

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

Status: Submitted

Last Updated: 08/16/2013 03:38 PM

Technical Review Coversheet

Applicant: Wheaton R3 School District (U363A130115)

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 | 44 |
| 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 | 13 |
| Sub Total | 100 | 97 |
| 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 | 97 |

Technical Review Form

Panel #11 - SLP Review Panel - 11: 84.363A

Reader #3: *****

Applicant: Wheaton R3 School District (U363A130115)

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's framework is well developed with clear, specific, and measurable goals, pages 2-4. This plan should help alleviate the needs of the participating district caused by many outlying factors such as: a high turnover rate of principals and assistants, a high percentage of children in poverty, high percentage of teachers with emergency, provisional, or temporary certification or licensing, a high percentage of districts not meeting Adequate Yearly Progress (AYP), and tornadoes and storms causing massive destruction, pages 5-9. The project has a solid conceptual framework that consists of four major stems which will improve teaching and learning and support rigorous academic growth for students. Each of these stems is outlined in detail with thorough reference to research and effective practice, pages 9-15.

Weaknesses:

The application could have been strengthened by describing how the 50 pairs of practicing and new or aspiring principals/assistant principals (a total of 100 participants) will be selected. It would also be helpful to add the criteria used for this selection.

Reader's Score: 44

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 application provides detailed charts representing the targets for each of the goals and objectives, pages 21-24. The project has hired outside evaluators to prepare the evaluation design and make recommendations regarding data collection and construction of any additional instruments needed to evaluate the project, page 27. The use of quantitative data to assess effectiveness of the five performance measures should help to determine the effective outcomes of the program. The evaluation also includes measurement of student achievement for each of the participating principals or assistant principal's buildings by using pre- and post scores on the Missouri Assessment Plan (MAP) which will allow for further investigation of the relationship between student performance and current Principal licensure test, page 25.

Weaknesses:

No weaknesses found.

Reader's Score: 15

Selection Criteria - Significance

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

(1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2.) The likelihood that the proposed project will result in system change or improvement.

(3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The application describes how the project will use the four major stems of the conceptual framework, pages 10-15, to assist with identifying specific behaviors, methods, and strategies that lead to successful leadership and eventual increased student achievement. The application suggests that little has been done in the past to offer professional development to the school leaders. This is an opportunity to incorporate many of the previously validated elements used for the training directed to teachers to create a successful experience for school leaders, faculty and staff and students, page 28.

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 project will be managed by a team of professionals consisting of two co-directors, elementary Principal, three members working with development and instruction. In addition to the management team, a team of instructors/mentors will work with the team. Members of the leadership team all exhibit extensive leadership experience in schools. The timeline for the project is thoroughly described with benchmarks for each of the activities, pages 36 -39. The outside evaluators will make recommendations regarding data collection and construction of any additional instruments needed to evaluate the project, page 35.

Weaknesses:

It would have been helpful to include the expanded school improvement team, who will facilitate the development and implementation of the activities at the schools, included in the proposed activities described in the timeline, pages 36-39. It would be helpful to include this group in the on-going meetings and discussions in order for them to better implement the project at the school level.

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 application does not address Invitational Priority 1.

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 application does not address Invitational Priority 2.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/16/2013 03:38 PM

Status: Submitted

Last Updated: 08/16/2013 05:16 PM

Technical Review Coversheet

Applicant: Wheaton R3 School District (U363A130115)

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 | 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 #11 - SLP Review Panel - 11: 84.363A

Reader #2: *****

Applicant: Wheaton R3 School District (U363A130115)

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 presents a group of goals, objectives and performance measures that align with the stated purpose of the project. The goals and objectives are specific and measurable. The performance measures contain numeric performance targets that will facilitate project evaluation and assessment of project progress (p2-4). The design of the project meets the needs of the target population in that it provides professional development to both current and aspiring school leaders. The alignment of activities with ISLLC standards is a strength of the proposal in that it will ensure the roster of activities reflects research and field expectations for high-quality leaders (p10-11). The graphic on page 10 highlights four frameworks that link classroom/leadership performance to student achievement. The embedded strategies (instructional leader strategies, backwards planning, classroom observations, etc) further demonstrate the interconnectedness between leadership development and classroom performance written into this project (p10-17). The applicant's advanced focus on replication is due to its commitment to share resources with other rural districts in the Southwest Center for Educational Excellence (SWC) (p17-18). A trunk/toolkit, resources, and project website will facilitate replication efforts.

