

**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: UNIVERSIDAD DEL ESTE (U363A130092)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	100
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	100

Technical Review Form

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

Reader #1: *****

Applicant: UNIVERSIDAD DEL ESTE (U363A130092)

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. Located on the island of Puerto Rico, the applicant is a partnership of a non-profit public university and a large public school district with a high poverty rate. The overall goal of the project is to develop 50 highly qualified and effective principals at all grade levels capable of utilizing collective instructional leadership that will result in improved student achievement (page 5). It will accomplish this goal through the development and implementation of a Principals Leadership Academy and a Professional Mentorship Program (page 6). The applicant provides three objectives designed to implement and establish a leadership institution for both current and new principals that are clear and measurable. For example, Objective 2 states that the project will demonstrate an increase in the number and percentage of principals who will improve their leadership skills and apply them for improving schools (page 5). The applicant indicates that it expects 80% of the participating principals will improve their leadership skills and implement different strategies as measured by an In-Basket Assessment Instrument.

2. The applicant provides a very clear description of the setting for the project. The island of Puerto Rico has a high percentage of poverty, has experienced economic stagnation, and has high unemployment rates (page 11). Approximately 85% of all students participate in the federal free or reduced price lunch program. In the district, the applicant reports that 15% of the teachers are in positions for which they are not prepared. In addition, the current principals are focused on assuming a managerial position as opposed to becoming instructional leaders. Approximately 20% of the principals will retire in the next five years (page 14). Citing various research studies, the applicant indicates that the proposed emphasis on leadership will focus on this population and will improve overall student achievement.

3. Having worked together previously in other projects, the partnership is committed to using their existing resources and ensure a systematic approach is used to deliver a standards-based professional development to the district and university personnel (page 17). The project is committed to involve district staff, school leaders, teachers, students, community members, and policymakers. An Advisory Committee will be formed and will be composed of representatives from all stakeholders. The activities are research-based and will focus on components for effective leadership such as setting directions, developing staff, and making organizations work.

4. The applicant reports that it will focus on identifying strategies worthy of replication through ongoing analysis and synthesis of the data collected during the project (page 19). A project evaluation team comprised of the project director, external evaluator and the Advisory Committee will identify leadership strategies that have impacted on student learning and report them appropriately. The materials produced will include the curriculum for the various instructional activities, brochures and other resources, and evaluation reports. In addition, the material will be available on the web pages developed by the project (page 21).

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 is focused on both short-term and long-term outcomes and is based on three key questions (page 23). Using an Outcomes Approach Model, the planned uses an external evaluator who will be assisted by the project director, staff, and the Advisory Committee. Both qualitative and quantitative data will be collected. Examples of the data to be collected are participation logs, surveys and interviews, mentoring and coaching reports, surveys of administrators and teachers, and standardized and curriculum-based measures (page 25).

2. The evaluation plan is aligned with objective performance measures which will provide an indication of the progress of the implementation (page 26). The plan is supported by a comprehensive table which identifies the evaluation questions, the data sources to be collected, and the projected outcomes. For example, for Objective 2, an evaluation question is: Have the principals leadership performance improved? The data to assess this question include the In-Basket assessment instrument and pre-and post test scores (page 28). The outcome is that 80% of the participants will complete the program and be retained. In addition, the applicant provides a second table which provides specific evaluation procedures, personnel who are responsible for them, and a yearly timeline.

3. The plan includes formative assessments which the project staff will use to monitor and make any necessary changes (page 29). Included are planned monthly, quarterly, and annual evaluations which will assist the staff in assessing the outcomes of the project, making any required corrections, examining the merits and values of the activities, and ensuring

compliance with all regulations and guidelines. All evaluation and assessment reports will be posted on the projects website (page 27).

