

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

Status: Submitted

Last Updated: 08/13/2013 04:30 PM

Technical Review Coversheet

Applicant: Western Michigan University (U363A130108)

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 | 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 #4 - SLP Review Panel - 4: 84.363A

Reader #1: *****

Applicant: Western Michigan University (U363A130108)

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 and 14 eligible, high-need public school districts in Michigan propose to conduct the Achievement-Centered Leadership Program for Practicing and Aspiring Principals to work with 60 pairs of practicing and aspiring principals, with a total of 120 participants over the five-year period. The program focuses on the development of instructional leadership and management skills that support instruction aligned to college and career-ready standards. The Achievement-Centered Leadership Program proposes to engage practicing and aspiring principals from high-need districts in the learning and application of core leadership practices associated with the six dimensions of principal leadership that are related to higher student achievement. The goals, objectives, and outcomes of the proposed project, relative to the logical model, consists of two major components; the six dimensions of leadership practices of school principalship associated. Improving student achievement through increasing the support of focused instruction and increasing the capacity of schools to meet college- and career-ready standards are proposed, including the logical model used as the theory of learning and practice for adults in a complex organization. Pgs. 3-5

2.The applicant provides a variety of needs relative to the targeted population. For example, data specifically describing participating school districts' unweighted average of minority student composition was 34%, only slightly higher than the state's average of 31%, including the free and reduced-price lunch unweighted average for participating school districts which was 68%, much higher than the state's average of 48%. Additional data includes a comparison between the participating school districts and the state average for sample MEAP results at elementary and middle school levels; and a comparison between the participating school districts and the state average for SMMC results at high school levels and

other district-wide statistic. The proposed project is proposing to enable the participating school districts to meet its need for principals who have the skills and competencies necessary to significantly improve schools and student achievement in participating school districts. Pgs. 18-20

3.The Achievement-Centered Leadership Program is designed to enhance the skills of practicing and aspiring principals in the participating school districts to improve student achievement. The proposed project engages practicing and aspiring principals in achievement-centered leadership development. It is part of a comprehensive effort to improve teaching and learning and support rigorous standards for students by focusing on the dimensions of the principal leadership that are empirically associated with higher student achievement, which is part of the effort to improve student learning in the participating, high-need school districts; consistent with the work that the schools do under the Education Yes! program. Pgs. 20-21

4.The project is proposed with intent to replicate the project activities and strategies through a set of materials on curriculum, training manual, mentoring manual, and assessment tools. The applicant describes examples of replicating the data-informed decision-making work at the state level such as the Wallace Foundation funded the Data-Informed Decision-Making project, and utilizing the developed curriculum on data-informed decision-making with context analysis in the schools and best practices. In partnership with Michigan Department of Education, the development of Data-Informed Decision-Making, and the development of an instrument entitled Data-Informed Decision-Making on High-Impact Strategies. Pgs. 21-25

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 applicant addresses a on-going system of formative and summative evaluation linked directly to the needs established by the gap/needs analysis and articulated goals throughout the proposal, which includes both traditional evaluation activities for the proposed project. The applicant clearly charts deliverables of various components of the proposed project, both formative and summative and quantitative and qualitative data that will be collected. For example, the quantitative data include data collected using instruments or sources from the Vanderbilt Assessment of Leadership in Education (VAL-ED); data-informed decision-making; and a school process instrument developed based on the School Leader Questionnaire by University of Michigan and National Center for Education Statistics' Schools and Staffing Survey. Qualitative data include areas such as feedback on the content and delivery of each module, including feedback on the mentoring activities, and the artifacts contained in the Leadership Portfolio. Data will also be collected with methods such as questionnaires, interviews, observations, archives, standardized tests, and document analyses. Pgs. 25-27

2.The applicant demonstrates an experimental design that involves randomly assigning the participants into two cohorts to

evaluate the outcomes of the proposed program, including 60 pairs of participants of the project who will be randomly assigned into two cohorts. The assignment apparently meets the requirement for a rigorous, scientific design and builds a base to contribute the possible difference between two groups to the proposed project. A clear demonstration also includes a summary of instruments, measures, and their psychometric properties that includes the project domain, content of the data; data collection method and instruments. The statistical analysis involve a two phase cohort that include a pretest/post-test randomized-groups design will be used to compare the experimental and control group; and a pretest, mid-test, and post-test randomized-groups design will be used to compare the two cohorts with a focus on detecting the long- and short-term effect. Pgs. 28-33

