

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

Status: Submitted

Last Updated: 07/13/2022 01:51 PM

Technical Review Coversheet

Applicant: University of Maryland (S423A220062)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	10
Total	110	110

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #1: *****

Applicant: University of Maryland (S423A220062)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 Points)

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

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provides a high-quality project that provides evidence-based professional learning for over 140 principals and 40 assistant principals in three states. The program is a strong design through a three-year intervention that includes a summer institute. The applicant provides a selection criterion for selecting school districts, this is an equity focused criteria that fits the goal of increasing diversity.

i) The project is a high-quality project that provides evidence-based professional learning for over 140 principals and 40 assistant principals in three states (pg. e16-27). The project is a three-year intervention that includes a summer institute. The applicant provides a selection criterion for selecting school districts, this is an equity focused criteria that fits the goal of increasing diversity.

ii) The applicant provides a detailed plan to build capacity after the period of Federal funding has ended (pg. e26). For example, the project will allow for the development of micro-modules and micro-credentials for partner districts that did not participate in the project and who need to develop their skills and DEI leaders.

iii) The project includes an evidence-based theory of action (pg. e27). The logic model illustrates the inputs, strategy, outputs, short-term outcomes, and long-term outcomes. The applicant cites recent research that the framework is built.

iv) The project details a strong list of partners that are appropriate for maximizing the effectiveness (pg. e31). The partners include, UMB, Learning Forward, and the Center for Teaching Quality, and district administrators.

v) The project seeks to meet the needs of the target population at high needs schools (pg. e33). More importantly, the project helps schools with their school improvement planning process as the applied learning initiative for school leaders.

Weaknesses:

No weakness noted.

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

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

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)**

**(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(6 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The project is of significant because it provides professional development for principals and assistant principals who in turn have an impact on student learning outcomes. The project is a high need for professional development opportunities for principals at high need schools.

i) The project is of significance as it provides professional development for principals and assistant principals who in turn have an impact on student learning outcomes (pg. e34). And most importantly, there is a high need for professional development opportunities for principals at high need schools.

ii) The costs are reasonable for the project given the number of administrators served (pg. e37). For example, 140 principals and 40 assistant principals in more than 20 districts across three states are served by the project.

iii) The project has high potential for the incorporation of activities and benefits after the period of Federal aid has ended (pg. e38). For example, UM has a strategic plan that correlates to the project's bold mission of strengthen and grow partnerships with local K-12 schools/districts.

iv) The project details a dissemination plan for the results, e.g., during the second year Fellowship, participants will meet monthly in their cohorts to share learning and challenges (pg. e39). And the summer institute will be an important venue

for the program to share results.

Weaknesses:

No weakness noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. C. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The project provides evidence of a comprehensive management plan that includes four goals that are aligned with measurable outcomes. The personnel is detailed and will highly-likely result in the project being carried out on time and within budget.

i) The project details a strong management plan that includes four goals that are aligned with measurable outcomes (pg. e41-42). For example, the outcomes identify achievable and aspirational goal that would measure the success of the program.

ii) The management plan is adequate to achieve results on time and within budget since the applicant has a detailed plan that includes each team role for each member in the project (pg. e42-44). The project activities and timeline details activities for each year and is specific.

Weaknesses:

No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. D. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project.

In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

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

(4 points)

(iii) 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.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) 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.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provides evidence of a comprehensive evaluation plan that uses a quasi-experimental matched comparison group design that meets WWC with reservation. Additionally, the applicant will use an independent evaluator, PSA as well as a mixed-methods process evaluation.

i) The applicant provides details of a comprehensive evaluation plan that uses a quasi-experimental matched comparison group design that meets WWC with reservation (pg. e46). The project will use an independent evaluator, PSA and they will use a mixed-method process evaluation.

ii) The applicant describes that the project evaluation is designed to provide an analysis of formative and regular summative results for ongoing adaption and improvement (pg. e48). The project has a performance feedback schedule that includes bi-monthly and interim reports for each year.

iii) The project evaluation includes a very detailed performance measures for each of the intended outcomes of the project (pg. e50). The four research questions represent a combination of quantitative and qualitative data.

iv) The project evaluation is designed to provide valid and reliable feedback (pg. e50). The project is a matched comparison group quasi-experimental design and has a treatment group of students enrolled in 70 TSI schools in Maryland, New Jersey, and Delaware.

v) The design for implementing and evaluating the project will result in possible replication (pg. e54). For example, the effects study will provide evidence to guide school leaders in the project and a toolkit will be created that includes activities, evaluation measures, and findings.