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 proposed project will validate research from such organizations as the Wallace Foundation and other sources concerning effective strategies for principals (page 31). Key aspects of the project include providing professional development that is customized to the principals needs in the school environment, offering a mentoring program to assist principles, and supplying financial incentives to support the work of the mentor principals. Overall the applicant seeks to develop a model to transform schools that can be used by others to become effective and successful.
- 2. Unlike university-based principal training programs, the proposed set of activities and services are developed in the targeted school district where the principal is functioning (page 32). The proposed program works with the principal in the district using effective, responsive, and customized Academy-based programs. In addition, the project will provide a supportive work environment to complement the learning activities through mentoring, coaching, and peer-based professional networking. These activities will lead to improved school effectiveness and greater student achievement.
- 3. Improved teaching and student achievement will be the result of this intensive continuous professional development and training provided through seminars, mentoring, and coaching (page 33). With the increased number of highly effective principals, the project expects to connect theory and practice through authentic school interactions. Periodic and ongoing evaluations will enable the project to develop an effective school administration mentoring and coaching program.

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 provides for both collaboration and cooperation between the University and the school district (page 34). The University will provide technical assistance with training, support services, mentoring, coaching, project oversight, evaluation and technical resources. The district will assist the project director with recruitment of principals, identification of exceptional principals, and support services. Included in the management plan are key personnel such as the project director, program coordinator, administrative assistant, mentors, consultants, the external evaluator, and other professional and technical individuals. The project director (40% time commitment) holds a doctorate in curriculum and an MA in educational administration. The project director will supervise the project, coordinate staff and consultants, organize data collection, work with the external evaluator, and be responsible for all reporting. The project coordinator has a 100% time commitment. The information concerning the project and its personnel are appropriate and will assist the project in reaching its program and financial objectives. The project will also be assisted with the use of a detailed management timeline (pages 39ff).

2. The applicant describes a number of procedures that will assist the project to ensure that feedback and continuous improvement takes place. For example, the project director will develop a procedures manual which will be used to monitor personnel performance, the preparation of reports, and budget administration and revisions (page 44). The project will have monthly meetings of staff and will prepare quarterly reports for the partnerships executive Cabinet. Regular communications will be held with the partners as well as other stakeholders in the project. External communications will be available as well through the project web pages.

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 plans to develop a Principals Leadership Academy which will focus on such key topics as curriculum, student performance databases, and organizational processes (page 7). Included in the topic of curriculum will be such areas as academic standards with grade level expectations, teaching strategies, assessment and evaluation of learning, curriculum mapping, and curriculum integration. In addition, principal participants will improve their knowledge of databases, analysis and interpretation of results, and development of instructional plans. The project also includes

experiences and activities related to decision-making, leadership styles, establishing priorities, and organizational climate.

2. All professional activities being proposed are designed to assist current and new principals in persistently low achieving schools (page 4). The applicant recognizes that school principals are a key component in the integration of curriculum, instruction, and assessment involving continuous improvement for creating effective learning communities. As a result these activities will improve the effectiveness of principals to carry out school reform and improve student performance.

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

Status: Submitted

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Technical Review Coversheet

Applicant: UNIVERSIDAD DEL ESTE (U363A130092)

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	21
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
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 #3 - SLP Review Panel - 3: 84.363A

Reader #2: *****

Applicant: UNIVERSIDAD DEL ESTE (U363A130092)

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 identifies some components of a design of a school leadership program identifying the program's overarching goal and three objectives coordinated to performance outcomes to be achieved by the project. The objectives are charted in alignment with performance outcomes and most are stated in specific and measurable terms. This is evidenced in identifying a goal to implement and establish a Leadership in Education Administration: Development, Empowering and Reform Leaders Institute for current and new principals we presently serve in directing the lowest achieving schools in the Carolina School district. The applicant delineates an objective focused on strategies to enable retaining a 80% of district principal who participate in the professional development program, by 2018. They specify the two major components of the program are that Principals Leadership Academy and the Professional Mentorship Program. Key areas for development among the mentors and principals are delineated. Pages 4, 5, 8, 9

