

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

Status: Submitted

Last Updated: 07/22/2014 11:02 AM

## Technical Review Coversheet

**Applicant:** Puget Sound Educational Service District (U351C140017)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	10
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	120

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

Reader #1: \*\*\*\*\*

Applicant: Puget Sound Educational Service District (U351C140017)

## Questions

### 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:

#### General:

The applicant clearly demonstrated that the proposed project designed to build capacity and expand services for arts educators and students to address the needs of the targeted population. The proposed SAIL project builds capacity of SPS teachers to integrate the arts into STEM education. The project will assist teachers with teaching concepts in math, science and the arts to help students who struggle with traditional ways of learning to approach learning from an artistic point of view.

Reader's Score: 5

#### Sub Question

1. (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.

#### Strengths:

The applicant clearly demonstrated that the proposed project designed to build capacity and expand services for arts educators and students to address the needs of the targeted population. The proposed SAIL project builds capacity of SPS teachers to integrate the arts into STEM education. The project will assist teachers with teaching concepts in math, science and the arts to help students who struggle with traditional ways of learning to approach learning from an artistic point of view. (pgs. 3-6) The proposed project targets schools with free and reduced lunch percentages of 50 percent or higher and with a significant number of students at risk of academic failure. Fifty-six percent of SPS students are children of color, the poverty rating is 42%, 15% are special education students, and 8% are bilingual. (pg. 2-30)

The proposed project addresses the needs of at-risk groups by using arts-infused teaching strategies steeped in exploration and experiential learning shown to be effective with at-risk students. The Arts Impact uses an approach to arts integrated instruction that infuses concepts that are authentic to two or more disciplines, for example, symmetry in math and visual art, observational drawing and deep noticing in visual art and science, or energy in dance and science. (pgs. 4-7) Arts Impact lessons align with Common Core State Standards in Math, Next Generation Science Standards, ISTE National Standards, and the Washington State Arts Standards, insuring students learn required content. SAIL will also align its curriculum with the new National Core Arts Standards.

#### Weaknesses:

No weaknesses noted.

Reader's Score:

2. (B) 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.

## Sub Question

### Strengths:

The applicant clearly demonstrates plans are in place to disseminate project strategies and information to the public. The proposed project indicated that they plan to disseminate project results and products in a variety of ways. For example, the technology enhanced lessons will be made available on the Arts Impact website in a searchable lesson plan database, adding to the over 100 lessons already in the database. The database is searchable by grade level, discipline, concept, and skill level. (pgs. 7-9) The public access information will provide valuable resources for classroom generalists, arts specialists, and other arts integration professional learning programs. Educators will be able to use the ready-to-go, standards-based arts-infused lessons in all subject areas. Additionally, the applicant proposed to participate in making presentations at state and local conferences, especially arts education focused conferences.(pgs. 3-4)

Overall, the applicant has provided a very comprehensive plan for disseminating useful information and strategies that have the potential to greatly impact the work of arts based educators.

### Weaknesses:

No weaknesses noted.

### Reader's Score:

## Selection Criteria - Quality of Project Design

### 1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

#### General:

The applicant has provided a comprehensive logic that effectively aligns the theory with the proposed project. The logic model additionally provides a strong blueprint for supporting the model's inputs, outputs and projected outcomes.

Reader's Score: 10

## Sub Question

### 1. (A) The extent to which the design of the proposed project is supported by strong theory.

#### Strengths:

The applicant clearly demonstrates that the proposed project is strongly supported by research-based theory that is aligned with increasing teacher content knowledge in the arts-integration. The applicant indicated that the rationale for the proposed project is based on the learning design of the Arts Impact model. (pgs. 10-13) For example, the model geared towards K-5 teachers and encourage teach arts-infused lessons as a means for teachers to engage students learning capabilities in the arts and other core content. The applicant provided reference citations as evidence that the model is based on current educational theory and aligned with best practice in adult learning and educator effectiveness. (pgs. 4-6)

The applicant has provided a comprehensive logic that effectively aligns the theory with the proposed project. The logic model additionally provides a strong blueprint for supporting the model's inputs, outputs and projected outcomes.

#### Weaknesses:

No weaknesses noted.

**Sub Question**

**Reader's Score:**

- 2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The applicant comprehensively describes plans and strategies for incorporating the project's activities and product outcomes into ongoing training and work beyond the end of the grant. For example, during the three-year project, teachers will engage in developing technology enhanced professional learning lessons to integrate arts in STEM focused content areas. During the training, the applicant is proposing to develop short teacher led demonstration video clips embedded in the on-line versions of the lessons. The lessons demonstrate arts techniques, skills and teaching practices. (pgs.13-15) The video-clips demonstrating the lessons will serve to support teachers in the how to for integrating arts into core curriculum courses.(pgs. 7-90

The applicant has effectively demonstrated that the training activity will yield useful products that can be used far beyond the project. Many teachers will be able to access the on-line professional learning opportunities to improve on their teaching skills and knowledge. The video clips will also serve as on-going teacher support, learning opportunities and resources.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of Project Services**

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

**General:**

The applicant has effectively described strategies and plan for ensuring equal access and treatment for traditionally underrepresented project participants. For example, the school district has developed the Equity in Education department to work collaboratively with regional partners to provide each student with equitable access to educational opportunities by enhancing and supporting racially equitable and culturally responsive approaches among staff, students, parents and communities.

