



Tasks and Timeline

The evaluation of impacts from the TAP will be implemented between January and July 2011. Figure 3 presents the task timeline for completing the outcome study. Timely completion will depend on timely completion of key phases. As shown in Figure 3, Phase I of the project will be completed by the end of February with a meeting between key stakeholders of this evaluation. Phase II of the project will be completed with IRB approval from WMU. Phase III comprises of data collection and will be completed by mid-May. During Phase IV, all data will be analyzed on a state-level and comparatively. The final TAP outcome assessment report will be delivered by the end of July, 2011, completing Phase V.

Phase	Tasks	Week of																												
		Jan				Feb				March				April				May				June				July				
		3	10	17	24	31	7	14	21	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18
I	Deliver revised management plan																													
	Receive feedback and discuss revised management plan with OVAE and NRCCTE																													
	Obtain all missing documentation																													
	Analyze baseline data from GPRA assessment																													
	Develop sample and draft instrument																													
	Meet with OVAE, NRC, and AED																													
II	Finalize sample and instruments																													
	Obtain HSIRB approval																													
II	Conduct telephone interviews with key stakeholders in sampled states																													
I	Draft state level case studies																													
V	Conduct cross case analysis																													
V	Draft and finalize report																													

Figure 3.
Task Timeline

Sample Timelines for Proposals

RESEARCH		YEAR/EFFORT		
Tasks		1	2	3
1. Dielectrostriction strain gauges for use with non-metallic materials				
2. Technology for material self-sensing				
3. Residual stresses in glass and polymeric composites				
4. Dielectrostriction effect in isotropic and orthotropic composites				
5. Dielectrostriction approach for experimental mechanics				
6. Publications				
EDUCATIONAL		YEAR		
Activities		1	2	3
Outreach	Student Diversity			
	Professional Outreach			
Students' Leadership				
Courses	New Courses			
	Existing Courses			
Assessment				

	2009						2010					
	J	A	S	O	N	D	J	F	M	A	M	J
Task 1 - SF apparatus design and arrangement	■											
Task 2 - CMP monitor set up and preliminary tests		■	■	■	■	■						
Task 3 - Slurry samples preparation and particles sizes measuring			■	■	■	■	■					
Task 4 - Agglomerates and large particles assembly in slurry				■	■	■	■	■				
Task 5 - SF apparatus assembly and initial tests					■	■	■	■	■			
Task 6 - SF on scattering agglomerate (TEM)							■	■	■	■	■	
Task 7 - SF on shattering large particles (TEM)								■	■	■	■	■
Task 8 - SF & CMP monitor integration and process optimization									■	■	■	■
Task 9 – Write final report										■	■	■

Tasks	Participant	6m	12 m	18 m	24 m	30 m	36 m
1-d grating, thorough parameter search	Mafi	■	■				
Evaluation of spectral features	Mafi, Hanson		■	■			
Metamaterial design	Mafi			■	■	■	
Modeling tools: Integral equation	Hanson		■	■	■		
Other tools, in-house 2d extension	Mafi		■	■	■	■	
Finite beam width	Mafi		■	■			
Beam shape	Mafi		■	■	■		
Grating at the optical fiber tip	Mafi				■	■	
Light incidence at an angle	Mafi, Hanson					■	■

Sample Management Plan

USDE Grant, Jianping Shen, Ph.D., Western Michigan University

D. Quality of the management plan (10 points).

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

The Management Team.

A management team will be formed for the proposed project. The team consists of XXX (co-director), XXX (co-director), XXX, and XXX (superintendent of XXX). Their respective responsibilities are as follows:

Table 9. A Delineation of Responsibilities for the Management Team

Name Responsibility

XXX To function as the director to supervise the function of the project; to plan and coordinate the activities of the program; to report to the federal grant officer; to be in charge of financial matters

XXX To plan, coordinate, and carry out the evaluation, research, and dissemination of the project, and to assist with the program

XXX To coordinate the delivery of the program, including working with the mentors

XXX To provide support to the program from the school district's perspective

The Team of Instructors/Mentors and Others. In addition to the management team, a team of instructors/mentors for the modules and other experts are assembled. As will be discussed later in biographic notes, all these instructors and mentors have had extensive leadership experience in schools. In order to increase the efficiency and coherence of the program delivery, most of these team members will develop and deliver one module and mentor five pairs of practicing and aspiring principals. The module assignment reflects these members' expertise.