The proposed program defines the lead agency as the Universidad de Este (UNE) which is a part of the Ana G. Mendez University Team, fully licensed in Puerto Rico and accredited by the Middle States Commission on Higher Education. The new mission of the Universidad del Este promotes the development of diverse student populations through research, critical creative thinking knowledge construction and application. The University is identified to offer 20 associates degrees, 35 bachelor's degrees and 17 masters' degrees and 26 certification program. Page 1

The program design of the LEADERS Institute components are clearly charted to include professional leadership training and workshops for current and new principals. This is evidenced in specifying the first workshop to encompass 20 days of

4 hours a day to be conducted in June of year one and is stated to concentrate on curriculum, student performance database and organization processes. Following this each participant selects topics of interest according to the needs of their school and prepares an Individual Professional Development Action Plan. Coaching is aligned in the core areas and workshop facilitators are specified to conduct on site visits to the principals. The second component specified is the incorporation of the NAESP Leading Learning Communities: Standards on What Principals Should Know and Be Able To Do publication.

The applicant specifies a participant's self-assessment instrument and activities to help principals identify the skills they need to develop to advance student learning. In addition, the program details dialogue and reflection meetings as a time and place where principals and mentors can discuss topics of interest. These meetings are scheduled to take place on Saturdays, three times each semester. The outcomes of the meetings are focused on: improving leadership practices; strengthening competencies, skills and knowledge; increasing the number highly qualified principals; mentoring advancing the skills levels of highly qualified principals to lead schools. Pages 8-10

A timeline summarizing the LEADERS Institute activities for each year is charted

2. The proposed program design appears to a limited degree appropriate to successfully initiate strategies to address the needs of the target population. They state that Puerto Rico lags significantly behind the nation both educationally and economically with 41.7% of families living below the poverty level and only 15.8% of adult population holding a bachelor's degree and 81% of residents as potential first generation college students. They present a very concise chart of the population demographics and also detail the school profile and student body characteristics. Page 12

The applicant details teacher characteristics stating that 20% have master degrees and 85% of staff are ranked as Highly Qualified. Correlated to this is the statistics that 15% of teachers are not qualified and are working in teaching positions in which they are not qualified. Pages 12-14

They clearly delineate the characteristics of the school principals noting that 20% will be eligible to retire by the end of the next school year. In addition, they detail a clear description of the educational system of Puerto Rico, specifying that it has been transformed from a highly centralized system into one that generates greater autonomy to each school in the responsibility to effect student mastery of skills and competencies. They note the changes and the vision of the state to advance student learning and specify that the reality is that many principals are not prepared to assume the leadership role in leading the changes. Page 14, 15

3. The proposed project is detailed as a part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. This is evidenced in identifying the applicant's long history of collaborating with the university and with school districts in planning the LEADER Institute. They assert that all partners will fully leverage their existing resources to assure a systematic approach that continues to deliver a standards based professional development program. Page 17

They propose to establish an Advisory Board that will be led by the Project Director. The purpose of the Board is to ensure the optimal design of the program. The Advisory board is specified to be composed of representatives from the university, the school district and from the local community. Page 18

They state that as a result of participation in the LEADER Institute participating principals will be able to apply their basic core of successful leaders to: set direction and chart a clear course in their school with high expectation for learning and using data to track performance and progress; and develop a system with necessary support and training to enable success. The program is goal oriented to enable the schools to work effectively in ensuring that the entire realm of program and services fully support leaning and not inhibit it. Page 18

4. The applicant asserts the project evaluation for the LEADERS Institute will provide guidance about effective strategies for replication of the model in other settings through analyses and syntheses of data collected over the five year implementation with focus on finding evidence of change in the quality of school leadership and changes in student learning. They identify that the project evaluation team will be composed of the Project Director, the external evaluation

and the Advisory Committee. A plan for dissemination is well developed to move the plan from the Carolina School District to other regions. Page 21

