts. They demonstrate their investment into the program in offering a 28% reduction in tuition and fees for staff from participating districts in degree programs and will deliver offer campus coursework and increase accessibility to under-served population, fulfilling its land grant mission. Page 4

The proposed program is framed in copious research and alignment with the state department of education. They specify receiving a planning grant from the Gates Foundation and the North Carolina Department of Public Instruction support in program design. The Northeast Leadership Academy became the pilot leadership program in the North Carolina Race to the Top program. As a result of their participation in the Race To The Top program, the stat department of education determined the need to sustain changes in the development of school leaders and to provide ongoing and intensive continued professional development. The four components of their model program are identified as: the development of a Principal Academies; the refinement and expansion of the Northeast Leadership Academy aspiring leadership preparation program and providing early career support though seminars and targeted executive coaching to current and aspiring leaders and to document and make accessible project information on their website for replication and refinement. Pages 3- 5

The applicant identified barriers to the success of the program clearly noting that placing high quality leaders in low performing schools in the Northeast wherein these graduates and leaders are the first to graduate from college and are burdened with undergraduate loans and do not have the financial means to fund a graduate program. The applicant addressed this barrier by providing fully funded degree and license programs to create opportunities for home-grown leaders. Page 14

2. The applicant evidences the development of a well-constructed and research based program which appears appropriate to address the identified needs and successfully serve the target population.. The program model is derived from research and best practices and was developed by planning team composed of experienced educational researchers, innovative leadership educators and administrative practitioners including the stakeholders from all levels of the state educational system. They clearly specify that the key components of the model have been vetted to panels of current and retired principals, university professors, superintendents and professional development organizations. Page 17

The applicant effectively details three main components of the programs, each of which are aligned to the utilization of appropriate and innovative strategies focused on successfully addressing the identified needs of the target population. For example, they identify instructional leadership for digital learning. Based on the recommendations of the superintendents in the partnering districts and from information from the North Carolina Legislative Research Commission Study on Digital Learning Environments in Public Schools, the applicant has developed a program focused on instructional leadership for digital leaning. This is proactive and aligned to address the state statute proposed for 2017 to fully transition from text books to digital materials or schools. This statute will in turn require newly licensed principals and license renewals to require school administrators to demonstrate competencies in using digital and other technologies. Pages 17-19

The program design is well constructed and grounded in research and effective planning. This is evidenced in noting that the Principal Academy will utilize research based practices in: Individualized Leader Development Plans/Personalize learning; Cohorts and Adult Learning Theory; Embedded Integrative Technologies and Authentic, Reflective Learning Experiences; Learning Exchanges; Instructional Leadership Skills/Building a Teacher Coaching Toolkit and Executive Coaching. Each of these six elements are aptly detailed and aligned to documented research to support its design. Pages 19, 20

3.The applicant clearly delineates that the proposed project is part of a comprehensive effort to improve teaching and

learning and support rigorous academic standards for students. This is evidenced in the history of the applicant in providing programs to support improved teaching and learning in all 13 partnering northeastern North Carolina partner districts. They identify each of their partners detailing the specific programs offered. For example, they identify a dozen organizations partnering to deliver service including: Learning Collaborative and offering laptop initiatives; the 4H and Family and Consumer Services and offering after school programs and curriculum enrichment and h the District Leaders Academy offering cross functional teams training in innovation, leading organizational change and sustainability. Pages 32, 33

The applicant specifies collaboration with the North Carolina Department of Public Instruction , since 2010, in a comprehensive endeavor to improve teaching and learning in northeastern North Carolina and to support rigorous academic standards for students. They specify working with the School Transformation Division and identify their collaborative goal to improve academic achievement. in the lowest 5% of schools with a 4 year graduation rate below 65%. Page 33

4. The applicant details a comprehensive design for implementing and evaluating the proposed project which appears well positioned to result in information to guide possible replication of project activities and strategies, including information about the effectiveness of the approach and strategies employed in the project. This is evidenced in identifying the fact that a third of schools in the United States are rural and demonstrate academic instructional needs. This is clearly focused and detailed in objective four, asserting the program to identify promising practices in leadership development in rural high needs school and making information accessible to schools to prepare programs for replication. Page 34

The applicant aptly details their history of outreach and publications and replication as noted in the pact that do date they have published four papers and made 2 presentation to disseminate best practice. They adequately specify that their program included a career spanning professional development component for school leaders and that presently there are no research based programs developed to attain this. In turn, the applicant is developing a research based best practices in this area of need and will disseminate information on their website. Pages 35, 36

**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 applicant evidences the development of a very comprehensive assessment plan which clearly delineates multiple methods of evaluation that 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 evidenced in a plan that is aligned to the four objectives of the proposed project all of which support the overarching goal of improved student achieved. The plan is

stated to utilize quantitative and qualitative data to determine the extent to which the four year plan objectives have been obtained. They identify the fact that they will use multiple sources of data from different types and different properties and will employ data analysis techniques including statistical models and content analysis to increase both the validity and reliability of the program evaluation. Pages 30

2. The applicant details methods of evaluation that provides structure for examining the effectiveness of project implementation strategies. This is evidenced in the use of focus groups with principal who participate in the summer institute and in November of the first year in the Institute. They define gathering data and input on what has worked well and what has not worked well, as a result of specific interventions. In addition, they identify descriptive statistics to be used to analyze licensure and graduation data, employment records and survey data including data from the North Carolina Teachers Working Conditions Survey and the USDOE Schools and Staffing Surveys. The purpose of using descriptive statistics is identified for the purpose of training the career progression of program participants and the perceptions of their effectiveness from teachers, staff, students and parents. Page 38 .