Weaknesses:

No weakness noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

The applicant addresses increasing educator diversity through the content of micro-credentials and course credits that will focus on increasing education diversity (pg. e21).

Weaknesses:

No weakness noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 points)

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—

(1) In one or more of the following educational settings:

- (i) Early learning programs.
- (ii) Elementary school.
- (iii) Middle school.
- (iv) High school.
- (v) Career and technical education programs.
- (vi) Out-of-school-time settings.
- (vii) Alternative schools and programs.
- (viii) Juvenile justice system or correctional facilities;

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The applicant promotes equity in student access to educational resources and opportunities through providing equity leadership modules and improvement leadership (pg. e21-22). These modules are important to promote culturally responsive socioemotional learning practices and to promote educational equity for students as a result the focus and commitment to equity.

Weaknesses:

No weakness noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

Strengths:

The project is designed to meet the social, emotional, and academic needs (pg. e22). The professional development of school leaders focuses on advancing skills and processes that advance more equitable student outcomes.

Weaknesses:

No weakness noted.

Reader's Score: 2

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Technical Review Coversheet

Applicant: University of Maryland (S423A220062)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	24
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Sub Total	10	9
Total	110	104

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #2: *****

Applicant: University of Maryland (S423A220062)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 Points)

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

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement: (Please paste this Overview Statement on top of the first Strength Statement in G5.)

The design of the project is exceptional providing a clear rationale and activities that will provide administrator candidates support in becoming credentialed and working in schools. The focus on principals and vice principals is a strategy that will both impact schools and produce future strong leaders. The inclusion of improvement science work in the preparation of administrators is an innovative approach that will be a benefit to both the participants and the schools they serve.

Supporting Statements:

Strengths:

i. The project proposed in the narrative is well defined and aligned to the needs of the participating districts. For example, the VP academy will be a impactful approach to ensure leaders are prepared to serve in principal roles (p. e18). The yearlong focus with coaching follow-up will allow for participants to learn and then apply their learning into real life situations (p. e23). The intensity of the project is adequate to have an impact on participants in that annual, monthly and end of program training will be provided to participants (p. e24). The specific focus on instructional leadership, basic leadership skills, improvement, and equity is a good representation of the leadership knowledge and practice required from principals (p. e19).

ii. The proposed project will have an impact on participants who will be able to share knowledge and provide high

quality leadership in the schools where they work (p. e24). The content that will be developed to provide professional learning to the participants will be available for future cohorts and leaders which will continue to impact the districts after the funding period has ended (p. e26).

iii. The project is clearly based on a conceptual framework that is supported by research to address leadership needs in participating districts. For example, the narrative cites a clear link to the work that needs to be done to prepare vice principals in their role as principals which is a key component of the project (p. e30).

iv. The narrative includes a clear description of partnerships that will impact the planned activities. For example, the professional learning partnership with Learning Forward will provide high quality professional learning to all participants (p. e32). The identified partnerships are well aligned to each of the components of the grant. For example, the university will be able to provide expertise and credentials, Learning Forward will provide high quality professional learning and the Center for Teaching Quality will provide necessary resources around micro credentialing (p. e31).

v. The alignment of the project activities to the development and implementation of required improvement plans will provide the foundation for the learning of the administrative participants. For example, as candidates learn skills around improvement, they can apply those to their real situations at their sites and impact their schools and students directly. (pp. e33-e34).

Weaknesses:

- i. No weaknesses were noted.
- ii. No weaknesses were noted.
- iii. No weaknesses were noted.
- iv. No weaknesses were noted.
- v. No weaknesses were noted.