3.The proposed evaluation method will provide performance feedback to allow periodic assessment of progress toward achieving intended outcomes. First, throughout the duration of the five-year grant, an evaluation after each module will be conducted. The data will allow continuous improvement of the content and delivery of the program. Second, by the end of Phase I, conclusive data on the impact of the program on the participants, their teachers, their schools, and their students will be provided. Third, continuously collection of feedback from the participants and mentors through reviewing the mentor's log, the participant's Leadership Portfolio, and observing the activities will be done. Finally, the monthly meeting by the management team and the quarterly meeting with the advisory board will provide an opportunity to have feedback and improve the proposed project. pg. 34 The applicant demonstrates the actions to ensure the replication of the proposed project that includes a set of materials on curriculum, training manual, mentoring manual, assessment tools that will be prepared and disseminated; efficacy data for the project on participants, the school, and the student will be collected, analyzed, and disseminated; and the constructive relationship that we have with Michigan Department of Education and other organizations.

Weaknesses:

The applicant does not clearly describe how often feedback for the proposed evaluation of the project would be collected, analyzed or disseminated for the proposed project.

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 proposed Achievement-Centered Leadership Development Program for Practicing and Aspiring Principals is based on current knowledge from research and effective practice, including the six dimensions of principal leadership that are related to higher student achievement. The proposed project will contribute to increased knowledge and under The Logic Model of the Impact from the Program to Participants, to Schools, and to Students. Studies find that principal leadership is second only to teaching among school-related factors that affect student learning, and professional development can improve principals' leadership. The proposed evaluation activities will assist with how the training affects the principal leadership, which in turn impacts the school process and culture and subsequently student academic achievement. The proposed project is based on solid, up-to-date empirical research and best practices. The applicant expects significant impact on student achievement as measured by the rigorous Michigan Educational Assessment Program. Therefore, the proposed project will increase knowledge and understanding of raising student achievement via enhancing principal

leadership. Pgs. 34-35

2.The applicant have worked on developing an aligned system of leader development, which is operationalized in the state of Michigan where principal training begins with pre-service preparation in MDE-approved university programs. The proposed project would utilize the strength of both the RDDE and DDAE models to have the six-module framework as an externally initiated force, but allow the practicing principals, aspiring principals, the mentor, and other stakeholders to work together to use the school as a unit of change within a supportive district context. Therefore, the educational renewal activity at the school level will add a model of how to engage in system change and improvement. Pgs. 35-37

3.Results for the participating schools and school districts are proposed for dissemination and replication across the state. The coalition of 60 schools in 14 school districts across the state, along with the scale-up efforts by Michigan Department of Education, will serve as the foundation for a significant magnitude of results. The applicant demonstrates the characteristics of the project based on the support from the participating school districts; including the delivery strategy that takes into account characteristics of adult learning and the complexity of school renewal, and the sufficient level of intensity and duration to ensure the impact. The applicant describes the involvement of the collaboration of the partners for maximizing the effectiveness of project services. For example, the proposed project is a partnership between 14 public school districts and Western Michigan University (WMU). It has the support of the superintendent and the school board of the participating school districts. WMU is one of 76 public institutions in the nation designated as universities with high research activity by the Carnegie Foundation. The faculty of educational leadership has extensive experience in partnering with school districts to improve student learning. The proposed project represents a form of school-university partnership that maximizes the effect of project services. Pgs. 37-40

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 applicant clearly describes a team of instructors/mentors for the modules, including the responsibilities of other key project members, who will deliver one modules and mentor five pairs of practicing and aspiring principals in order to increase the efficiency and coherence of the program delivery. A detailed table illustrating the timeline and milestones are clearly demonstrated for the 30-month program. The time commitments of the project directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. Over the course of the 5-year project, the Director will spend about 50% of time on the project. The budget for each year is consistent with the nature of the work. The funds requested in this proposal will be allocated to assure that an appropriate amount of time is invested by key members of the project. The time commitments of the project co-directors and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. The qualifications, including relevant training and experience, of the Project Director and key personnel is clearly described in the bio sketches and attached resumes. Pgs. 41-49

2. The applicant proposes to conduct a formative evaluation with participants for each of the modules of the program, including conducting an evaluation with participants. Second, when the first cohort is completed in 30 months, there will be data from the principals, teachers, students, and schools to compare the possible difference between the randomly assigned first and second cohorts. Third, reporting of the results related to the operation of the project as well as formative and summative evaluations in their aggregated forms to the participants and their school districts, and the professional community including Michigan Department of Education, from all of whom we will seek feedback. Finally, the committed engagement by identified partners will also ensure feedback and continuous improvement in the operation of the proposed project. The participating school districts expect that the project improves principal leadership which will, lead to higher student achievement. Michigan Department of Education is looking for an effective model of school improvement via leadership development. Through frequent interaction with the project staff, the partners will provide feedback for continuous improvement in the operation of the proposed project. pgs. 49-50

Weaknesses:

None noted.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

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

General:

This proposal responds to building on the success of the existing collaborative partnership and program design and maximizing the design to meet a critical district need to build advanced leadership capacity in turnaround leadership. The proposed program, Turnaround Leadership for Student Success (TLSS), will expand the current program design for aspiring principals, as well as offer experienced principals advanced and intensive coursework with ongoing support for turnaround leadership in our highest need schools. Pg. 24-25

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 response.