They identify the senior project staff to prepare annual reports of the project development and program, highlighting major policy intentions to the realization of federal, state and local education goals and to identify the limitation of obstacles for improving leadership and addressing. Pages 21, 22

They identify each participants to use the LEADER Principal Inventory tool which adapts indicators from existing survey of such leaders such as the Comprehensive Assessment of Leadership and Learning. Page 22

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:

The methods of evaluation plan are an adaptation of the Outcomes Approach Model and includes the use of objective performance measures that are clearly related to the intended outcomes of the project and appear to produce quantitative and qualitative data. The model describes both short and long term goals and help organize and systematize program planning and management and evaluations functions. The plan is framed in three question which encompass the evaluation of: 1. Achievement of milestones with specific staff, method and time frames; 2 achievement of anticipated outcomes and 3 strengthening the Puerto Rico Department of Education-Carolina School District's ability to increase the number of competent principals and increases in student performance. Pages 22, 23

They identify that descriptive statistics will be used to analyze the resources of the pilot tests and demonstrate the extent to which the program is achieving its goal. In addition, interview and survey are stated to be used to reflect on training and support and parent satisfaction with principal quality. They also identify using statistical analyses both traditional and automated to validate baseline data and compare past and current activities. They specify that quantitative data will be collected noting the number of principals who complete the Institute training and student achievement data. Pages 24, 25

They identify that an independent evaluator will be contracted to assist the Project Director, the project staff and the Advisory Committee in analyzing a framework for the final evaluation design. The detail the expertise and experience of the evaluator to be hired. Page 23

2.The applicant asserts that the methods of evaluation provide for examining the effectiveness of project implementation strategies, based on the fact that they are tied to objective performance measures. They identify a monthly, quarterly and annual evaluation report will be compiled and information posted on the program web page for dissemination. Planned monthly, quarterly and annual evaluation are stated. Page 26

The applicant identifies several strategies focused on accomplishing project objectives. For example, the Professional Mentorship Program includes dialogue/reflective meetings for on going review of progress toward attaining program goals and objectives.

3. The applicant presents a chart which effectively details a comprehensive evaluation plan. the chart lists each program objective and aligns assessment questions, the sources of data and the proposed outcomes. The chart is one example of evidencing effective methods of evaluation which are focused to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Evaluation questions are correlated to securing data to indicate an increase in students academic scores and also to note areas of needs. The evaluation components are correlated to the PPAA test and end of year test, goal oriented to demonstrating an increase of 10% from the baseline data. Pages 28, 29

Weaknesses:

The applicant fails to detail or define the performance measure and procedure they note as "the parametric measures of central tendency and variability."

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:

1. The applicant present general information stating the potential contribution of the proposed project to likely to address the increased knowledge and understanding of educational problems, issues, and effective strategies among school principals and begin to address the educational lag of students. Professional development are detailed focused on offering school principals and aspiring school leaders one-on-one coaching and individualized support. Programs with intensive support are significant and potentially likely to result in progress in school leadership. They identify that information obtained from the reports of the project's external evaluation will provide the measurable impact in the design of programs to advance the abilities of school leaders. Page 31

2. The applicant presents general information in which they assert that the results of the proposed program will enable principals to become more effective in their leadership skills and in their ability to work collaboratively with others to achieve the goal of student learning. Information is presented in a general manner and appears to set the ground work for a program that is likely to result in systemic change and improvement.

3. The applicant identifies the results of the program which they pose will improve teaching and student achievement. This is evidenced in identifying the fact that 44-50 principals over five years will participate in the proposed program professional development and in turn be able to make changes in their schools. Page 33

The applicant details the partnership among the university and the school district to provide education and support and

managerial experiences to advance the expertise of school principals. They state their program makes theoretical and practical connection to enable principals to apply strong leadership strategies to help their teachers and address the needs of students. They state that the development of a research based training, mentoring and coaching model will improve student learning and be able to be replicated in other appropriate settings. Pages 33, 34

Weaknesses:

Information is lacking relating the strategies and endeavors of Principal Mentoring to alignment with goals and actions for student achievement.