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

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

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)**

**(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(6 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement:

The project identifies many aspects of the project that would have a significant impact on participants and would allow for useful dissemination of the results to impact future researchers in this area of education. The project budget is well developed and includes clear justification for the spending and proposed activities.

Supporting Statements:

Strengths:

- i. The project has high importance because the growing body of evidence indicates that principals have a large impact on student outcomes, academic achievement and equity. There is also evidence that assistant principals can increase and accelerate student outcomes, as well. A high magnitude results is likely through the project model and interventions to improve school environments and student achievement. (pp. e18, e34-e35).
- ii. The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. For example, the impact will be broad: 140 principals and 40 assistant principals from 20 districts in three states who will create a professional leadership support network, complete hands-on practice at their school site and share their findings with all the participants. (p. e185, e188).
- iii. There is a high potential for the incorporation of project purposes to benefit school leaders and strengthen the strategic plan for the University regarding collaboration. The program activities will help the University build a model for Summer Institutes than can be ongoing at the end of Federal funding. (p. e38).
- iv. The applicant fully addresses dissemination to benefit others. For example, the results of the project will be disseminated in ways that will enable others to use the information and strategies. For example, the intensive group training approach with individualized implementation supports can be disseminated across the leadership network and will be through the final Academy III Institute. Assistant principals meet monthly with the cohort group during the second year Fellowship and principals receive coaching and will meet quarterly in smaller focused problem groups. Networking is a key component of the project and dissemination is a natural artifact of the model. In addition, the participants will present their learnings at a closing School Improvement Leadership Conference. Findings will also be shared at the Annual Carnegie Summit and at the national Learning Forward Conference. (p. e39)

Weaknesses:

- i. No weaknesses noted.
- ii. The applicant does not fully address sustainability. More information is needed regarding funding options and plans, for instance that involve the collaborators in plans for the future.
- iii. No weaknesses noted.
- iv. No weaknesses noted.

Reader's Score: 24

Selection Criteria - Quality of the Management Plan

1. C. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(10 points)

(ii) 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.
(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement:

The comprehensive management plan includes the leadership team, an academy learning team, a district partnership team and an evaluation team-with well-defined roles for each. Mostly the goals and objectives are adequate although they lack some clear definitions and measures.

Supporting Statements:

Strengths:

i. The applicant provides specific goals, objectives and outcomes that will measure activities identified in the project. (p. e40). Many of the objectives are measurable and would provide useful data to demonstrate impact as well as to guide implementation of the project. (p. e41).

ii. The applicant provides a clear management plan with workable roles and responsibilities for administration and clear milestones and timelines. (p. e43, e45). For example, the management plan includes the leadership team, an academy learning team, a district partnership team and an evaluation team-with well-defined roles for each. The project has designed a strong alignment for management teams (academy, partner, project) report to the leadership team who work with the advisory board and evaluation team. (p. e44)

Weaknesses:

i. Some of the goals and objectives are poorly defined and lack measurable outcomes. The objectives need to be more fully developed. (p. e42).

ii. The management plan does not fully discuss personnel management. There is little discussion regarding fiscal management of the project.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. D. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without

reservations as described in the WWC Handbook.
(4 points)

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

(iii) 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.
(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)

(v) 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.
(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement:

The evaluation is workable and will provide results that will be utilized to improve project functionality. The applicant provides a cohesive plan to measure the impact of the activities.

Supporting Statements:

Strengths:

i. The applicant presents an adequate evaluation plan. For instance, the methods of evaluation will include a quasi-experimental matched comparison group design that will produce evidence about the project's effectiveness that will meet the WWC standards with reservations as described in the WWC Handbook. Policy Studies Associates will conduct an independent evaluation and impact of the project. It will include the participation data generated utilizing surveys, interviews and logs, school improvement plans, staff focus groups, student assessment scores, and SEL student measures. The applicant mentions the formative and feedback components throughout the application as processes and functions of the management plan teams. The applicant provides the research questions and planned data sources. (p. e47)

ii. The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. There is sufficient evidence of a continuous improvement plan, with regular review and feedback from various viewpoints (teams) and plans for adjustments as needed in activities. The applicant provides a performance feedback schedule and a data collection plan. (pp. e48-e49)

iii. The methods of evaluation include clear research questions and 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 track impacts. The project will use CALL assessment data for monitoring changes in five leadership domains-learning, learning community, safe/effective environment, monitor teaching/learning and acquiring/allocating resources. There are 10 objective performance measures included for each of the outcomes. (p. e50)

iv. There is no reason to believe the methods of evaluation will not provide valid and reliable performance data on relevant outcomes. Decisions regarding baseline data are made more difficult by the pandemic educational upsets, but it was decided to use 2020-21 as the baseline. (p. e51).