Reader's Score: 0

Status: Submitted

Last Updated: 08/13/2013 04:30 PM

Status: Submitted

Last Updated: 08/19/2013 10:14 AM

Technical Review Coversheet

Applicant: Western Michigan University (U363A130108)

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 | 42 |
| 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 | 13 |
| 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 #4 - SLP Review Panel - 4: 84.363A

Reader #3: *****

Applicant: Western Michigan University (U363A130108)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

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

Strengths:

The applicant provides six dimensions of Achievement-Centered Principal Leadership that are the cornerstones for the project design. These six dimensions are based on research that indicates that adapting these six dimensions to the leadership roles in a school will result in improved teaching and learning. These dimensions are clear goals of the proposed project. (Pages e15-e19)

The applicant also is planning to use a five-level-of-learning process to engage practicing and aspiring principals in school renewal in a complex system. This component provides support of a clearly developed project design. These elements include experiential, declarative, procedural, contextual, and evidential levels of learning. (Page e21)

The applicant clearly outlines the needs of the target populations which include higher than average percentage of students who are receiving free and reduced lunches and that student proficiency as measured by state tests indicate that the participating school districts are lower than state averages in several areas. These needs will be addressed through the principal leadership training that includes improved skills necessary for improving schools and improving student achievement. (Page e32)

The applicant indicates that to meet the needs of improving student achievement the proposed project relies on efforts that focus on the dimensions that are directly associated with high student achievement. These efforts should provide this project with a clear link between the participants learning and the focus on improved student achievement. (Page e35)

The applicant indicates that the proposed project will result in information for the purpose of replication through the use of curriculum and training materials for the Achievement-Center Leadership Program for Practicing and Aspiring Principals. In addition to the set of materials the project evaluation will help to replicate other projects that will address improvement of leadership skills. (Page e36)

The applicant relies on long-lasting partnerships with the Michigan Department of Education, the Wallace Foundation and the school buildings that will be targeted by the proposed project. The applicant has included letters of support from the school building sites. This is essential for the project to be successful. (Letters of Support)

Weaknesses:

Although the applicant does outline that there are objectives that are four-fold, the applicant does not outline objectives that are measureable and specific. (Paged e25)

Reader's Score: 42

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

The applicant includes in the project evaluation plan high quality efforts of measurement. These include both quantitative and qualitative data collection to support each of the domains that are the basis for the project design. Quantitative measures will include the Vanderbilt Assessment of Leadership in Education and student achievement data. The Qualitative data included will be artifacts in the Leadership Portfolio and observations. These efforts appear to be a comprehensive evaluation process. (Page e39-e41)

By outlining the deliverables of various components of the Proposed Project, the applicant provides an evaluation plan for examining the effectiveness of the project implementation. For example to address the base line data, the pre-assessment of the participants and their schools will include specific quantitative data. (Page e40)

The applicant includes a clearly defined logic model that supports the processes that will assure continuous improvement. (Page e47)

Weaknesses:

Although the applicant indicates that the evaluation methods will include feedback and permit periodic assessment of progress, the applicant does not provide a feedback process that includes when and what feedback data will be shared and with whom that feedback will be shared. (Page e48)

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:

Since the proposed project is developed using research-based leadership training and the project evaluation processes include a research study, the project should be providing significant impact on increased knowledge by the participants regarding leadership skills. (Page e49)

The applicant indicates that significant system change for the district will occur since the intensive training of the practicing and aspiring principals are connected both together and with the schools that they are part of. The action projects that are part of the training will have direct effect within the school buildings. (Page e50-e51)

The significance of the proposed project reaches a high magnitude as the results of the outcomes are clearly defined in Table 11. These outcomes and the partnerships that have been formed support the likelihood of this project to find success. (Pages e52-e53)

Weaknesses:

There are no identified weaknesses.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

- (1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (2.) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant provides a comprehensive management plan that includes clearly defined timeline and milestones for the project activities. The outline, if followed, should provide for completion of the project on time. (Pages e54-e59)

The applicant includes periodic checking with stakeholders as part of the management plan. This should assure that continuous improvement will occur. (Pages e54-e59 and pages e63-e64)

The time commitment of the project directors and other key personnel appear to be appropriate to complete the project on time and within the proposed budget. (Pages e59)

The key players in the management team appear to have a variety of background and experiences that will assist the project completion and success. (Pages e61-e63)

Weaknesses:

Since the selection process for the building leaders is not defined and the applicant does not include a description of the existing administrators that will be participants, it is not clear how these individuals will be part of the management team and/or the feedback process.

