

Program Goals

Improving Teacher Quality projects must be designed to achieve one or more of the following program goals with regard to project participants:

1. Increase participants' subject-matter knowledge (including the use of computer-related technology to enhance student learning) of mathematics and/or content area reading.
2. Increase participants' ability to use challenging Washington State academic content and student achievement standards and Washington State assessments to improve instructional practices and improve student academic achievement in mathematics and/or content area reading.
3. Increase principals' instructional leadership skills that will help them work most effectively with teachers to help students master mathematics and/or content area reading.

Projects don't have to address all three program goals, and a proposal for a project that thoroughly addresses one or two goals may receive higher reviewer scores than a proposal that does a mediocre job of addressing all three of them.

All projects must focus on participants employed by middle and high schools, although they may include participants from elementary schools too (i.e., as part of a learning team that spans different grade levels). The term "participant" means K-12 teachers, highly qualified paraprofessionals and, if appropriate, principals (including assistant principals). Highly qualified paraprofessionals have at least two years of classroom experience *and* either postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers. Grant funds may only support pre-service teacher participation if such participants are highly qualified paraprofessionals.

Proposals for reading projects must focus on reading in the content areas; therefore, HECB will not accept proposals for general reading projects (i.e., reading projects that do not integrate reading with other core academic subject areas—please see the glossary for the definition of core academic subjects). Proposals for reading projects must explicitly state what content areas their projects will address.

Review Criteria

Our reviewers will use the criteria below to score proposals based on how clearly and convincingly the proposals demonstrate:

CATEGORY	CRITERIA	POSSIBLE POINTS
High-Need School District Involvement	High-need district /school staff has been involved in planning the project.	5
	The project addresses the needs of schools in high-need school districts, including the need to help participants enhance their certification, endorsement, or highly qualified teacher status.	10
Arts & Sciences Involvement	Arts & sciences faculty have been involved in planning the project.	5
	Arts & sciences faculty will be involved in implementing the project.	5
Key Objectives	Achieving project objectives will accomplish one or more of the program goals at the top of Page 2 of this Request for Proposals.	20
	Key objectives clearly connect to participants' current classroom work and utilize the State's content standards in the appropriate content area(s), especially those standards most pertinent to college readiness.	5
Key Activities	Key activities will achieve project objectives that will accomplish one or more of the program goals at the top of Page 2 of this Request for Proposals.	20
	Project activities incorporate instructional strategies that will help teachers provide all students (regardless of gender, population grouping, or individual learning styles or needs) with the opportunity to achieve excellence.	5
	Scientifically based research gives us reason to believe that the project's activities will help the project meet the program goals at the top of Page 2 of this Request for Proposals.	5
Evaluation and Performance Measures	The project identifies and incorporates performance measures that will effectively assess whether project activities will accomplish one or more of the program goals at the top of Page 2 of this Request for Proposals.	10
Capacity	Objective evidence regarding relevant and successful prior involvement of project personnel in the types of activities included in this project suggests that the partnership has the capacity to successfully execute its project.	5
Sustainability	The professional development provided by the project will be incorporated into curricula or otherwise sustained by districts/schools, and the lessons learned from the project will be made available for future use and will be applied by districts/schools and by the institution of higher education.	5
	Total Possible Points:	100

Reviewer Guidance for 2007-08 No Child Left Behind Washington State Higher Education Improving Teacher Quality Program

5/12/07

Dear Reviewer,

Here is some general and specific guidance that you may find helpful during the review process:

General guidance:

We would like to fund only projects that clearly and effectively address one or more of the program goals at the top of page 2 of the Request for Proposals. Breadth (addressing more than 1 goal) is important, but quality is more important than quantity to us, and we'd rather see a project do an excellent job of addressing one goal than a mediocre job of addressing multiple goals, so please don't hesitate to give a project a that does an exemplary job of addressing any one of the three program goals a higher score than a project that addresses multiple goals but doesn't do as good a job of addressing them.

Specific guidance:

The bulleted items below are indicators to help you assign scores to proposals. Not every indicator applies to each project, so you may well find yourself assigning a perfect score on a particular review criterion on a Reviewer Worksheet even if a proposal doesn't address all of the indicators that relate to that criterion. Also, the indicators do not constitute an exhaustive list. You may want to add some of your own. These indicators are based on guidance given to applicants in Appendix D and other parts of the Request for Proposals.

1. High-need School District Involvement

Criterion 1a

- Does the proposal clearly describe how high-need district/school staff has been involved in planning the project?
- Does the proposal provide any documentation supporting claims that high-need district/school staff had input in planning the project and/or revising the proposal?
- Has the proposal documented support for the project from school districts and potential participants (i.e. has it documented teacher/principal/paraprofessional "buy-in"?)
- Does the proposal contain attachments demonstrating high-need district/school staff input in planning the project and/or revising the proposal (attachments may not be necessary if proposal's written description of events is compelling enough in its own right.)
- Does the proposal provide any other evidence that district/school staff has been involved in planning the project?