**Reader's Score: 15**

**Sub Question**

- 1. (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.**

**Strengths:**

The applicant has effectively described strategies and plan for ensuring equal access and treatment for traditionally underrepresented project participants. For example, the school district has developed the Equity in Education department to work collaboratively with regional partners to provide each student with equitable access to educational opportunities by enhancing and supporting racially equitable and culturally responsive approaches among staff, students, parents and communities. (pg.15)

The Committee has developed protocol and guidelines to meets the needs of the diverse students and communities

### Sub Question

of Seattle. Those guidelines include the use of the Racial Equity Tool (RET) to guide project development. The RET, developed by the City of Seattle Office of Civil Rights, is a protocol for analyzing and developing programs and policies to ensure racial equity. Stakeholders from communities of color and other under-represented populations advise program managers throughout project development and implementation to have a voice in the programs designed to meet their communities' needs. PSESD's Director of Equity PSESD's Director of Equity in Education will provide guidance and assistance in the use of the RET for this project.

#### **Weaknesses:**

No weaknesses noted.

#### **Reader's Score:**

2. **(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.**

#### **Strengths:**

The applicant effectively demonstrated that the proposed project professional development trainings are high quality and thoroughly aligned with up-to-date arts-infused research based strategies. For example, the applicant will utilize arts-infused standards from the Consortium of National Arts Education Associations to teach educators how to make authentic connections between two or more disciplines. (pgs.18-21) This approach is important in developing arts integration classes because students learn to make strong connections and relationships in subject like math and science. (pgs. 17-19)

Additionally, participants will engage in a 147-hour, three-year professional learning Program along with guidance, modeling, and coaching annually through a summer institute and classroom mentorship. The timeframe provides evidence that the PD program offers quality time for teachers to learn and increase skills and knowledge. Based on a review of the proposed professional development program, the Arts Impact has demonstrated that it is an innovative, cohesive model based on research. The proposed program will benefit teachers and has the potential to lead to improvements in practices for the following reasons: (1) integrated standards-based arts education in the core elementary curriculum ;( 2) strengthened standards-based arts instruction in these grades; and (3) improved students' academic performance, including their skills in creating, performing, and responding to the arts. (pg. 23)

#### **Weaknesses:**

No weaknesses noted.

#### **Reader's Score:**

3. **(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.**

#### **Strengths:**

The applicant has effectively demonstrated that the proposed project has the potential to lead to improvements and increased student achievement. The applicant indicated that as the result of a previous Arts Impact AEMDD grant implemented in the district, the project has experienced positive student outcomes. For example, student scores on the Measurements of Academic Progress (MAP), a computerized assessment in math and reading administered throughout the district, was disaggregated by ethnicity to look for changes in the achievement gap. The achievement gap in grades 1-5 narrowed for treatment classrooms while remaining wide in control classrooms. (pg.

**Sub Question**

25)

Additionally, the district administered the Arts Knowledge Test (AKT) which is a pre-post assessment of standards-based dance, theater, and visual arts concepts, to students in grades 2-5 in the AIDE treatment and control groups. Post-test gains by treatment group students were four times that of the control group.(pg. 25) Based on prior success with student gains, the project has the potential to continue offering effective strategies and lessons that promises of improving student test scores.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**General:**

The applicant has effectively provided evidence that the key personnel are current certified district employees with many years of experience and expertise in the arts education program. The project director and the PD coordinator will oversee the majority of the projects activities and tasks.

**Reader's Score: 15**

**Sub Question**

- 1. (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.**

**Strengths:**

The applicant clearly demonstrated that effective policies and practices are in place to ensure traditionally underrepresented groups are not discriminated against in employment practices in the district. The applicant indicated that the district has the standard EEO policy in place that states PSESD complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, age religion, gender or disability. (pgs. 27)

The district additionally devotes two days of training in cultural competency for every staff member annually, as well quarterly professional learning in using racial equity as a lens for program development.

The applicant also indicated that the Arts Impact Program regularly seeks applicants from diverse cultures when they need to increase staff or Artist Mentors. Of three full-time staff and twelve Artist Mentors three represent ethnic minority groups—Hispanic, African American, and Asian American. All of the practices noted in the proposal provide evidence that the applicant is making positive attempts to ensure all underrepresented groups are given equal consideration for employment and services in the district.

**Weaknesses:**

No weaknesses noted.

**Sub Question**

**Reader's Score:**

**2. (B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The applicant has effectively provided evidence that the key personnel are current certified district employees with many years of experience and expertise in the arts education program. The project director and the PD coordinator will oversee the majority of the projects activities and tasks. Both of these persons have served in similar roles in the district for many years. The wealth of experience and familiarity with the goals and objectives of the proposed project will provide strong leadership. (pgs 36-37)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

**Strengths:**

The applicant provided detailed information on the qualifications of the consultants who will implement training and coaching services for the proposed project. All of the consultants have extensive backgrounds in the educational research. Based on the duties assigned the consultants will bring a wealth of knowledge and expertise to the project. For example, the applicant will contract with the BERC Group to implement the STAR Protocol classroom observation tool. The BERC Group has served as the primary investigator for multiple research and evaluation projects.

