

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

Status: Submitted

Last Updated: 08/15/2013 02:40 PM

Technical Review Coversheet

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

Reader #2: *****

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

Technical Review Form

Panel #5 - SLP Review Panel - 5: 84.363A

Reader #2: *****

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

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 is proposing to develop the School Leadership Project to expand the instructional leadership capacity of the District's 53 Assistant Principals and affect a culture change in 76 Principals and 8 Instructional Leadership Directors to redefine the position of Assistant Principal as a training ground for future Principals focused on instructional leadership. The applicant clearly demonstrated in the narrative well defined goals and objectives with measureable performance outcomes. The overarching goal of the project is to strengthen the instructional knowledge and leadership skills of the Assistant Principals so that they are equipped to become successful Principals within two years. The applicant provide data to effectively indicate that the proposed project activities and tasks will benefit targeted populations in high need schools in the district.

The proposed project to reform the role of the school leader to a role of an effective instructional leader is appropriate for the project. The project will provide leaders with the skills and knowledge they need to implement their recently adopted evidence-based teacher evaluation system called the Tulsa Model for Observation and Evaluation. There is ample evidence in the project to assure the proposed project represents a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the comprehensive plan was designed to improve the effectiveness of its teachers resulting in an eight-fold increase in college and career-readiness as well as elimination of achievement gaps.

As part of this implementation, District Principals will undergo intensive training in how to properly use the Tulsa Model to differentiate the instructional skills of their teachers and identify effective teaching. Additionally, Principals and District level leaders participate regularly in professional development to build their own instructional leadership skills. The proposed project and trainings has been developed in collaboration with the McREL's Balanced Leadership program and Leadership Framework. Both are based on the research reported in School Leadership that Works: From Research to Results. Tulsa Public Schools will also contract with Mid-continent Research for Education and Learning (McREL) to provide advanced level training for the District's Leadership Coaches on their Balanced Leadership program. Utilizing the train-the-trainer model, McREL will ensure that the Leadership Coaches have the capacity to deconstruct and thoroughly coach Assistant Principals and Principals in the responsibilities outlined in the McREL Leadership Framework.

Weaknesses:

No weaknesses noted.

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

(1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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

(3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

The applicant provided a very detailed and comprehensive evaluation plan that has been designed to ensure a thorough assessment of project outcomes and effectiveness and is appropriate to the project's outcomes and goals. The evaluation plan will measure outputs, short-term outcomes, medium-term outcomes, and long-term outcomes. The plan of action for the evaluation plan is meticulously laid out in a logic model in the Appendix. Additionally, the applicant has provided clearly demonstrated and specific measurement strategies in a table. The table also describes how the performance measures will be evaluated. For example, qualitative and quantitative data measures will include, survey data, observation calibration and feedback data, hiring data, principal and teacher evaluation data, and student test scores. Periodic assessment of progress toward achieving the intended outcomes below will be quantified, summarized, analyzed, and reported on a regular basis, using these feedbacks as an opportunity to improve and update written plans.

In addition to the required project evaluation criteria, the applicant has also added a research component of the evaluation to assess successful implementation and achievement of goals as well as comparative research that demonstrates the benefits to redefining the role of the Assistant Principal, changing the District culture to value such a role. Using the evaluation as a research tool, will also allow the applicant to conduct a comparative analysis between the effectiveness of participant leaders v. non-participant leaders; as well as, compare student achievement and student growth scores, linked to teacher observation/evaluation scores. The study will provide the applicant with very informative data and feedback to assess the value and success of each key project component.

The applicant will contract with an experienced external evaluator to serve the project by providing guidance, preparing annual reports, and developing the program model report. The qualifications of the external evaluator for the evaluator are appropriate for the tasks and responsibilities and services needed. At the outset of the project, the Project Director will

work with the external evaluator to establish exact benchmarks in accordance with the timeline, as well as the outcomes, goals, and objectives. Both will collaborate to check regularly on achievement of these benchmarks by examining the data collected, ensuring that tasks are completed.

Weaknesses:

The applicant has not developed initial benchmarks for the project that would have strengthened the initial evaluation plan.

Reader's Score: 14

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

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

Strengths:

The applicant indicated that they have begun to take some prior steps in transforming the role of principal and assistant principal from the traditional role of school leadership to one of instructional leadership. The proposed project will enable the newly trained school leaders to better function in the role of empowering teachers to be more highly effective. The applicant indicated that proposed School Leadership Project is not a new project for which buy-in by the District will have to be earned. This project will build upon and expand an already existing initiative. Having this support for the project continuance provides many components that could result in system change and significant improvement in teacher and leader effectiveness as well as student achievement and growth.