v. The applicant presents a workable evaluation design for implementing and evaluating the project that will result in information to guide possible replication of project as the evaluation process analyzes data on a regular basis, so

ongoing results are available. is comprehensive and will provide robust results from which future researchers will be able to draw guidance to conduct new project based on the results (p. e54).

Weaknesses:

- i. No weaknesses noted.
- ii. The applicant does not provide a strong data analysis plan. There is mention of data collection from a survey but the details regarding content and analysis are not well defined. It is not clear how many of the data elements will be utilized to guide administrative processes. (p. e48).
- iii. No weaknesses noted.
- iv. No weaknesses noted.
- v. No weaknesses noted.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

The project will help the principals and assistant principals to examine the sources of inequity and inadequacy within their schools, establish and implements responses that include pedagogical practices in educator support programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.. (p. e15, e41)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities

(up to 3 points)

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—

(1) In one or more of the following educational settings:

- (i) Early learning programs.
- (ii) Elementary school.
- (iii) Middle school.
- (iv) High school.
- (v) Career and technical education programs.
- (vi) Out-of-school-time settings.
- (vii) Alternative schools and programs.
- (viii) Juvenile justice system or correctional facilities;

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The applicant clearly has an equity focus in their approach to training school administrators. For example, there will be an entire strand focused on equity leadership includes elements of Equity Audits, Anti-biased teaching and Restorative Justice. Principals and vice principals are expected to increase their knowledge in these areas and their use of these strategies in their school leadership. (pp. e20, e42)

Weaknesses:

No weaknesses noted.

Reader's Score: **3**

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs
(up to 2 points)

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Strengths:

(1) The applicant clearly incorporates a socioemotional component in the work they will be doing with participants. For example, the equity leadership strand will focus on Culturally Responsive Social and Emotional Learning (SEL) and participants will be measured on their knowledge of and ability to use the strategies to demonstrate impact of the project. (p. e42)

(2) The principals and assistant principals will identify and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for underserved students, including conditions that affect physical safety. They will work to implement SEL and other school improvement strategies that result in safe schools and improved academic performance.

Weaknesses:

(1) No weaknesses noted.

(2) No weaknesses noted.

(3) There is not clear evidence that trauma-informed strategies are included in the model, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Reader's Score: 1

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: University of Maryland (S423A220062)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	24
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	104

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #3: *****

Applicant: University of Maryland (S423A220062)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 Points)

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

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The design of the project is exceptional providing a clear rationale and activities that will provide administrator candidates support in becoming credentialed and working in schools. The focus on principals and vice principals is a strategy that will both impact schools and produce future strong leaders. The inclusion of improvement science work in the preparation of administrators is an innovative approach that will be a benefit to both the participants and the schools they serve.

i. The project proposed in the narrative is well defined and aligned to the needs of the participating districts. For example, the VP academy will be a impactful approach to ensure leaders are prepared to serve in principal roles (p. e18). The yearlong focus with coaching follow-up will allow for participants to learn and then apply their learning into real life situations (p. e23). The intensity of the project is adequate to have an impact on participants in that annual, monthly and end of program training will be provided to participants (p. e24). The specific focus on instructional leadership, basic leadership skills, improvement, and equity is a good representation of the leadership knowledge and practice required from principals (p. e19).

ii. The proposed project will have an impact on participants who will be able to share knowledge and provide high quality leadership in the schools where they work (p. e24). The content that will be developed to provide professional learning to the participants will be available for future cohorts and leaders which will continue to impact the districts after the funding period has ended (p. e26).