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 applicant uses objective performance measures that will produce both quantitative and qualitative data. Performance measures used represent industry or state recognized performance system, including ISLLC, Missouri Model Educator Evaluation System Principal Evaluation, and the School Leaders Licensure Assessment (p21-24). The use of evaluative feedback from multiple instruments/sources will likely ensure that the applicant has a well-rounded assessment of candidate/administrator performance at the end of the project and at interim checkpoints. Survey data, classroom/administrator observation, and questionnaires will define most qualitative assessments in this project and are appropriate for gathering feedback from each participant on training, topics, and the success of administrator/aspiring administrator pairings.

Weaknesses:

None noted

Reader's Score: 15

Selection Criteria - Significance

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

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

Strengths:

The purpose of the project is to address leader training/development in rural, high-need areas. The focus of this project, therefore, is significant in that it provides for training and assesses if it prepares aspiring administrators for the demands of leadership in these areas. The project also ensures that current principals have the opportunity to develop their leadership skill set and improve practice. System change is highly anticipated because mentor pairings come from schools across the Consortium and the project was designed to provide services that addressed an expressed need.

Weaknesses:

None noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The applicant presents a developed management plan. The project will have two co-directors and development/instructor personnel, and instructors/mentors (p31-33). The number and type of personnel reflect the project's design and the size of this project (n=100). The timeline will assist with project monitoring, in that it includes time targets, activities and persons responsible (p36-39). Continual feedback has also been considered and is integrated into the management plan through surveys and routine project and mentor/mentee meetings.

Weaknesses:

None noted

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

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

General:

The applicant did not address this invitational priority.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

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

General:

The applicant did not address this invitational priority.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/16/2013 05:16 PM

Status: Submitted

Last Updated: 08/16/2013 04:49 PM

Technical Review Coversheet

Applicant: Wheaton R3 School District (U363A130115)

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 | 14 |
| 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 #11 - SLP Review Panel - 11: 84.363A

Reader #1: *****

Applicant: Wheaton R3 School District (U363A130115)

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 goals, objectives, and outcomes to be accomplished by the proposed project are visibly particular and quantifiable. For example, the applicant describes six goals, objectives, and measures in a detailed chart. The applicant has defined specific questions to guide the project (pp.2-4).

The applicant provides a table that describes the activities and topic titles that will be integrated to achieve the goals and objectives of the proposed program (pp.18-20).

The design of the proposed project is appropriate to, and will effectively focus on, the needs of the aimed population or additional recognized needs. An analysis of enrollment data in the target school population data presents an ongoing decline in enrollment since five years. The composition of the district is 32% minority population (27% Asian and 5% Hispanic). The applicant states the enrollment and the demographic composition may have some connectivity (p.4).

The district consists of schools that are disadvantaged, small, rural, and isolated districts in need of professional development and leadership opportunities that will assist district partners, school leaders, teachers, and students. The existing problems are high turnover rate of principals and assistant principals; high percentage of children living in poverty; high percentage of teachers with emergency, provisional, or temporary certification or licensing; low performance; and so forth (pp.5-8).

The anticipated project is part of a full endeavor to improve teaching and learning and support precise educational principles for students. The applicant provides a structured conceptual framework that includes research-based, job-

embedded and results-oriented models for professional development. For example, the applicant provides a graphic model that illustrates the interaction of four areas that will be utilized for the focus of professional development opportunities (pp.9-15).

