

**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: William Paterson University (U363A130047)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	45
Quality of the Project Evaluation		
1. Quality of Project Eval	15	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 #3: *****

Applicant: William Paterson University (U363A130047)

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 and six objectives are clearly outlined in the proposal (pages 6-7) and are specific and measurable. The collaborative partners will address the needs of the targeted population as described in the outcomes of the objectives (pages 8-15). A particular strength of these outcomes is the extensive mentoring program outlined on page 10. Professional development will be designed based on needs identified by the schools' three executive directors for principal evaluation and coaching. The proposal is based on the highly successful Professors in Residence (PIRs) model, the new Leaders in Residence (LIRs) will guide and mentor school leaders, observe and provide feedback on reported needs and applications of theory and strategies taught at the professional development LAL Institute (page 15).

Weaknesses:

No weaknesses found.

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

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

Strengths:

The project evaluation charts are a comprehensive outline of the performance measures outlining and identifying key components/activities of the intervention, and the relationship among the objectives, components, and outcomes (pages 17-30). The project evaluation is designed to provide continuous monitoring of services to participants as well as the gathering of evidence to determine impact and effectiveness of the program and progress towards meeting the overall goal and objectives (page 38). Evaluative methods include surveys, interview and focus group discussion protocols, university performance, leader retention, rubrics for use in assessing participant online portfolios, and interim and final reports.

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 proposal supports the research that we must begin to cultivate a new generation of leaders who are of exceptional quality (page 40). The project will provide opportunities for aspiring school leaders to grow through their own professional experiences as well as under the mentorship of more senior principals while, at the same time, give senior leaders a chance to benefit from continuous learning through ongoing professional development opportunities. The proposed project will model collaboration across traditionally separate worlds—teacher and leader preparation/professional development (page 39).

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The management plan is clearly outlined on pages 17-30. The management plan calls for clearly defined responsibilities, a well sequence series of activities, timelines, milestones and assessments to accomplish the project goal and objectives. The evaluation plan indicates the assessment measures and procedures that will be used to provide feedback to project staff and the school district regarding progress towards accomplishing project goal, objectives, and outcomes (page 49).

Weaknesses:

No weaknesses found.

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 application addresses Invitational Priority 1: Building Leadership Capacity

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: Supporting Practices and Strategies for Which There is Moderate Evidence of Effectiveness.

Reader's Score: 0

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Status: Submitted

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Technical Review Coversheet

Applicant: William Paterson University (U363A130047)

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	43
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	98
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	98

Technical Review Form

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

Reader #2: *****

Applicant: William Paterson University (U363A130047)

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 set of developed goals and objectives that clearly identify the number of administrators and aspiring administrators involved in the project (p6-7). Objectives are aligned with the purpose of the project and provide quantitative benchmarks for performance. The clarity of the goals, as stated, will support project implementation and evaluation. Quantifiable outcomes assigned to each objective further refine performance expectations and ensure that the project will be able to assess its progress toward increasing the number of aspiring and retention of high-quality administrators (p8-15). The design of the program, selecting participants and providing research-based training and support, will meet the needs of the Paterson School District to train and retain high-quality principals in high need schools (p5). The applicant has previously established a network of professional development schools and implemented the use of Professors in Residence to provide guidance and supports for novice teachers. The addition of a Leader in Residence and a training institute for aspiring/novice administrators will insure that resulting resources and supports are available to address both administrator and teacher needs in high need schools (p4). In that the project will assess participant completion, placement and retention in administrative roles and Residence positions are well-defined, the proposal will likely result in a replicable framework for other districts with high-need schools (p6).

Weaknesses:

The narrative does not clearly explain why only 40 aspiring administrators are targeted for this project. New cohorts are established in years one and three only. If year five is not considered because participants will not graduate within the scope of this grant, new cohorts in year two and four would be able to complete the 39-credit program leading to

certification. More information is needed.

Reader's Score: 43

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

The evaluation plan maps quantified outcome measures with each project objective. Methods of project evaluation include completion/retention rates, course performance/grades, licensing test scores, (p32-34). The alignment of objectives and outcomes ensure that the evaluation will yield appropriate feedback on project progress (p34). Qualitative measures are also included in the evaluation plan and include logs, interviews, focus groups, and surveys (p35-36). Methods of evaluation slated for the project will tell developers if programming appropriately prepares novice administrators for placement in a high-need school, if preparation supports their tenure in high-need schools and if they master University competencies slated for a graduate program in educational leadership. The applicant states that data collection will be ongoing and that project modifications will be made at each semester and end-of-year. The establishment of professional relationships between staff and Residence personnel also lends itself to continual assessment and revision of project activities in each site-based program (p36).

