Technical Review Cover Sheet

Panel Details

Fiscal Year 2008　　**CFDA/Subprogram** 84.351C **Schedule No** 3 **Tier No.** 1
Panel Name Panel 02

Applicant Name	Sallie B. Howard School for the Arts & Education	PR/Award No	U351C080008

Questions

	Points Possible	Points Scored
1. Overall Comments		
QUESTION 1	0	0
2. Evaluation Criteria		
QUESTION 2	20	16
QUESTION 3	20	18
QUESTION 4	20	19
QUESTION 5	10	10
QUESTION 6	15	13
QUESTION 7	15	12
TOTAL	**100**	**88**

Technical Review Form

Applicant Name	Sallie B. Howard School for the Arts & Education	PR/Award No	U351C080008

Reviewer Name

Overall Comments - Overall Commnets

1. Overall Comments - Summary Statement

Question Status:Completed
Reviewer Score: 0

Evaluation Criteria - Significance (20 Points)

2.

Significance (20 Points)
a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

b) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

Weaknesses

The need to retain teachers at SBH is not addressed. A discussion concerning how this project will aid teacher retention would strengthen the area of significance.

A number of national organizations in the arts already publish standards. Selecting and citing these documents as resources would strengthen replicability for all locals and environments nationwide.

Strengths

PDPAI is built upon successful initiatives from Mississippi, N. Carolina and the Annenberg/Getty Challenge which have proven to be sustainable and transformative programs. SBH will partner with The University of Tennessee at Chattanooga?s Southeast Center for Education in the Arts to develop, implement and assess the PDPAI project.

Question Status:Completed
Reviewer Score: 16

Evaluation Criteria - Quality of the Project Design (20 points)

3.

Quality of the Project Design (20 points)
a) The extent to which the goals, objectives, and outcomes to be achieved

by the proposed project are clearly specified and measurable.

b) 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.

c) 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.

Weaknesses

The introductory paragraph under Quality of Design fails to specify the capacity which they will endeavor to build at SBH. If it is the capacity to be a self-sufficient, sustainable program, then it needs to be stated.

Mentors may demonstrate how to use technology as an instructional tool; however, most of the teacher education programs in the United States do a poor job of training pre-service teacher in technology. Most inexperienced teachers will need additional professional development in technology in order to use it for more than just a planning resource. The addition of technology training would strengthen this program.

Performance Measure 1.c. on page 5 needs to explain to whom the SBH cohort members will deliver one standards-based, arts-integrated lesson. A strong model would be to deliver the lesson first to SCEA and other faculty for evaluation and revision and then to students followed by reflection, evaluation and journal responses.

Do not forget to include non-cohort members in viewing participant demonstrations. They need to be a part of the team or teacher retention may be a problem for those waiting their turn.

Since sustainability strongly linked to the administration of any program, it might be advisable to include the administration in the training. Their evaluations will be considered as valuable input.

Strengths

Competency-based instruction in arts integration will help SBH retain high-quality teachers and make a positive impact on student achievement in all subject areas. The supporting activities demonstrating an increase in teacher knowledge and growth will be used as evidence at each level (I, II, III).

The artist/apprentice model of arts education has been and will always be the epitome of best teacher practices. The inclusion of the tutorial model strengthens the Quality of Design.

The appropriate discussion of lessons learned from previous models is evidence of thoughtful research and alignment of focus. The reflective practice will aid teachers in developing ongoing change in instructional practices.

The inclusion of Administrators and parents is appropriate since they are stakeholders. These people, along with staff, teachers, mentors and students will be represented in the SBH Arts Leadership Team.

Question Status:Completed
Reviewer Score: 18

Evaluation Criteria - Quality of Project Services (20 points)

4.

Quality of Project Services (20 points)
a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

b) 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.

c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured

against rigorous academic standards.

Weaknesses

A limited understanding of Howard Gardner?s Theory of Intelligences is evidenced in the writing on page 14 section C. Perhaps additional research in the area of student achievement and the arts would   have provided much clearer support for this section of the project.