Many of the consultants have had ongoing professional relationship with the school district, thus this implies the consultants are up-to-date on the goals and objectives of the project and have agreed to assist the school district will implementing the program's activities and tasks. (pgs. 33-35)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**General:**

The applicant clearly demonstrates that a comprehensive management plan is in place to ensure all of the goals and objectives of the project are met on time and within budget. The management plan is aligned with each goal and objective and associated activities and tasks. Each task and activity has been assigned a person to be responsible for implementing and overseeing the completion.

**Reader's Score: 30**

**Sub Question**

## Sub Question

1. **(A) 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.**

### **Strengths:**

The applicant clearly demonstrates that a comprehensive management plan is in place to ensure all of the goals and objectives of the project are met on time and within budget. The management plan is aligned with each goal and objective and associated activities and tasks. Each task and activity has been assigned a person to be responsible for implementing and overseeing the completion. The plan has clearly defined milestones with achievable projected measures. Overall, the management plan provides a blueprint to guide the applicant over the life of the project. (pgs. 36-39)

### **Weaknesses:**

No weaknesses noted.

### **Reader's Score:**

2. **(B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

### **Strengths:**

The applicant effectively demonstrates that the time commitments of the key personnel are sufficient and adequate to meet the objectives of the proposed project. Although the key staff are not 100% FTE on the project, the key personnel work in the office of Arts Education in the district, which is sufficient evidence that the project will have the necessary supervision and overall administration. The district is not charging the grant for the services of the key project personnel, thus indicating that implementation of project services have been absorbed into their regular job duties. (pgs.36)

### **Weaknesses:**

No weaknesses noted.

### **Reader's Score:**

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

### **Strengths:**

The applicant effectively demonstrates that a plan and strategies are in place to ensure feedback and periodic assessments of project performance takes place. The districts' internal evaluator will support the project by providing evaluation services throughout the grant period. Yearly focus groups with artists and teachers will also provide immediate feedback on various aspects of the project. The ongoing collection of data and timely and periodic reviews of findings through regular Project Leadership Team meetings enable staff to adjust activities and maintain fidelity to the evaluation design. (pgs. 34-37)

### **Weaknesses:**

No weaknesses noted.

### **Reader's Score:**

## Selection Criteria - Quality of the Project Evaluation

**1. 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:**

**General:**

The applicant provided a comprehensive evaluation plan that is clearly aligned with the goals and objectives of the project. The evaluation includes benchmarks to monitor progress toward specific project objectives, including outcome measures to assess the impact on teaching and learning in an arts-based STEM-centered curriculum framework.

**Reader's Score: 25**

**Sub Question**

**1. (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.**

**Strengths:**

The applicant provided a comprehensive evaluation plan that is clearly aligned with the goals and objectives of the project. The evaluation includes benchmarks to monitor progress toward specific project objectives, including outcome measures to assess the impact on teaching and learning in an arts-based STEM-centered curriculum framework. The applicant will utilize several evaluation methods specifically aligned with each objective. For example, the quantitative measures for teachers include: (1) surveys about teacher attitudes to teach the arts, (2) paper and pencil assessment of arts knowledge, (3) performance-based assessments to measure learning of arts concepts and skills, (4) an observational rubric to measure autonomy of arts teaching.

The methods of evaluation are appropriate and will produce significant qualitative and quantitative data regarding outcomes related to the project's stated goals and objectives. (pgs. 43-46)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**2. (B) 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 effectively demonstrates that a plan and strategies are in place to ensure feedback and periodic assessments of project performance takes place. The districts' internal evaluator will support the project by providing evaluation services throughout the grant period. The evaluator will collect a range of data related to the implementation of the project's core activities, and assist the district in meeting the federal reporting requirements and provide formative feedback to the project coordinators as appropriate. (pgs. 34-37)

The applicant indicated for example, the evaluation design will utilize multiple measures and methodologies to provide formative and summative feedback to the program directors. The methods will allow the applicant to keep tracking of project activities and teacher participation in all training activities, thus allowing staff to monitor the progress of activities and keep the project on track.

Yearly focus groups with artists and teachers will also provide immediate feedback on various aspects of the project. The ongoing collection of data and timely and periodic reviews of findings through regular Project Leadership Team meetings enable staff to adjust activities and maintain fidelity to the evaluation design.

#### Sub Question

##### **Weaknesses:**

No weaknesses noted.

##### **Reader's Score:**

### **3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

##### **Strengths:**

The applicant has effectively demonstrated that the proposed project and the evaluation components aims to provide solid evidence of systematic and sustain success in promoting evidenced-based progress in providing effective education. (pgs. 44) The proposed curriculum has the potential for serving as a model to support many educators in the state and nationally. The applicant is proposing to develop the training and disseminate the programs outcomes statewide and nationally at professional conferences. Additionally, the applicant will develop resources that are web-based and can be accessed free by the public.(pgs.40-43)

Additionally the evaluation produces evidence of promise that high quality teaching of the arts increases student knowledge of arts concepts, the ability to use digital tools that integrate the arts and STEM disciplines and achievement in science and math. The quasi-experimental design compares teachers who receive the technology enhanced training with a comparison group who do not receive the training.