The proposed project will create new positions called the Instruction Leadership Director (ILD) for the 2013-14 school year. There will be eight ILDs who will oversee the work of their assigned portfolio of schools, providing daily coaching to Principals on instructional practices according to best practices in whole-school transformation. The ILDs will also act as liaisons between the schools and the District, maximizing the time and energy Principals are able to spend in their buildings focusing on instruction and learning. This support will allow principals to build instructional capacity and spend more time with evaluating and providing feedback to teachers and being more accountable for high standards of student growth.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The applicant provide a very comprehensive and detailed management plan. The detailed timeline chart included project tasks and activities aligned with goals and objectives. The applicant clearly indicated which project staff would be responsible for ensuring project tasks are completed. The management plan includes effective and timely milestones and benchmarks.

The School Leadership Project will be managed by the Office of Teacher and Leader Effectiveness (TLE), with Project Management responsibility being held by the TLE Fellow in charge of Principal Development and Support. This person will provide daily oversight over all aspects of School Leadership Project. Two FTE Leadership Coaches will be hired with grant funds to increase the coaching capacity of the TLE Office.

The applicant will institute multiple tools to ensure feedback and continuous improvement during the life of the School Leadership Project. The Leadership Coaches will submit a monthly report to the Project Manager on the implementation and performance of their work. The Project Manager will in turn submit a monthly report on the project as a whole to the Executive Director of TLE. The Project Manager will also work closely with the External Evaluator to analyze the results of feedback surveys. For example, surveys will be collected from Assistant Principals and Principals after each training. Teachers will be surveyed twice per year to assess their perceptions about the leadership of their assistant principals and principals. Leader self- and supervisor assessments will be analyzed as will the results of the annual Climate and Culture survey for students and all school leaders will be analyzed along with their performances in the new, rigorous Principal Selection Process.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

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

General:

The applicant indicated that the Tulsa Public Schools' School Leadership Project will focus on building the leadership capacity of Assistant Principals in schools across the district, including the persistently lowest-achieving schools. The goal of the project is to transform the role of the Assistant Principal to a more effective instructional leadership role. The applicant indicated that the District will work to change the culture of Principals and District Leaders and their understanding of the role as well as providing coaching and training to Assistant Principals in order to master essential instructional leadership and school management skills.

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 Invitational Priority Two.

Reader's Score: 0

Status: Submitted
Last Updated: 08/15/2013 02:40 PM

Status: Submitted

Last Updated: 08/15/2013 03:09 PM

Technical Review Coversheet

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	13
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	12
Sub Total	100	95
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	95

Technical Review Form

Panel #5 - SLP Review Panel - 5: 84.363A

Reader #3: *****

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

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:

Goals, objectives, and outcomes are clearly delineated in Table 1, page 3-5. All objectives are stated in measurable terms indicating specific target percentages for each objective.

The needs are described and include, a significant absence of high quality training with a focus on instructional leadership for Assistant Principals. Addressing this need is a strength of this proposal because it addresses future needs of the school district. The applicant is right on target regarding the responsibilities generally relegated to Assistant Principals, such as discipline and building management. Needs are further supported by information provided in Table 2, page 48 which indicate the average score of assistant principals applying for principal positions in the Tulsa School District. Many become career assistant principals rather than moving on to a principal position. The strength of this proposal is that it will address an untapped pool of candidates often forgotten and neglected as aspiring principals.

A major strength as related to comprehensive efforts in Tulsa includes the development of a teacher evaluation system, the Tulsa Model for Observation and Evaluation that is evidenced based and field tested. The instrument will be a component of the proposed project and will support rigorous academic standards for students. Because this project will build upon current reform initiatives in TPS, it is likely that replication will be eminent and effectiveness of this approach will have significant impact for the district and beyond.

Weaknesses:

No weaknesses found

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

- (1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

The applicant presents a strong evaluation plan that includes a table (Table 3, pp. 31-35) delineating outcomes, goals, objectives, activities, and tools. The table provides clarity and specifically links all evaluation components, such as qualitative and quantitative methods. Instruments include surveys, rating scales, and an online, video driven calibration assessment tool.

Another strength is the use of an external evaluator who will provide objective reporting and feedback on an annual basis. All methods of evaluation are clearly linked to effective implementation and will yield data on the accuracy and quality of teacher observation/evaluation scores and feedback, among other components central to determining teacher effectiveness and student academic progress.

Comparative analysis data will also be collected between effectiveness of participant leaders vs. non-participant leaders. This is a strength of the proposal which lends itself to a quasi-experimental design.

Participant data will be collected and analyzed monthly and will ensure periodic updates on the implementations.

Weaknesses:

Benchmarks have not yet been developed and will be developed with the hiring of the external evaluator. It is critical to have benchmarks identified on the front end of the project implementation phase to better observe, evaluate and make modifications in an effort to move the project forward to the next level.