Strengths

Overall, a very comprehensive plan of project services is conveyed. These services are clearly linked to expected teacher outcomes, program objectives and student impact.

Question Status:Completed
Reviewer Score: 19

Evaluation Criteria - Quality of Project Personnel (10 points)

Quality of Project Personnel (10 points)
a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

5.

b) The qualifications, including relevant training and experience, of key project personnel.

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Weaknesses

No weaknesses

Strengths

SBH has enlisted a high quality program partnership with SCEA and its high quality staff. SBH also has a well-qualified Project Manager.

Evaluation Criteria - Quality of the Management Plan (15 points)

6.
Quality of the Management Plan (15 points)
The Secretary considers the quality of the management plan for the proposed project by considering 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.

Weaknesses

Prior to the bottom of page 16, no mention of the RealVisions Evaluation Team is made. This addition seems to be an after-thought and leads one to believe that the management of the plan is inconsistent.

The inconsistence use of the date format in the table, Preliminary Project Planning causes confusion. Perhaps the combined use of month abbreviations and numbers would be less confusing.

Strengths

The addition of the outside observers, RealVisions Evaluation Team strengthens an already strong project. They will help to ensure project success.

The overall view of the Preliminary Project Planning presents a complete look at the project timeline. Responsibilities of project personnel are clearly defined. The expansive development of the project is clearly thought through.

7.

Quality of the Project Evaluation (15 Points)
a) 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.

b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Weaknesses

The major weakness of this project evaluation is the fact that it never addresses the measures to be used to stabilize the students? academic performance on state competency exams. A correlation needs to be made between the successful implementation of PDPAI and its impact on student academic performance.

Another need, the retention of teachers, is not address in the project evaluation. Teacher retention should be a high priority to assure the success of the PDPAI program.

Strengths

The use of multiple measures, both quantitative and qualitative will enable a comprehensive evaluation of PDPAI. Particularly strong is the use of mentoring training by SCEA personnel, collaborative models by SBH faculty and outside observation by RealVisions Evaluators.

Question Status:Completed
Reviewer Score: 12

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Panel Details

Fiscal Year 2008   **CFDA/Subprogram** 84.351C **Schedule No** 3 **Tier No.** 1
Panel Name Panel 02

Applicant Name	Sallie B. Howard School for the Arts & Education	**PR/Award No**	U351C080008

Questions

	Points Possible	**Points Scored**
1. Overall Comments		
QUESTION 1	0	
2. Evaluation Criteria		
QUESTION 2	20	16
QUESTION 3	20	18
QUESTION 4	20	16
QUESTION 5	10	8
QUESTION 6	15	13
QUESTION 7	15	13
TOTAL	**100**	**84**

Technical Review Form

Applicant Name	Sallie B. Howard School for the Arts & Education	**PR/Award No**	U351C080008

Reviewer Name

Overall Comments - Overall Commnets

1. Overall Comments - Summary Statement

Question Status:Not Completed

Evaluation Criteria - Significance (20 Points)

2.

Significance (20 Points)
a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

b) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

Weaknesses

The applicant identifies the problem of an inexperienced staff and high turnover rate of staff. This may impede the successful implementation of the proposal and the long-term sustainability of the program.

Strengths

The existing successful arts program demonstrates a likely potential for additional growth and improvement in other areas. PDPAI is modeled upon several successful arts integration initiatives indicating a strong likelihood of further improvement. The focus on teacher pedagogy and improving teacher practice will benefit the low socio-economic minority population at SBH. The three part structure is thorough, and the supporting evidence and artifacts will create a strong model to replicate. Materials, curriculum, and assessments will be developed which may be utilized by other sites.

Question Status:Completed
Reviewer Score: 16

Evaluation Criteria - Quality of the Project Design (20 points)

3.

Quality of the Project Design (20 points)
a) The extent to which the goals, objectives, and outcomes to be achieved

by the proposed project are clearly specified and measurable.

b) 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.

c) 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.