##### **Weaknesses:**

No weaknesses noted.

##### **Reader's Score:**

#### Priority Questions

##### **CPP-Technology - Competitive Preference Priority-Technology**

### **1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

##### **Strengths:**

SAIL builds on Arts Impact's previous work in PDAE and AEMDD grants by technologically enhancing the existing Arts Impact Arts Foundations and Arts-Infused curricula, and a new Arts-infused STEM curriculum. SAIL will create on-line versions of the curricula with various types of embedded video clips and process photos.

Teaching shorts demonstrating key instructional practices for arts-infused learning will be embedded at critical points in the lessons, including ways in which learning through the arts connects to Common Core State Standards, Next Generation Science Standards, and International Society of Technology in Education (ISTE) National Standards. Specific instructional digital tools to create arts-infused STEM lessons will be researched and piloted throughout the project to determine their effectiveness to engage students and improve instruction. Training on the overall practice and use of technology to improve instruction from PSES Educational Technology staff will be provided as well.

SAIL adds targeted technology-based instructional supports and learning opportunities to improve the quality of professional learning experiences and increase the likelihood that teachers sustain arts-infused teaching as part of ongoing practice. On-line webinars, workshops, forums, journal and research articles are a few of the technology-based learning opportunities that will be explored. The project will work closely with teachers and administrators to determine which types serve teachers best. Project personnel will monitor new research in the growing

field of technology-based professional learning to align ongoing research and inquiry during the project.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 20

---

**Status:** Submitted

**Last Updated:** 07/22/2014 11:02 AM

Status: Submitted

Last Updated: 07/22/2014 12:18 PM

## Technical Review Coversheet

**Applicant:** Puget Sound Educational Service District (U351C140017)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	4
<b>Quality of Project Design</b>		
1. Project Design	10	8
<b>Quality of Project Services</b>		
1. Project Services	15	13
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	14
<b>Quality of the Management Plan</b>		
1. Management Plan	30	29
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	22
<b>Sub Total</b>	100	90
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	18
<b>Sub Total</b>	20	18
<b>Total</b>	120	108

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

Reader #2: \*\*\*\*\*

Applicant: Puget Sound Educational Service District (U351C140017)

## Questions

### 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:**

#### General:

This proposal describes a successful example of achievement gains through the implementation of a local arts integration project (p. 5) citing research for Arts Impact. The research cited on page 7 shows continued implementation of teaching strategies provided by previous professional development.

The \$15,000 budgeted for professional production/dissemination of the final report is not discussed in this section of the proposal. The significant outlay of funding for this purpose should be described here.

Reader's Score: 4

#### Sub Question

1. **(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.**

#### Strengths:

The existing Arts Impact program has a searchable website (p. 24) with lesson plans to which the proposed project products can be added. This site is publicly available. The venues suggested for dissemination (ASCD, Leaning Forward, etc.) are appropriate for the proposed project.

#### Weaknesses:

The \$15,000 budgeted for professional production/dissemination of the final report is not discussed in this section of the proposal. The significant outlay of funding for this purpose should be described here.

Reader's Score:

2. **(B) 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.**

#### Strengths:

The existing Arts Impact program has a searchable website (p. 24) with lesson plans to which the proposed project products can be added. This site is publicly available. The venues suggested for dissemination (ASCD, Leaning Forward, etc.) are appropriate for the proposed project.

#### Weaknesses:

The \$15,000 budgeted for professional production/dissemination of the final report is not discussed in this section of the proposal. The significant outlay of funding for this purpose should be described here.

Reader's Score:

## Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project by considering the following factors:**

### General:

The implementation plan includes a workable logic model. The embedded multi-cultural videos should be subject to wide dissemination. The existing Arts Impact program in PSESD has experience in dissemination.

The research cited is not necessarily pertinent to Puget Sound's proposal.

**Reader's Score:** 8

### Sub Question

1. **(A) The extent to which the design of the proposed project is supported by strong theory.**

#### Strengths:

The logic model on page 14 provides a good overview of the relationship of the proposed programs objectives to the planned activities.

#### Weaknesses:

The research cited does not include settings comparable to PSESD in terms of size or demographics where arts integration has resulted in improved student achievement.

**Reader's Score:**

2. **(B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

#### Strengths:

The plans for embedded multi-cultural videos (p. 14) should be attractive to a wider audience of viewers making the materials produced by the proposed program subject to wider dissemination. The existing Arts Impact program in PSESD has experience in dissemination.

#### Weaknesses:

The proposed venues and dates of dissemination are not identified in the proposal.

**Reader's Score:**

## Selection Criteria - Quality of Project Services

1. **The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

### General:

The proposal incorporates performance based assessment (p. 17) and on-going mentor support (p. 18). The current Arts Impact program has experience in related arts integration research.

The PLC model for arts information exchange does not appear strong enough to support in the proposed activities to be sustainable.