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 proposed project will provide Paterson district-level leadership with feedback on resources and training needed by its administrators in high-need schools. The identification of needs in high-need environments is critical because of the number, complexity, and pervasiveness of issues presented by families, students, and teachers in high-need schools. The inclusion of a higher education partner that trains administrators in the area will ensure that administrator and teacher

preparation programs either build upon or are informed by findings from this project. Systemic change in district-provided training will result in that foundational training will be provided by the proposed project. Findings from participation action research projects are a strength of the project in that they will address site specific problems and may also result in systemic changes (p9). Ultimately, the results of this proposed project will indicate the impact administrator preparation/training has on student improvement within Patterson Public Schools system. The confirmation or challenge of existing indicating that there will be an impact is an important result of this proposed project.

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 proposed management plan is well-developed and reflects the design and purpose of the project. The use of a project director with experience in K-12 and higher education, a co-director who has conducted research on teacher leaders, and a project coordinator tasked with guiding training components will likely ensure adequate guidance and oversight for a project serving 40 aspiring administrators, an annual institute involving district principals, and Residence personnel assigned to PD schools (p8-15, 47-48). The project timeline is well-developed (i.e., aligned activities, time benchmarks, persons responsible, and outcomes/evaluation description) and is delineated by project objective, which will likely ensure that project implementation and evaluation are considered together (p17-30). Strategies to garner feedback are adequate in that they gather feedback from all stakeholders, and include routine mentoring/coaching sessions, periodic surveys, and review of performance in graduate classes (p35-38).

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 addressed invitation priority two (p11). The project management plan delineates topics covered in proposed training and establishes that essential leadership competencies will be addressed in the institute and in district training for all administrators. Topics noted in the narrative include instructional leadership, school culture, data-based management, accountability, community engagement, guiding school personnel and meeting the needs of ELL students (p17-30).

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 priority one.

Reader's Score: 0

Status: Submitted
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Status: Submitted

Last Updated: 08/16/2013 04:39 PM

Technical Review Coversheet

Applicant: William Paterson University (U363A130047)

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	40
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	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 #11 - SLP Review Panel - 11: 84.363A

Reader #1: *****

Applicant: William Paterson University (U363A130047)

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 several goals, objectives, and proposed outcomes that are evidently individualized and assessable. For example, there will be a focus on improving student achievement of P-12 high need students in an urban setting by identifying, selecting, preparing, and supporting highly effective school leaders. For example, the intended goal will be to increase the amount of newly certified school administrators and enhance the skills of existing principals serving in a high needs LEA by supporting 40 aspiring educational leaders teaching in the target schools in their pursuit to complete a M.ED degree in Educational Leadership leading to principal licensure through mentoring (pp.6-9).

The applicant indicates existing problems and needs for serving the target population (all students, ELLs, and special needs students) by shifting from managerial leadership to an instructional leadership approach. For example, the applicant provides information related to economic needs: 22,455 children are eligible for free or reduced lunch. The student body is 62% Hispanic. The district has a large population of immigrant newcomers who have no previous schooling experience which posed academic challenges (p.5).

The applicant provides evidence of eligibility (p.e71).

The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students through a collaborative effort involving 12 Professional Development Schools, 10 public schools, and two Catholic schools along with a Professor in Residence, and school leaders will provide continuous, job embedded mentoring, learning and support for pre-service and in-service teachers. For example, the state fund initiatives will help to increase the Mathematics and Science achievement of students and a new MAT curriculum for math and science

teachers will be formed (p.11).

The applicant explains how the design for implementing and evaluating the proposed project will result in information to guide possible replication of the project in other urban districts. For example, the applicant states a document will provide the steps and guidelines for replication. Also, the data collection and tracking system will produce useful information concerning retention of educators in high-needs public schools state-wide (pp.15-16).

Weaknesses:

The proposed project fails to provide details as to how it will be a part of a comprehensive effort to support rigorous academic standards for students through a collaborative effort (p.11).