Weaknesses

The project is vague in describing alignment to state and national educational and/or arts standards.

Strengths

The project consists of three clearly identified objectives that will support quality implementation and sustainability incorporating teacher knowledge, teacher pedagogy, and collaboration and reflection. The combination of an intensive summer institute, the cohort model, and collaboration will allow for implementation at varying degrees supporting growth and refinement during the project. The cohort model of implementation and progression toward unsupported implementation will support the continuation of the program after the conclusion of the grant. The implemented model will support quality instruction and teacher reflection/improvement in all content areas. The proposal was designed from successful pilot programs that have been previously implemented.

Question Status:Completed
Reviewer Score: 18

Evaluation Criteria - Quality of Project Services (20 points)

Quality of Project Services (20 points)
4. **a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color,**

national origin, gender, age, or disability.

b) 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.

c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Weaknesses

There is a lack of clarity in how the services will be measured against academic standards. Only anecdotal evidence is presented demonstrating the effect a quality arts program has on student achievement.

Strengths

There are no barriers preventing participation of the diverse population that is represented. Underrepresented minorities and groups with disabilities are identified. Thorough consideration is given to services that will improve teacher knowledge and skills, and offer ongoing self-sustained reflection that will have a long-term impact on programs. Peer collaboration between core and arts teachers will support building collegiality.
Gardner's theories and the impact of an arts integrated curriculum on student achievement are clearly defined.

Question Status:Completed
Reviewer Score: 16

Evaluation Criteria - Quality of Project Personnel (10 points)

5.

Quality of Project Personnel (10 points)
a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

b) The qualifications, including relevant training and experience, of key project personnel.

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Weaknesses

Race is the only highlighted diversity. The identified building level team leader has limited arts experience.

Strengths

The ethnically diverse staff demonstrates a commitment to the recruitment of a diverse pool of applicants. Staff members from the partnering agency have strong arts experience, educational background, and arts integration experience. The project contractor has cited success in creating arts integration programs. The contractor possesses experience in both applied arts and education.

Question Status:Completed
Reviewer Score: 8

Evaluation Criteria - Quality of the Management Plan (15 points)

6. **Quality of the Management Plan (15 points)**
The Secretary considers the quality of the management plan for the proposed project by considering 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.

Weaknesses

The proposal lacks an explanation for the monitoring and updating of the

timeline based on progress toward milestones.

Strengths

The project manager will work in conjunction with a leadership team composed of representative stakeholders. The timeline, milestones, and responsibilities are clearly defined and attainable. There is a thorough description of roles and responsibilities in regard to key personnel. The budget is detailed and adequate for the described program.

Question Status:Completed
Reviewer Score: 13

Evaluation Criteria - Quality of the Project Evaluation (15 Points)

7.

Quality of the Project Evaluation (15 Points)
a) 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.

b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Weaknesses

The evaluation does not address two key needs identified by project: increased student achievement and the retention of teachers.

Strengths

Artifacts that will be evaluated include qualitative data such as portfolios, written documentation, observations, and peer evaluation. The evaluation will allow for ongoing monitoring and updating/refining of program activities based on progress throughout the program. The evaluation includes a variety of instruments and formative feedback throughout the project. The evaluation

includes a component for determining the most effective strategies which may be replicated.

Question Status:Completed
Reviewer Score: 13

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Panel Details

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Panel Name Panel 02

Applicant Name	Sallie B. Howard School for the Arts & Education	PR/Award No	U351C080008

Questions

	Points Possible	Points Scored
1. Overall Comments		
QUESTION 1	0	0
2. Evaluation Criteria		
QUESTION 2	20	17
QUESTION 3	20	18
QUESTION 4	20	18
QUESTION 5	10	10
QUESTION 6	15	15
QUESTION 7	15	13
TOTAL	**100**	**91**

Technical Review Form

Applicant Name	Sallie B. Howard School for the Arts & Education	PR/Award No	U351C080008

Reviewer Name

Overall Comments - Overall Commnets

1. **Overall Comments - Summary Statement**

Question Status:Not Completed
Reviewer Score: 0

Evaluation Criteria - Significance (20 Points)

2.