The information provided regarding previous outcomes do not allow the determination of effect size to know if gains

achieved are statistically or educationally significant or durable.

**Reader's Score: 13**

**Sub Question**

1. **(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.**

**Strengths:**

PSESD has developed a tool (RET, p. 15) as guide for project development. This protocol was designed to provide for racial equity.

**Weaknesses:**

No weaknesses identified.

**Reader's Score:**

2. **(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.**

**Strengths:**

The incorporation of performance based assessment (p. 17) and on-going mentor support (p. 18) are components of the proposal that reinforce the concepts of quality, intensity and duration. A 3-year, 147 hour program of training that builds upon and reinforces previous learning is pedagogically sound.

**Weaknesses:**

The PLC model for arts information exchange does not appear strong enough to support in the proposed activities to be sustainable. Meetings are mentioned for fall and spring but no detail of purpose/participants/context are provided. Creating and maintaining PLC's both within and across schools for the purpose of supporting arts integration and grant dissemination with take a more concerted effort.

**Reader's Score:**

3. **(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.**

**Strengths:**

The current Arts Impact program has collected, analyzed and reported on arts integration data. This experience should assist PSESD significantly in the implementation of a similar project aimed at improving teacher knowledge and improving student performance.

**Weaknesses:**

While having implemented a similar program in the past is good the results reported are primarily descriptive and provide do not allow the determination of effect size to know if gains achieved are statistically or educationally significant or durable.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

**General:**

The proposal includes a Equity in Education Department and training in racial equity. The qualifications of all key project and contracted personnel are well matched for their roles in the implementation of the project. Gender and disability recruitment is not included in the plan.

**Reader's Score:** 14

**Sub Question**

1. (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.

**Strengths:**

PSESD provides an Equity in Education Department and training in racial equity.

**Weaknesses:**

No mention is made of gender or disability recruitment plans.

**Reader's Score:**

2. (B) The qualifications, including relevant training and experience, of key project personnel.

**Strengths:**

The qualifications of all key project personnel are well matched for the positions described (pp. 26-29)

**Weaknesses:**

No weaknesses were identified in this section.

**Reader's Score:**

3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.

**Strengths:**

The qualifications of the contracted personnel are suited for tasks identified in the proposal.

**Weaknesses:**

No weaknesses were identified in this section.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

**General:**

Arts Impact has experience in managing grants successfully. The project timeline is clear for each program year. The assignments of key personnel are aligned with the implementation of the project. The role of teacher mentors in the evaluation is unclear.

**Reader's Score: 29**

**Sub Question**

1. **(A) 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.**

**Strengths:**

The experience that Arts Impact has in managing multiple previous PDAE grants successfully should be considered a positive factor in considering their capacity for managing the proposed activities. The project timeline, tasks, responsibilities and milestones (pp. 31-36) are clear for each program year.

**Weaknesses:**

No weaknesses were noted in this section.

**Reader's Score:**

2. **(B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The assignments of key personnel are aligned with the strategies for implementation described in the proposal.

**Weaknesses:**

In the budget document teacher mentors are described as "participating" in the evaluation. Without more detail of this activity describing their training, the time required, and intensity of involvement it is not possible to judge their qualifications for this (p. e94).

**Reader's Score:**

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

**Strengths:**

A project leadership team will utilize process evaluation to make adjustments to the project. The evaluator will provide semi-annual evaluation reports. A curriculum advisory team will be created for the purpose of providing feedback on project technology.

**Weaknesses:**

No weaknesses were noted in this section.

**Reader's Score:**

## Selection Criteria - Quality of the Project Evaluation

1. **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:**

### General:

The quasi-experimental design proposed for the project should be adequate. The outcome measures proposed are linked to program implementation. The objectives table provides the evaluation questions, needed data and performance measures.

Feedback derived from teachers and students in performance-based assessments is problematic. The frequency of data collection doesn't allow program alteration, there may be a confidentiality problem, and the validity/reliability of the proposed assessment is questionable.

**Reader's Score: 22**

### Sub Question

1. **(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.**

#### Strengths:

The PSESD proposes a quasi-experimental, matched comparison design for evaluating the project. This should be adequate to assess the status of the performance measures proposed that are linked to program implementation.

#### Weaknesses:

No weaknesses were noted in this section.

**Reader's Score:**

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

#### Strengths:

The quantitative and qualitative data collected from the students, teachers and coaches is directly related to program objectives and will allow for assessment of progress towards most of the goals described.

#### Weaknesses:

The description of the feedback derived from teachers and students in performance-based assessments is problematic for at least several reasons. First, the information is only collected and reviewed by the evaluator once per year. Adjustments for implementation in arts lessons are limited due to this schedule. Second, assessments of teachers' performance are conducted by the artists during the summer professional development. Teachers who do not perform well are identified via this format. In a sample of two schools this could be a research privacy violation, threatening to the individuals work and possibly embarrassment. Finally, the process established for assessing student and teacher "performance based assessments" relies on instruments that have some "face validity" (AKT) but unknown predictive validity or reliability. Interobserver agreement is also problematic with teachers serving as their own observers and introducing the possibility of observer bias (p.42). Alpha figures for student performance observation reliability is given at .9 but no statistic is provided for the rating teacher performance.