Reader's Score: 13

Priority Questions

Invitational Priority 1 - Invitational Priority 1

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

General:

The proposed project is consistent with invitational priority 1. This project works with practicing and aspiring principals to address the elements of this priority.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

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

General:

The applicant does not address this priority.

Reader's Score: 0

Status: Submitted
Last Updated: 08/19/2013 10:14 AM

Status: Submitted

Last Updated: 08/19/2013 10:03 AM

Technical Review Coversheet

Applicant: Western Michigan University (U363A130108)

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 #4 - SLP Review Panel - 4: 84.363A

Reader #2: *****

Applicant: Western Michigan University (U363A130108)

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 clarity of the project goals and the strategies to achieve the goals are clear, which is based on the "Achievement-Centered Leadership Development Program." There are two components to the program, the six dimensions of leadership and the five-level-of-learning (see pgs. e17 & e21). The two components represent the strategies to achieve the stated goals as specified in Table 3 on pg. e23. There is enough detail about the specifics of each component, but not too much detail which could cause confusion in trying to understand the project design. The six-dimensions of the Achievement-Centered Leadership Development Program encompass many of the elements as outlined by Darling-Hammond, L. et. al. (2007), "Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs, Stanford Educational Leadership Institute." One of the elements is on pg. e17, "Engage in data-informed decision-making." Quality decision making is grounded in using valid and reliable data. A good leader must use data to drive decision and to be an effective influencer within the school. Finally, each of the six-dimensions are well-grounded in a significant amount of research on effective leadership preparation, see pg. e17 Table 1.

Weaknesses:

There were no weaknesses identified.

Selection Criteria - Quality of the Project Evaluation

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

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

Strengths:

The evaluation plan to assess the project is clearly presented and adequate (see pg. e43) Table 9. In Table 9 the domains represent the research questions. The table links the research questions to the data collection methods and instruments use to answer the research questions. Understanding the validity and reliability of surveys is a matter of assessing their psychometric properties. If instruments used do not have acceptable psychometric properties, then the casual claims purported are not valid. The applicant provided the psychometric properties for the instruments being used, and all of the values are acceptable. This additional information being provided in the proposal is an exceptional practice.

Weaknesses:

Given the extensive details provided in the evaluation plan, one important element was missing. The applicant did not provide the expected effect sizes necessary to determine the success of the project. Therefore, any significant differences observed from the project could be taken as success. In research, a significant difference does not equate to practical significance.

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 significance of this project is grounded in the well-designed "Achievement-Centered Leadership Development Program." There are two components to the design, the six dimensions of leadership and the five-level-of-learning (see pgs. e17 & e21). All of dimensions are necessary if student achievement will be positively impacted. In addition, the design of the "Achievement-Centered Leadership Development Program," is grounded in a significant body of research. As stated by the applicant on pg. e49, "...the proposed project is based on solid, up-to-date empirical research and best practices." The proposal is exceptional in addressing the criteria related to the significance of the project.

Weaknesses:

There were no weaknesses identified.

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 outlined by the applicant is exceptional. The plan starts on pg. e55, and provides in a very didactic manner the timeline, project activities, the responsible parties' time commitments, and their skills/experiences. The team consists of four well-qualified key leadership members. In reviewing each of the resumes of the key members of the management team, they are qualified to serve in their assigned roles. For example, Dr. Shen will be a co-director of the program; he has published a number of books on leadership as stated on pg. e60. Also, there are key project members outlined by module. Recall that there are six modules to the design of the program. For example on pg. e56 as stated by the applicant, "Dr. Walter Burt.....Developer and instructor for module # 1, mentor for five pairs of practicing and aspiring teachers..." Based on the review of the clearly outlined management plan, the team should be able to achieve the goals and objectives outlined for the project.

Weaknesses:

There were no weaknesses identified.

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:

There are two components to the program, the six dimensions of leadership and the five-level-of-learning (see pgs. e17 & e21). The two components represent the strategies to achieve the stated goals as specified in Table 3 on pg. e23. Based on the review of this proposal, this Invitational Priority is adequately addressed.

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 priority was not addressed by applicant.

Reader's Score: 0

Status: Submitted

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