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:

A major strength of this component is the incorporation of this plan into the district's comprehensive strategy to improve school leadership. Based on existing research cited in this section, the results of this project will bring significant knowledge to the field through implementation of strategies found effective in improving teaching and learning. Considering the direction of the TPS district over the last six years and the partnerships with organizations such as the Gates Foundation, the New Teacher Project and others, the proposed project results will likely have far reaching impact for other districts throughout the state and nation. Additionally, the district is already bought in and is building on an existing initiative and continued momentum.

A major strength of the proposal is the use of the evidenced based, field tested instrument previously developed and now a component of this proposal, to determine its effectiveness in contributing to student achievement and growth.

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 management plan clearly delineates milestones, responsibilities, and timelines in Table 4, p. 40-41. The timeline is realistic considering the start and end dates of the proposed activities and funding cycles.

A major strength of the management plan is that continuous improvement will be monitored through multiple tools including monthly reports and feedback surveys.

There is an existing Steering Committee that will take on the governance of the proposed project. It is significant to the proposal that the committee includes a composition of superintendents, state department of education representatives, a Classroom Teacher Association President, and community foundation representation among others. (p44).

The Program Manager is responsible for leading adjustments that may be required based on feedback and the need for continuous improvement.

Weaknesses:

Goals and performance objectives would add strength to the management if included in Table 4.

Though the Project Manager has excellent credentials, it is unclear if she will be 1.0 FTE on the project.

The applicant might want to consider a committee to select the best candidates for other key positions, as opposed to a small in-house team of two people.

Reader's Score: 12

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 TPS district serves 42,000 students intends to accomplish 8 goals appropriate to this Priority. (p13, Abstract)

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:

Priority 2 was not addressed as a special component of the application, but evidence was found throughout the proposal.

Reader's Score: 0

Status: Submitted
Last Updated: 08/15/2013 03:09 PM

Status: Submitted

Last Updated: 08/09/2013 02:29 PM

Technical Review Coversheet

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	0
Sub Total	0	0
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	14
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	14
Sub Total	100	96
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	96

Technical Review Form

Panel #5 - SLP Review Panel - 5: 84.363A

Reader #1: *****

Applicant: Tulsa Independent School District No. 1 Tulsa Public Schools (U363A130057)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score: 0

Selection Criteria - Quality of Project Design

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

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

Strengths:

The goals and objectives of the project are clearly specified and measurable; the proposal provides ample detail on project activities to achieve the goals/objectives. The authors make a clear argument that existing traditional assistant principal duties (i.e., teacher evaluation) are not sufficient to address the needs of the target population and that their evidence-based project will result in much instructional leadership. The proposal provides adequate data demonstrating this need (p. 8) based on a lack of accuracy/consistency in teacher evaluation ratings. The proposal clearly outlines a comprehensive effort and demonstrates connections between the school district leadership and other stakeholders (p. 10). This proposal benefits from multiple existing elements including the existing relationships with stakeholders and contractors, and an evidence-based teacher evaluation system (pp. 10-11). The teacher evaluation system integrates inter-rater reliability training which is consistent with the project goals/objectives (p. 22). Very clear specifications are provided for to-be-hired vendors to support the training and evaluation elements of the project (p. 26). Recruitment specifications are clear for participants.

Weaknesses:

The criteria against which the objectives are measured are concrete, but the proposal does not explain on what the criteria are based (pp. 3-5).

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 methods to evaluate the outcomes and activities are clearly specified, linked to the project goals and objectives, and include quantity and quality data. Many data systems identified for the evaluation are existing and were well described in the prior section. The evaluation methods to provide performance feedback are adequate and include regular communication with key stakeholders.

Weaknesses:

The criteria against which the objectives are measured are concrete, but the proposal does not explain on what the criteria are based (pp. 3-5). Details for how the evaluation would provide information related to the project implementation strategies was vague (pp. 35-36).

Reader's Score: 14

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

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

Strengths:

The contribution of this project is significant both in regard to the importance of the issue, and to the potential impact on knowledge related to educational leadership training. The comprehensive project is likely to produce system change and the timing appears to be ideal given prior work done in collaboration with the school district (p. 38) and existing engagement with the school district. The authors effectively describe the magnitude of effect based on standard deviations and effect sizes as a way to quantify impact.

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 timeline and responsibilities are clear and objective. Project management will be conducted by a well-qualified individual.

Weaknesses:

The timeline would benefit from details indicating how many principals would be targeted for participation each year. The timeline appears to be identical in all which does not account for potential refinement.

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:

yes

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:

no

Reader's Score: **0**

Status: Submitted

Last Updated: 08/09/2013 02:29 PM