Information is presented in general and lacks the specificity of how the proposed program will effectively train principals to become stronger leaders and advance student learning in their specific school, addressing their specific needs .

Reader's Score: 21

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 applicant details an adequate management plan to achieve the objectives of the proposed project on time, within budget and including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This is evidenced in a chart which specifies a managerial timeline which identifies each activity, its time frame and the person designated as responsible for the activity. For example, one activity specifies the maintenance of accurate budget expenditures. This activity designates the Project Director as the person responsible for accurate record keeping. Pages 37-39

They identify the Management of the project falls under the primary auspices of the Universidad del Este working with the Carolina School District and the San Juan Education Region. They identify each of the key managerial staff which included the Project director, the Program Coordinator, an Administrative Assistant, mentors, consultants, statistics specialists and interview translators. They assert that the proposed program activities are in compliance with all federal statues. In addition, they specify their organization is in compliance with equal opportunity regulations. Each of the key staff are named and their expertise and expertise noted. Pages 34-37

2.The applicant identified adequate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. This is evidenced in identifying a comprehensive communications data base which will be developed and mainlined by the statistics specialist and will facilitate rapid and accurate reporting monthly, quarter and annually. Pages 43, 44

A comprehensive Organizational Chart is detailed and outlines the authority of key personnel. Page 45

Weaknesses:

None are noted.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

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

General:

The applicant designs a program to implement professional development for current principals in the persistently lowest-achieving schools to: 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 them to support instruction in their schools aligned to college- and career- ready standards. They clearly detail program objectives to address this specifying to significantly increase and retain the number and percentage of district principals who participate in the Institute's professional development.

The applicant notes an outcome for at least 80% of district principals to participate in the professional development programs offered in the Institute to develop leadership 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:

Not addressed by the applicant

Reader's Score: 0

Status: Submitted

Last Updated: 08/20/2013 04:30 PM

Status: Submitted

Last Updated: 08/20/2013 08:17 AM

Technical Review Coversheet

Applicant: UNIVERSIDAD DEL ESTE (U363A130092)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	21
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	94
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	94

Technical Review Form

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

Reader #3: *****

Applicant: UNIVERSIDAD DEL ESTE (U363A130092)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

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

Strengths:

The project design of this application provides a clear road-map for understanding the activities and supports within this proposal. In particular, the logic model provides a nice visual treatment of how the grant is going to balance the leadership academy and the mentorship program. The timeline on page e26 provide a rigorous and ambition approach to the grant.

Weaknesses:

The only item missing from the project design from a clear articulation of the project objectives. Adding a treatment of these objectives and how they are connected to the design would have made this section complete.

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:

This is a complete and meaningful evaluation plan that combines both summative and formative assessments. Additionally, the treatment of constant feedback and the role of the external evaluator provide confidence in the ability for the results of this grant to reach the community stakeholders.

Weaknesses:

No weakness evident within this section

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 discussions around systematic change and impact provide a nice overview of the potential significance of this proposal.

Weaknesses:

This section would have been strengthened by a direct conversation around the impact this proposal will have on student achievement and the targeted population being served. This section lack specificity in the local impact.

Reader's Score: 21

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 strength of this section comes in the forms of the development of an advisory committee and the thoughtful plan around communication and feedback.

Weaknesses:

No weakness are evident in this section

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:

No direct section discussing IP1; however, the application clear discusses the proposed feedback loop with teachers and leaders.

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:

Does direct explicitly address Priority 2; however, the evaluation plan and project design provide a foundation for success based on the academic literature.

Reader's Score: 0

Status: Submitted

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