The applicant charts the methods of evaluation which will be used to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. This is evidenced in effectively identifying data to be collected from hits on the project website by month, quarter, semester and annually, and the access to publication of utilization guides and attendance at conferences, related to assessing program dissemination. In this realm, the applicant states that they anticipate results each year will witness anticipated improvement and serve a lasting significant impact on the principals who have completed the training. Pages 39, 40

#### **Weaknesses:**

The applicant lacks details of a comprehensive plan detailing effective strategies to collect feedback from relevant audiences.

**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:**

1. The applicant has developed a comprehensive school leadership initiative that clearly demonstrates meaningful contributions to increase the understanding or education issues and effective strategies to address them, specifically the problems and issues facing the leadership of urban schools. them. In summary the program evidences a program that is research based and demonstrates best practices to effectively prepare and provide high quality continuing professional development to leaders in rural high needs schools. This appears to be ensured with the hiring of a project director who has extensive experience in the development and dissemination of effective strategies for rural leadership development. Page 41

2.The applicant demonstrates a history of delivering similar programs in the past and has designs a program that is well constructed and well vetted with experts in the field and poses a high likelihood that strategies will result in system

changes and improvement. The program has been created in response to traditional programs in which student seek an administrative degree for the raises and promotion. The proposed program is structured to secure the commitment of effective school leaders in rural high needs schools to address issues facing the education of their student. They identify their history of success noting that in the Nash/Rocky Mount Schools there were openings for 14 assistant principals and that all nine of participants trained in their program were hired – a 100% success rate. Pages 41, 42

3. The applicant asserts the importance and magnitude of the results of the proposed program are highly likely to be attained and effect improvements in teaching and student achievement. This is evidenced in detailing their past successes and support their success story with a quote from a report from prepared by the external evaluator on former programs. In summary, the report noted the unique program and partnerships, philosophy, curriculum, coursework and field work are effective and note three significant features. The three features of the program include: a philosophy that clearly articulates a theory of action; a strong curriculum focused on instruction and school improvement and a well-designed and integrated coursework and field work. Page 43

**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 details the development of an adequate management plan which appears focused to achieve the objectives of the proposed project on time including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This is evidenced in charting each objective noting each activity, its timeline and the person responsible. For example, related to providing replicable sources on the website, the assigned persons responsible including the coordinator and other persons.

The applicant states they will continue program management based on successful managerial procedures previously and currently in place. They state to replicate highly effective managerial strategies of holding regularly scheduled meetings with all stakeholder. For example, they identify weekly Leadership Team meeting from 9AM until noon each Monday, monthly meeting with the Project team and meetings three times a year with the Superintendent Council. Page 45

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project are clearly detailed in appendix charts and resumes.

**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 proposed program clearly meeting the Invitational Priority I in implementing professional development for current principals (including assistant principals), especially in rural high needs schools. This is evidenced in establishing partnerships with schools and a university to serve school leaders and 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 enable school leaders to effectively support instruction in their schools aligned to college- and career-ready standards. The focus on professional development is to prepare school leaders o master essential leadership skills within the newly mandated digital learning environments. The program clearly recruits and rigorously selects exemplary teachers with high leadership potential and engages them in field based preparation in the Innovative Leaders Academy designed to prepare 21st Century school leaders or rural, high needs and hard to staff positions in northeastern North Carolina

Reader's Score: 0

### Invitational Priority 2 - Invitational Priority 2

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

#### General:

The proposed program aptly provides principal preparation and professional development that are supported by moderate evidence of effectiveness. The lead agency clearly details their history of success in developing effective leaders in rural school and continuously references research throughout the application.

Reader's Score: 0

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**Status:** Submitted

**Last Updated:** 08/20/2013 04:28 PM



Status: Submitted

Last Updated: 08/12/2013 04:14 PM

## Technical Review Coversheet

Applicant: North Carolina State University (U363A130091)

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	13
<b>Significance</b>		
1. Significance	25	23
<b>Quality of the Management Plan</b>		
1. Quality of Mgmt Plan	15	15
<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 #3 - SLP Review Panel - 3: 84.363A

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

Applicant: North Carolina State University (U363A130091)

## Questions

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

#### 1. General Comments:

General:

Reader's Score:

### Selection Criteria - Quality of Project Design

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

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

#### Strengths:

This application provided a clear and strong project design with clearly defined and measurable objectives.

#### Weaknesses:

No weakness 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 strength of this proposal rests with the balance between traditional grant evaluation techniques and more robust techniques described within the proposal. The evaluator identified brings a strong knowledge of program evaluation.

**Weaknesses:**

While balancing traditional and robust measures, this application would have benefited from deeper discussion around the feedback loops and dissemination plans outside of the academic literature.

**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:**

This application provides a nice connection between the targeted population, current policies / procedures, and the potential to create lasting change. This application also did a nice job at integrating the outcomes of the grant into their treatment of the significance.

**Weaknesses:**

The application could have been strengthened by articulated the significance in a more direct way rather than referring to the project design section of the application.

**Reader's Score: 23**

**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:**

This application provided a rich timeline of the activities and feedback along with good information on the key personnel of the grant.

**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 04:14 PM