**Reader's Score:**

3. **(C) The extent to which the methods of evaluation will, if well implemented, produce evidence of**

**Sub Question**

**promise (as defined in the notice.)**

**Strengths:**

The table provided on pp. 46-50 provides a comprehensive view of the evaluation questions, needed data and performance measures that will be used to answer them.

**Weaknesses:**

No weaknesses were noted in this section.

**Reader's Score:**

**Priority Questions**

**CPP-Technology - Competitive Preference Priority-Technology**

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

This project builds upon previous work by providing online video clips to support teachers in providing integrated arts curriculum (p. 2). The SAIL project has a technology focus with the implementation of innovative web-based communication and instruction (p. 3).

**Weaknesses:**

Much of the communication and training technology is described as exploratory and experimental. While this is acceptable in an innovative project; a tech starting point and specific technology focused evaluation component (beyond "did you like it") would make this a more effective component.

**Reader's Score: 18**

---

**Status:** Submitted

**Last Updated:** 07/22/2014 12:18 PM

Status: Submitted

Last Updated: 08/07/2014 11:03 AM

## Technical Review Coversheet

**Applicant:** Puget Sound Educational Service District (U351C140017)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	9
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	14
<b>Quality of the Management Plan</b>		
1. Management Plan	30	29
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	20
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	112

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

Reader #3: \*\*\*\*\*

Applicant: Puget Sound Educational Service District (U351C140017)

## Questions

### 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:

#### General:

##### Strengths:

The applicant describes a plan to build capacity through professional development activities that include technology, STEM education and arts integration training for core teachers. There is a plan to infuse technology into professional development for art teachers through the use of video clips of teaching strategies that connect Common Core State Standards to art instruction (page 2), webinars, forums and workshops (page 3). There is also a plan to partner with a city arts and culture agency to enhance instruction in the arts and STEM education (page2). The applicant describes a low achieving, high need, high ELL target population that will be served through the use of arts-infused teaching strategies that include experiential learning, shown to be effective for at-risk youth (page 4).

The applicant describes a plan to disseminate project results and products through the use of a website that will include a searchable database of lesson plans (page 8). The applicant also describes a plan to share results of the project through presentations at state and local conferences, including technology-focused conferences (page 8).

##### Weaknesses:

No weaknesses noted.

Reader's Score: 5

### Sub Question

1. (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.

#### Strengths:

The applicant describes a plan to build capacity through professional development activities that include technology, STEM education and arts integration training for core teachers. There is a plan to infuse technology into professional development for art teachers through the use of video clips of teaching strategies that connect Common Core State Standards to art instruction (page 2), webinars, forums and workshops (page 3). There is also a plan to partner with a city arts and culture agency to enhance instruction in the arts and STEM education (page2). The applicant describes a low achieving, high need, high ELL target population that will be served through the use of arts-infused teaching strategies that include experiential learning, shown to be effective for at-risk youth (page 4).

#### Weaknesses:

It is unclear how the current arts model will be changed by the activities of this project. The applicant describes a successful program that is already in place, which makes it difficult to clearly understand what improvements are needed to increase student achievement using the arts. It is also unclear why the applicant plans to implement the project in only two schools, while monitoring two control schools. Details describing the current arts education and

**Sub Question**

professional development offerings that are already in place in the 'control' schools are limited. Details regarding the need for professional development in the arts are limited, given that the applicant already has implemented 6 AMEDD and PDAE projects. For example, details regarding the status of the sustainability outcomes of these projects, such as the need to build the local capacity of the arts educators, is unclear.

**Reader's Score:**

2. (B) 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.

**Strengths:**

The applicant describes a plan to disseminate project results and products through the use of a website that will include a searchable database of lesson plans (page 8). The applicant also describes a plan to share results of the project through presentations at state and local conferences, including technology-focused conferences (page 8).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:****Selection Criteria - Quality of Project Design**

1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

**General:****Strengths:**

The applicant describes a project design that is based on a logic model provided on page 13, that includes resources, activities, outputs and outcomes. The applicant mentions that the project is based on best practices that are outlined in the Standards for Professional Learning (page 9).

The applicant describes strategies that will allow for expanding a current Art Model professional development program to include technology through the use of webinars, , forums, journal and research articles, and ongoing research (page 3). The applicant mentions exploring the use of new e-communication tools to provide weekly alerts of upcoming learning opportunities and recent articles (page 3). The applicant states that it will contribute to the knowledge base on effective technology-supported professional learning (page 14), through these strategies.

**Weaknesses:**

Details regarding research that supports the project activities are limited. For example, it is unclear how the logic model is tied to research.

**Reader's Score: 9**

**Sub Question**

1. (A) The extent to which the design of the proposed project is supported by strong theory.

**Strengths:**

The applicant describes a project design that is based on a logic model provided on page 13, that includes resources, activities, outputs and outcomes. The applicant mentions that the project is based on best practices that

**Sub Question**

are outlined in the Standards for Professional Learning (page 9).

**Weaknesses:**

Details regarding research that supports the project activities are limited. For example, it is unclear how the logic model is tied to research.