iii. The project is clearly based on a conceptual framework that is supported by research to address leadership needs in participating districts. For example, the narrative cites a clear link to the work that needs to be done to prepare vice principals in their role as principals which is a key component of the project (p. e30).

iv. The narrative includes a clear description of partnerships that will impact the planned activities. For example, the professional learning partnership with Learning Forward will provide high quality professional learning to all participants (p. e32). The identified partnerships are well aligned to each of the components of the grant. For example, the university will be able to provide expertise and credentials, Learning Forward will provide high quality professional learning and the Center for Teaching Quality will provide necessary resources around micro credentialing (p. e31).

v. The alignment of the project activities to the development and implementation of required improvement plans will provide the foundation for the learning of the administrative participants. For example, as candidates learn skills around improvement, they can apply those to their real situations at their sites and impact their schools and students (p. e34). The planned activities are clearly aligned to the needs of the participating administrators as the target audience (p. e33).

Weaknesses:

- i. No weaknesses were noted.
- ii. No weaknesses were noted.
- iii. No weaknesses were noted.
- iv. No weaknesses were noted.
- v. No weaknesses were noted.

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

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

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)**

**(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(6 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The project identifies many aspects of the project that would have a significant impact on participants and would allow for useful dissemination of the results to impact future researchers in this area of education. The project budget is well developed and includes clear justification for the spending and proposed activities.

i. The planned activities and approach to professional learning is clearly based in research and has the potential to have a significant impact on participating leaders (p. e34). The focus on schools identified as high needs by the USDOE is a clear way to build a group of participants who clearly need the help to improve student outcomes (p. e18). Training administrators in the use of improvement science techniques will allow schools to have access to cutting edge practice in the area of improvement which will have a meaningful impact on practice and outcomes (p. e35).

ii. The expenses outlined in the narrative are clearly aligned to the plans activities and will support the implementation of the project (p. e185). The justification provided for the expenses is convincing and appropriate for the planned activities. For example, the funding for the Learning Forward contract is adequate to provide the professional learning necessary for the project (p. e188).

iii. The proposed project is aligned to the strategic plan of the lead applicant and will allow for continued services to be provided by the participating institutions (p. e38).

iv. The narrative includes a clear dissemination plan that will allow for future researchers to benefit from the implementation plan. For example, the opportunity to present at national conferences and workshops will allow other to learn from the project (p. e39). The focus on internal sharing and dissemination among participants is an innovative approach to disseminate the information and a practice that will result in participants learning from each other. For example, the Networked Improvement Community (NIC) is a useful structure to allow participants to share (p. e39).

Weaknesses:

i. No weaknesses were noted.

ii. No weaknesses were noted.

iii. The narrative lacks convincing evidence that the proposed project is part of the larger work of the lead applicant or of the partnering districts. For example, the coaching proposed in the project appears to be an isolated offering of the program as is the improvement science work (p. e23).

iv. No weaknesses were noted.

Reader's Score: 24

Selection Criteria - Quality of the Management Plan**1. C. Quality of the Management Plan (20 points)**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(10 points)

(ii) 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.
(10 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The management plan is well developed and contains many elements that will provide direction and structure to the planned activities as well as the oversight by the project administration. The goals and objectives are adequate although they lack some clear definitions and measures. The staff identified to lead the project are well qualified and could handle a project as described.

i. The narrative includes many goals, objectives, and outcomes that are well aligned to the project and measure activities identified in the project (p. e40). Many of the objectives are measurable and would provide useful data to demonstrate impact as well as to guide the implementation of the project. For example, objectives associated with vice-principal development will demonstrate an increase in the capacity of the participants (p. e41).

ii. The narrative includes a clear management plan that provides well-developed roles and responsibilities for administrative staff in the project (p. e43). The outlined duties of the various teams in Table 6 involved in the project are well defined and will provide adequate structure to the planned activities (p. e44). The milestones and timeline provided in the narrative is clear, and comprehensive, and will provide meaningful direction to project administration (p. e45). The staff identified to lead the project are experienced and will be able to lead a project of this scope and scale. For example, the Co-Project Investigators have had experience in grant management and the content to be taught to participants (p. e44).