Reader's Score: 40

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 provides an evaluation that can be used to determine the extent to which anticipated program goals are obtained. For example, the applicant provides a comprehensive chart that identifies activities of the intervention, persons designated for carrying out the activities, and the relationship among the objectives and outcomes. The applicant provides a timeline for achieving goals and carrying out activities (pp.16-32).

Furthermore, the effectiveness of the program will be evaluated using performance measures. The performance measures are short term and long term (pp.30-32).

The applicant presents several methods of evaluation for reviewing the effectiveness of the general goal and the six specified objectives and project outcomes. For example, surveys, interview and focus group discussion protocols, rubrics, etc will be used for reviewing the effectiveness of the project (pp.33-36).

For example, formative and summative data (participants' transcripts, writing samples, participants attendance, feedback from university and district staff, etc) will be collected and analyzed by staff. Summative data will be collected at the end of each program year by an outside evaluator to determine progress in whether program objectives were met (p.36).

The applicant supplies a plan which the methods of evaluation will provide performance feedback and allow continuing assessment of progress toward obtaining intended outcomes. For example, formative evaluation reports will be made to staff for the purpose of supporting mid-course improvements and changes. The formative evaluation reports will be shared with the project directors and coordinators, district personnel, and staff members at least twice per year (p.39).

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 applicant has the potential to contribute to increasing knowledge or understanding of how principal can be effective principals who can accept the many responsibilities (supervise staff, discipline students, build parent relationships, manage the budget, focus in standards, work unions and other stakeholders, etc) while conducting site base leadership. For example, the applicant proposed providing school leaders an opportunity to participate in quality programs and professional development programs to permit them to become effective leaders (p.43-44).

The planned project addresses how it will clearly produce a result of system change. For example, the project participants will work together on connecting quality teacher preparation to quality administrator/leader preparation. The anticipated project will serve as model collaboration by including professional development school partnerships (p.39).

The applicant's outcomes likely to be attained by the proposed project are great for improvements in teaching and student achievement. For example, the applicant will include identified behaviors (affirmation, change agent, discipline, flexibility, etc) that principals must have to increase student learning outcomes by using the recently Educational Leadership Policy Standards in 2008 by the National Policy Board for Educational Administration (p.44).

The planned project addresses how it will clearly produce a result of system change. For example, the project participants will work together on connecting quality teacher preparation to quality administrator/leader preparation. The anticipated project will serve as model collaboration by including professional development school partnerships (p.39).

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 offers a thorough management plan outlining steps for accomplishing the proposed activities and meeting the objectives. Also, the planned timelines, responsibilities and milestones for completing project tasks are outlined in detailed charts. For example, the applicant has created a flow chart of the management plan that is understandable as to what is needed to accomplish project tasks (pp. 17-30 & p.47).

The applicant provides completed resumes of staff that will be associated with the proposed project. The resumes contain qualifications, education, and work experience that conveys evidence that the personnel have the capability to complete the project. For example, the committed time (25%) of the project director appears to be a reasonable allotted time for managing the project (p.47 & p.e77-88).

The applicant provides a budget narrative that notes proposed personnel, fringe benefits, equipment, and supplies costs needed for the delivery of services. Also, contractual amounts are included in the budget. The reasonable and necessary costs are provided in the budget for the five-year length of the project (pp.e93--99).

The applicant provides competence of procedures for guaranteeing feedback and nonstop improvement in the function of the planned project. For example, the management plan outlines specific duties, activities, timelines, milestones and assessments to perform the project goal and objectives. Furthermore, the evaluation design suggests assessment actions and steps that will be employed to supply feedback to staff and school district personnel regarding advancement directed at achieving project goal, objectives, and outcomes. For example, the LEA, project staff, superintendents, principals, supervisors, mentors, coaches, faculty, and teachers will be surveyed on a regular basis. The data collection will focus on determining the weaknesses and strengths of project participants. Also, the information will be shared with the staff in effort to make accommodations and modifications for delivery of support services (p.50).

For example, formative evaluation reports will be shared with the project directors and coordinators and other stakeholders twice a year. The applicant recognizes that the timing of documents may need to be attuned to effectively evaluate the worthiness of the collected data (p.50).

Weaknesses:

No weaknesses found

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:

Yes (p.11)

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

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