**Reader's Score:****2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.****Strengths:**

The applicant describes strategies that will allow for expanding a current Art Model professional development program to include technology through the use of webinars, , forums, journal and research articles, and ongoing research (page 3). The applicant mentions exploring the use of new e-communication tools to provide weekly alerts of upcoming learning opportunities and recent articles (page 3). The applicant states that it will contribute to the knowledge base on effective technology-supported professional learning (page 14), through these strategies.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:****Selection Criteria - Quality of Project Services**

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

**General:**

Strengths:

The applicant describes several strategies to ensure equal access and treatment for eligible project participants who are members of traditionally underrepresented groups on pages 15-16. Examples include the use of a Racial Equity Tool to guide program development, stakeholder advisers from communities of color and other under-represented populations, and guidance and assistance from the district's Director of Equity in Education.

The applicant describes well-designed professional development activities that are based on research (pages 16-17), promote an enduring understanding, and provide 'just in-time' supports through the use of video clips of art lessons and 'teaching shorts'. The applicant mentions several professional development opportunities for teachers including summer workshops, training in performance based assessment and arts integration in core areas, and training in direct instruction (page 7). The applicant also mentions the use of mentoring activities and professional learning communities (page 20) as an effective strategy for improving instruction and student achievement.

The applicant describes a track record in the use of arts models to close the achievement gap (page 25). Strategies for improving student achievement include the use of project based learning, technology infused lessons, and arts integrated, standards-based education that allows for instruction in math infused with dance and visual art dance ; reading infused with dance, theater, and visual art; and writing infused with dance, theater and visual art (pages 21-22). The applicant describes a plan to include performance assessment of student work.

Weaknesses:

No weaknesses noted.

**Reader's Score:** 15

**Sub Question**

1. **(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.**

**Strengths:**

The applicant describes several strategies to ensure equal access and treatment for eligible project participants who are members of traditionally underrepresented groups on pages 15-16. Examples include the use of a Racial Equity Tool to guide program development, stakeholder advisers from communities of color and other under-represented populations, and guidance and assistance from the district's Director of Equity in Education.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

2. **(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.**

**Strengths:**

The applicant describes well-designed professional development activities that are based on research (pages 16-17), promote an enduring understanding, and provide 'just in-time' supports through the use of video clips of art lessons and 'teaching shorts'. The applicant mentions several professional development opportunities for teachers including summer workshops, training in performance based assessment and arts integration in core areas, and training in direct instruction (page 7). The applicant also mentions the use of mentoring activities and professional learning communities (page 20) as an effective strategy for improving instruction and student achievement.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

3. **(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.**

**Strengths:**

The applicant describes a track record in the use of arts models to close the achievement gap (page 25). Strategies for improving student achievement include the use of project based learning, technology infused lessons, and arts integrated, standards-based education that allows for instruction in math infused with dance and visual art dance ; reading infused with dance, theater, and visual art; and writing infused with dance, theater and visual art (pages 21-22). The applicant describes a plan to include performance assessment of student work.

**Sub Question**

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**General:**

**Strengths:**

The applicant mentions that it regularly seeks applicants from diverse cultures when it needs to increase staff or Artist Mentors (page 26). Annual training in cultural competency is described on page 26, as well as quarterly professional learning in using racial equity as a lens for program development.

The applicant describes the qualifications of key personnel on pages 26-29 and includes details regarding a qualified project director (page 26), a project evaluator (page 27), a visual arts mentor (page 27), a dance mentor (page 28) and a theater mentor (page 28). The applicant also describes the qualification of the Director of Educational Technology (page 29). Resumes for staff members are also provided in the appendix. Key project personnel appear to have the relevant experience needed to meet the objectives of the project.

The applicant describes the qualifications of two project consultants on pages 29-30. The first consultant will support observation activities for the project has experience in research and evaluation. A resume for this consultant is also provided. The second consultant is experienced in arts integration and professional development.

**Weaknesses:**

It is unclear how the applicant will encourage applications for employment from underrepresented groups. Details regarding recruitment activities for employment are limited.

**Reader's Score: 14**

**Sub Question**

- 1. (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.**

**Strengths:**

The applicant mentions that it regularly seeks applicants from diverse cultures when it needs to increase staff or Artist Mentors (page 26). Annual training in cultural competency is described on page 26, as well as quarterly professional learning in using racial equity as a lens for program development.

**Weaknesses:**

It is unclear how the applicant will encourage applications for employment from underrepresented groups. Details regarding recruitment activities for employment are limited.

**Reader's Score:**

- 2. (B) The qualifications, including relevant training and experience, of key project personnel.**

## Sub Question

### Strengths:

The applicant describes the qualifications of key personnel on pages 26-29 and includes details regarding a qualified project director (page 26), a project evaluator (page 27), a visual arts mentor (page 27), a dance mentor (page 28) and a theater mentor (page 28). The applicant also describes the qualification of the Director of Educational Technology (page 29). Resumes for staff members are also provided in the appendix. Key project personnel appear to have the relevant experience needed to meet the objectives of the project.

### Weaknesses:

No weaknesses noted.