Weaknesses:

i. Some of the goals and objectives are poorly defined and lack measurable outcomes. For example, Outcome 8A does not provide a threshold for adequate reduction of chronic absenteeism during the project (p. e42). Also, it is unclear what all elements of coaching support to indicate Output 6A is accomplished (p. e42).

ii. No weaknesses were noted.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. D. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

**(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.
(4 points)**

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

**(iii) 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.
(4 points)**

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) 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.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The narrative includes a well-developed plan to measure the impact and implementation of the planned activities using the federal funding. The instruments to be used appear to be high quality and the methods of analysis will provide meaningful results to guide project administration and provide evidence of impact.

i. The planned evaluation described in the narrative would meet the requirements of the What Works Clearinghouse with reservations. For example, the quasi-experimental design will use baseline equivalency to ensure accurate comparisons as well as will calculate a minimum detectable effect size to ensure the sample size is appropriate (p. e52). The research questions are well aligned to the project narrative and will be measured by multiple data elements to provide evidence of impact or implementation (p. e47).

ii. The evaluation plan includes many elements that can be used to inform the implementation of the planned project. For example, the surveys and focus groups could be used to inform the project administration of any issues in the project implementation (p. e48). The planned meetings and reporting opportunities outlined in Table 9 will allow for frequent communication with the evaluation staff regarding the progress of the project and the evaluation (p. e49).

iii. The evaluation plan includes clear research questions aligned to performance measures that will provide evidence of the impact of the activities on participants. For example, the project is designed to impact ways in which participants develop school improvement plans and there is a measure to use specific scoring criteria to rate the impact on their development which will identify the effectiveness of the project on participants behaviors (p. e50). The research questions and performance measures are aligned in a way to demonstrate scaffolded impact. For example, the evaluation will first measure implementation, then measure impact to participants changes to school improvement plans, then to their specific ability to lead in an equity role and finally on the impact all of this will have on student learning (p. e50).

iv. The evaluation includes a clear description of a process that will produce reliable and valid results if used with psychometrically sound instruments. For example, the matching process described will ensure groups will be equitable to ensure valid results (p. e51).

v. The planned evaluation is comprehensive and will provide robust results from which future researchers will be able to draw guidance to conduct new project based on the results (p. e54).

Weaknesses:

i. No weaknesses were noted.

ii. It is unclear how many of the data elements to be collected will be analyzed to provide information to project administration. For example, it is unclear what exactly will be collected and how the data will be analyzed from the surveys administered (p. e48).

iii. No weaknesses were noted.

iv. It is unclear if the instruments to be used in the evaluation of the proposed project are psychometrically sound. For example, it is unclear what exactly will be collected in the measures of coaching and how the evaluators will establish

reliability or validity of those instruments (p. e46).

v. No weaknesses were noted.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

Strengths:

The narrative includes several references to a focus on increasing the diversity of staff through their approach to including vice principals in the project (p. e15). The narrative also includes an outcome to provide evidence of the impact the project has had on the diversity of participants (p. e41).

Weaknesses:

The narrative includes several references to a focus on increasing the diversity of vice principal candidates but there is no discussion of how this will happen. For example, the lead applicant states they will recruit a diverse pool of applicants for participation but does not provide a description of what that recruitment will look like or how it will differ from their current approach (p. e15).

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 points)

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—

(1) In one or more of the following educational settings:

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The project includes a clear focus on equity and promotion of racial justice in their approach to training administrators. For example, there will be an entire strand focused on equity leadership includes elements of Equity Audits, Anti-biased teaching and Restorative Justice (p. e20). The participants will be measured on their increase of knowledge in these areas as well as their use of these strategies in their leadership in schools (p. e42).

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

Strengths:

The project clearly incorporates a socioemotional component in the work they will be doing with participants. For example, the equity leadership strand will focus on Culturally Responsive Social and Emotional Learning (SEL) and participants will be measured on their knowledge of and ability to use the strategies to demonstrate impact of the project (p. e42).

Weaknesses:

No weaknesses were noted.

Reader's Score: 2

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