Criterion 1b

- Has the proposal provided a needs assessment that clearly describes professional development needs of participants teaching in schools located in high-need school districts and that explains how those needs were determined?
- Does the project address those needs?
- Does the proposal clearly describe the number of project participants who need help with certification, endorsements, or highly qualified teacher status; how the project will recruit such participants, and how it will enhance their certification, endorsement, or highly qualified teacher status? (Note: this criterion may not apply to all proposals.)
- Does the proposal include copies of written agreements with districts/schools that include a description of how the project addresses district/school needs?
- Does the proposal provide any other evidence that it addresses the needs of schools in high-need school districts?

2. Arts & Sciences Involvement (Criteria 2a and 2b)

- Does the proposal clearly indicate how arts & sciences faculty have been involved in planning and will be involved in implementing the project?
- Does the proposal discuss the role of arts and science faculty in the project at length and in detail, or does it just give arts & sciences a few brief lines? (Note: in the past we've had proposals that only devoted a single short paragraph to arts & sciences.)
- Does the size of the arts & sciences budget in the Budget Form suggest that arts & sciences is a significant partner in the partnership?
- How high is the quality of any documents attached that demonstrate arts & sciences input in planning the project and/or revising the proposal? For example, are they just a couple of last minute e-mail printouts, or are they higher quality than that?
- Does the proposal provide any other evidence of arts & sciences involvement in planning and implementing the project?
- Does the proposal convince you that there's a genuine partnership between a college of education and a school of arts & sciences, and that arts & sciences wasn't just added on as an afterthought?

3. Key Objectives

Criterion 3a

- Does the proposal clearly describe which program goal(s) its objectives address?
- Does the proposal clearly and convincingly explain how each project objective promotes the accomplishment of one or more program goals?
- Are all project objectives closely and strongly related to program goals, or are there extraneous objectives?

- Does the proposal provide any other evidence that achieving project objectives will accomplish one or more program goals?
- Do you think achievement of the project's objectives will promote the accomplishment of one or more program goals?
- Note: please deduct points if you detect a project that appears to be pursuing its own agenda rather than trying to accomplish program goals, and please comment.

Criterion 3b

- Does the proposal describe explicit connections between the project's objectives and the State's Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) in the appropriate content areas, especially those most pertinent to college readiness?
- How closely related are project objectives to participants' current classroom work?
- Does the proposal provide any other evidence that its objectives clearly connect to participants' current classroom work and utilize the state's content standards in the appropriate content area(s), especially those standards most pertinent to college readiness?

4. Key Activities

Criterion 4a

- Does the proposal clearly describe key activities?
- Does the proposal clearly describe how many hours of each training activity participants will receive and why?
- Does the proposal have a clear timeline?
- Is the timeline realistic?
- Does the proposal clearly and convincingly explain how key activities will achieve project objectives that promote program goals?
- Is there convincing discussion or other evidence that the project activities clearly connect to participants' current classroom work, including the curricula they use? (Note: research suggests that professional development activities relevant to participants current work are most effective.)
- Does the proposal provide any other evidence that activities will accomplish one or more program goals?
- Do you think the project's activities will achieve project objectives that promote accomplishment of one or more program goals?
- Note: Sometimes proposals do a great job of describing activities that achieve project objectives that promote the project's own agenda, but don't promote the accomplishment of program goals. Please be on the lookout for that.

Criterion 4b

- Does the proposal clearly and convincingly describe how professional development activities incorporate instructional strategies that will help teachers provide all students – regardless of gender, population grouping or individual learning styles or needs – with the opportunity to achieve excellence?

Criterion 4c

- Does the proposal clearly and convincingly explain which project activities scientifically based research supports and why?

5. Evaluation and Performance Measures (Criterion 5a)

- Does the proposal clearly describe the evaluation methodology and qualitative and quantitative performance measures that the project will use to evaluate its success in accomplishing each of the program goals that the project addresses?
- Does the project evaluation include pre- and post-training participant surveys? (Note: participant surveys are a required minimum level of evaluation for all projects).
- Does the project evaluation include pre- and post-training participant subject matter knowledge assessments (for projects that address program goal #1 at the top of page 2 of the Request for Proposals)?
- Does the project use other evaluation methods as appropriate (e.g. classroom observation protocols, focus groups, analysis of work samples from participants' students, etc.)?
- Is the project's evaluation component as rigorous as is feasible, given the nature and duration of the project?
- Will the project's performance measures effectively assess whether the project activities are accomplishing one or more of the program goals?
- Note: please comment on what could be done to improve the evaluation component of the project.

6. Capacity (Criterion 6a)

- Does the proposal describe the role each of its key personnel will play in the project?
- Does the proposal give you confidence that the project personnel have the capacity to successfully execute the project?
- Does the proposal just list past projects and claim that they were successful, or does it cite objective indicators of success, such as "In our NSF Foundation project, participant scores on a math assessment increased by 40%?"

7. Sustainability (Criterion 7a)

- Does the proposal clearly and convincingly describe how professional development provided by the project will be incorporated into curricula or otherwise sustained by the districts?
- Does the proposal clearly and convincingly describe how the lessons learned from the project will be disseminated and made available for future use?
- Does the proposal clearly and convincingly describe how lessons learned from the project will be applied by each district/school and the institution of higher education? (For example the proposal could state how the college of education will embed the professional development into its teacher preparation program or will use lessons learned from this project to improve specific aspects of its teacher preparation program.)