Significance (20 Points)
a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

b) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

Weaknesses

- The applicant states that the two underlying factors that contribute to the disparity
between the arts and academic achievement are high teacher turnover and a high
number of inexperienced teachers. While the proposed program can help with the inexperience of teachers, the applicant is not clear about the reasons for high teacher turn over.

Strengths

P. 1: The application shows that the school wants to start on this project upon recommendation of educational consultants (p.1).

The applicant makes a conscientious effort to create replication by means of publication of findings on CD-ROM, in print, dissemination of materials to renowned arts and education organizations, and presentations at national and regional conference.

Question Status:Not Completed
Reviewer Score: 17

Evaluation Criteria - Quality of the Project Design (20 points)

3.
Quality of the Project Design (20 points)
a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

b) 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.

c) 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.

Weaknesses

P. 4: It is unclear how many teachers will be served by means of professional development coaching. In the application abstract it states that the PDPAI will serve 85 teachers and that 60 teachers will receive year-round professional development and coaching (p.1). This conflicts with performance measure 1.a (page 4) where it mentions that by the end of year three 100% of students will participate in yearlong training activities.

Strengths

Page 4: The applicant has well-defined performance measures and activities to support each objective.

P. 8: The applicant?s objectives, performance measures and supporting activities are timed, detailed, specific, and realistic.

P. 9: The project shows a high probability for sustainability. Mentors are trained at various levels throughout the program. They also develop a manual, which supports sustainability.

P. 10: The project shows potential for improvement of current situation by following state and national standards; assessments include problem-solving and higher-level thinking assignments. The program also offers ongoing

professional development.

Evaluation Criteria - Quality of Project Services (20 points)

4.

Quality of Project Services (20 points)
a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

b) 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.

c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Weaknesses

No weaknesses found

Strengths

Page 11: The applicant gives detailed information about the percentages of ethnic groups and special education students that will be selected for the program.

Participants are given time to not only practice, but also refine their teaching practices; this strengthens the quality and intensity of the training.

P. 12: The application shows that mentorship will be a major factor in strengthening teacher training.

P. 12- 14: The PDPAI guiding principles are thorough, and indicate specifically how the applicant plans to implement a program with sustained quality and intensity.

P. 14: The applicant makes use of established research (Gardner) in order strengthens the likeliness for improvements in student achievement.

Question Status:Not Completed
Reviewer Score: 18

Evaluation Criteria - Quality of Project Personnel (10 points)

5.

Quality of Project Personnel (10 points)
a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

b) The qualifications, including relevant training and experience, of key project personnel.

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Weaknesses

No weaknesses found.

Strengths

P. 15: The program?s key personnel in general have extensive experience in their fields. Many also have been involved in arts integration programs.

Question Status:Not Completed
Reviewer Score: 10

Evaluation Criteria - Quality of the Management Plan (15 points)

6.

Quality of the Management Plan (15 points)
The Secretary considers the quality of the management plan for the proposed project by considering 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.

Weaknesses

No weaknesses found.

Strengths

Page 17: The management plan has clearly defined responsibilities.

P. 18: The management plan offers detailed information concerning milestones and time limits.

Question Status:Not Completed
Reviewer Score: 15

Evaluation Criteria - Quality of the Project Evaluation (15 Points)

7.

Quality of the Project Evaluation (15 Points)
a) 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.

b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Weaknesses

Earlier, the applicant mentioned that teacher retention is part of the problem of

students? low achievements. This section does not explain, however, how the problem of teacher retention will be addressed.

Strengths

Page 21: The applicant has taken care evaluate the project via various methods, both internally and externally. The evaluation occurs via quantitative and qualitative methods.

Question Status:Not Completed

Reviewer Score: 13