The design for applying and assessing the planned project will conclude in information to steer possible reproduction of project activities or strategies, including findings about the effectiveness of the approach or strategies utilized by the project. For example, the applicant proposes that Cadre 2 will be a reproducible model, set for distribution. The effectiveness of the project will follow measures, For example, one measure will involving a summary of the results within thirty days of the day regarding teacher performance and involvement and another measure will be in a form of an annual evaluation (p.20).

Weaknesses:

No weakness 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 methods of evaluation consist of the use of objective performance measures that are comprehensible connected to the anticipated results of the project and will yield quantitative and qualitative data. For example, the applicant provides a baseline for each year to increase the amount of current principals and assistants principals who meet the ISLLC standards. Other goals, objectives, and measures are included in charts (pp.21-24).

The methods of evaluation allows for reviewing the effectiveness of project implementation strategies. For example, the applicant will collect data using participation rates and pre-post performance scores, scores from the School Leaders Licensure Assessment (SLLA), and results from the state model educator evaluations system. Also, attendance, disciplinary actions, and graduation rates will contribute to future exploration of the data (pp.24-26)

The applicant will use external evaluators that will be responsible for making suggestions regarding data collection and analysis.

The methods of evaluation will offer performance feedback and allow intermittent evaluation of progress toward obtaining forecasted results. For example, the applicant will monitor each proposed activity by pre and posting testing.

For example the applicant will use external evaluators that will make suggestions regarding data collection and analysis. Questionnaires will be developed by the external evaluator for assessing of the mentoring teams. This action will involve pre and post yearly assessment of the use of administrative strategies, attitude changes, and suggestions. The line for reporting results and outcome will be including in the quality of the program evaluation (pp.26-27).

Weaknesses:

No Weaknesses found

Reader's Score: 15

Selection Criteria - Significance

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

(1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2.) The likelihood that the proposed project will result in system change or improvement.

(3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The potential contribution of the proposed project to increase expertise or comprehension of effective strategies is obtainable. For example, the proposed project model will create valuable resources for school leaders through distribution of the "tool kit resource", trunk, and supplementary training materials. Also, the applicant will create a website where other can access training modules and resources (pp.27-28).

The likelihood that the proposed project will conclude in system change or improvement is realistic. For example, applicant has a solid reputation of 17 years working with district partners and educators. The project will meet the need for providing training for schools leader as to compare in the past training assistance was geared at teachers and district testing coordinators (p.28).

The project has had past success of increasing teacher content knowledge and student achievement using quasi-experimental methodology through two previous grants (p.28).

The importance or scale of the conclusions or outcomes possibly to be acquired by the planned project, mainly improvements in teaching and student attainment is clear. For example, the applicant will provide instruction on data-based decision making to school leaders in schools district labels as "high poverty" and "in need of improvement," based on free and reduced meals guidelines and district annual performance reports. The applicant's anticipated goal is to enhance the value of leadership and instruction in schools systems by gathering student and principal accomplishment data and involvement, providing documentation for ongoing program improvement in schools and grant training actions (p. 29).

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 applicant provides personnel information including education, qualification, training, and experience (pp.34-35). Also, staff resumes are provided in Appendix C of the application (p.93-105).

The applicant issues a comprehensive timeline that indicates the due dates, proposed activities, and designated persons for completing the assigned duties (pp.36-39).

The applicant provides a budget that lists the time commitment of all key personnel associated with the project. The budget lists all funds for program activities (pp.33-34 & p.137-140).

The competence of procedures for providing feedback and constant improvement in the process of the proposed project is evident in the quality of management plan. For example, collaboration of participants will be evaluated through on-site visits, survey, Facebook discussion, discussion board postings, phone logs, and email records. The collected data through the assessment process will help in program review of the effectiveness of the project and need for making changes (p.33).

Weaknesses:

The applicant fails to provide a relationship with how the advisory committee at the project level will work together with the expanded school improvement team at the school to achieve project goals and objectives (p.35). For example, the advisory committee is not indicated in the timeline in regard to adequacy to achieve project objectives (pp.37-39).

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:

No

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: 08/16/2013 04:49 PM