### Reader's Score:

## 3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.

### Strengths:

The applicant describes the qualifications of two project consultants on pages 29-30. The first consultant will support observation activities for the project has experience in research and evaluation. A resume for this consultant is also provided. The second consultant is experienced in arts integration and professional development.

### Weaknesses:

No weaknesses noted.

### Reader's Score:

## Selection Criteria - Quality of the Management Plan

### 1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

#### General:

#### Strengths:

The applicant provides a timeline with activities, quarterly milestones, and persons responsible, on pages 31-36. The applicant provides a description of the roles and responsibilities of key project staff on pages 36-38. There is a plan to hire a program manager to facilitate the day-to-day project activities (page 37).

The applicant describes the time commitment of the project director (.3 FTE) on page 37. Details regarding the time commitments of the program manager and arts mentors are also provided.

The applicant describes procedures for ensuring feedback and continuous improvement that include meetings with the Project Leadership Team three times per year (page 38). There is a plan to have an evaluator provide the Project Leadership Team with semi-annual reports on project activities, that will indicate if interventions are producing the expected results (page 39). There is also a plan to create a Curriculum Advisory Committee that will advise project leaders on the development of new technology resources (page 39).

#### Weaknesses:

The applicant does not describe the time commitments of the principal investigator and the Director of Technology.

Reader's Score: 29

Sub Question

1. (A) 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.

**Strengths:**

The applicant provides a timeline with activities, quarterly milestones, and persons responsible, on pages 31-36. The applicant provides a description of the roles and responsibilities of key project staff on pages 36-38. There is a plan to hire a program manager to facilitate the day-to-day project activities (page 37).

**Weaknesses:**

No weaknesses noted.

Reader's Score:

2. (B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

The applicant describes the time commitment of the project director(.3 FTE) on page 37. Details regarding the time commitments of the program manager and arts mentors are also provided.

**Weaknesses:**

The applicant does not describe the time commitments of the principal investigator and the Director of Technology.

Reader's Score:

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

**Strengths:**

The applicant describes procedures for ensuring feedback and continuous improvement that include meetings with the Project Leadership Team three times per year (page 38). There is a plan to have an evaluator provide the Project Leadership Team with semi-annual reports on project activities, that will indicate if interventions are producing the expected results (page 39). There is also a plan to create a Curriculum Advisory Committee that will advise project leaders on the development of new technology resources (page 39).

**Weaknesses:**

No weaknesses noted.

Reader's Score:

**Selection Criteria - Quality of the Project Evaluation**

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:

**General:**

Strengths:

The applicant describes methods of evaluation that will provide quantitative and qualitative data to measure intended outcomes. Examples include teacher surveys, teacher focus groups, observations of professional development of professional development activities, student assessment data and teacher arts knowledge assessments.

The applicant provides methods of evaluation that will provide performance feedback and includes a description of three reports per year that will allow periodic assessment of progress. Details regarding how focus groups with teachers will provide insights to continually improve the project are provided on page 45. The applicant mentions teacher satisfaction surveys will be used to ask for critical feedback about project quality and implementation (page 45).

The applicant describes the use of an interrupted time series design to compare differences in teacher learning of arts concepts and skills, teacher attitudes, and teacher ability to teach the arts (page 41). A plan to compare student learning of the arts concepts and skills and achievement in science and math is mentioned on page 41.

Weaknesses:

It is also unclear how the project design will control for contamination from professional development activities that could be shared across control and treatment schools. Methods of analysis of survey and assessment data are not described. It is unclear how evidence of promise will be detected, given the lack of detail in regard to how observation data, survey data, and assessment data will be analyzed and reported.

**Reader's Score: 20**

**Sub Question**

- 1. (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.**

**Strengths:**

The applicant describes methods of evaluation that will provide quantitative and qualitative data to measure intended outcomes. Examples include teacher surveys, teacher focus groups, observations of professional development of professional development activities, student assessment data and teacher arts knowledge assessments.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

- 2. (B) 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 methods of evaluation that will provide performance feedback and includes a description of three reports per year that will allow periodic assessment of progress. Details regarding how focus groups with teachers will provide insights to continually improve the project are provided on page 45. The applicant mentions teacher satisfaction surveys will be used to ask for critical feedback about project quality and implementation (page 45).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Sub Question**

- 3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The applicant describes the use of an interrupted time series design to compare differences in teacher learning of arts concepts and skills, teacher attitudes, and teacher ability to teach the arts (page 41). A plan to compare student learning of the arts concepts and skills and achievement in science and math is mentioned on page 41.

**Weaknesses:**

It is also unclear how the project design will control for contamination from professional development activities that could be shared across control and treatment schools. Methods of analysis of survey and assessment data are not described. It is unclear how evidence of promise will be detected, given the lack of detail in regard to how observation data, survey data, and assessment data will be analyzed and reported.

**Reader's Score:**

**Priority Questions**

**CPP-Technology - Competitive Preference Priority-Technology**

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The applicant describes several strategies for utilizing technology to enhance professional development. Examples include the use of webinars, forums, an online, searchable data base of lessons, and video-clips. There is a plan to research and try-out technology tools with arts teachers.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

---

**Status:** Submitted  
**Last Updated:** 08/07/2014 11:03 AM