Table 10. A Delineation of Responsibilities for Other Key Project Members

Name Responsibility

Dr. XXX Primary developer and instructor for module # 1, mentor for five pairs of practicing and aspiring teachers

Learning-Centered Leadership Development Program

Dr. XXX Primary developer and instructor for module # 2, mentor for five pairs of practicing and aspiring teachers

Dr. XXX Primary developer and instructor for module # 3, mentor for five pairs of practicing and aspiring teachers

Dr. XXX Primary developer and instructor for module # 4, mentor for five pairs of practicing and aspiring teachers

Dr. XXX Primary developer and instructor for module # 5, mentor for five pairs of practicing and aspiring teachers

Dr. XXX Primary developer and instructor for module # 6 and #7, coordinator for logistics

Dr. XXX Assisting with developing training and mentoring manuals and conducting research/evaluation

Dr. XXX Educational technology expert to assist with developing the on-line component of the proposed project

Timeline and Milestones.

The following is a table that delineates the timeline and milestones using the first cohort as an example.

Table 11. *The 30-Month, Timelines and Milestones Using the 1st Cohort as an Example*

October 2010

- a.** Hold biweekly management team meetings (**standing meetings; will not repeat for the following to save space**)
- b.** Hold biweekly meetings for the team of instructors/mentors (**standing meetings; will not repeat for the following**)
- c.** Establish and hold the quarterly advisory team (**standing meetings; will not repeat for the following**)
- d.** Finalize the preparation for *module 1 - Inspirational agency for school renewal*
- e.** Randomly assign the 50 pairs of practicing and aspiring principals into the two cohorts (the first receiving the training during the first 30 months and the second cohort during the remaining 30 months) and inform the participants of the timing of their participation
- f.** Collect baseline data from both the first and second cohorts
- g.** Conduct context analysis of the schools along the dimensions of the seven modules
- h.** Finish contractual arrangements

Nov. – Feb. 2011

- a.** Conduct *module 1 - Inspirational agency for school renewal* and its evaluation
- b.** Explain the requirements for the *Leadership Portfolio* that each participant will prepare over the 30 months
- c.** Provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d.** Working with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 1 - Inspirational agency for school renewal*
- e.** Each participant begins to document learning in the *Leadership Portfolio*
- f.** Finalize preparation for *module 2 - Orderly school operation*

Mar. – May 2011

- a.** Share the learning and renewal activities related to *module 1 – Inspirational agency for school renewal*
- b.** Conduct *module 2 - Orderly school operation* and its evaluation
- c.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)

- d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to the *module 2 - Orderly school operation*
- e. Each participant continues to document learning in the *Leadership Portfolio*
- f. Finalize preparation for *module 3 - High, cohesive and culturally relevant expectations for students*

June – August 2011

- a. Share the learning and renewal activities related to *module 2 – Orderly school operation*
- b. Conduct *module 3 - High, cohesive and culturally relevant expectations for students* and its evaluation
- c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 3 - High, cohesive and culturally relevant expectations for students*
- e. Each participant continues to document learning in the *Leadership Portfolio*
- f. Finalize preparation for *module 4 - Coherent curricular program*

Sep. – Dec. 2011

- a. Share the learning and renewal activities related to *module 3 - High, cohesive and culturally relevant expectations for students*
- b. Conduct *module 4 - Coherent curricular program* and its evaluation
- c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 4 - Coherent curricular program*
- e. Each participant continues to document learning in the *Leadership Portfolio*
- f. Finalize preparation for *module 5 - Distributive and empowering leadership*

Jan. – Apr. 2012

- a. Share the learning and the planned renewal activity related to *module 4 - Coherent curricular program*
- b. Facilitate practicing and aspiring principals to reflect upon (a) the changes planned and implemented so far and (b) the continuation from the first-order to second-order changes
- c. Conduct *module 5 - Distributive and empowering leadership* and its evaluation
- d. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- e. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 5 - Distributive and empowering leadership*
- f. Each participant continues to document learning in the *Leadership Portfolio*
- g. Finalize preparation for *module 6 - Real-time and embedded instructional assessment*

May – August 2012

- a.** Share the learning and the planned renewal activities so far, particularly related to *module 5 - Distributive and empowering leadership*
- b.** Conduct *module 6 - Real-time and embedded instructional assessment* and its evaluation
- c.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d.** Work with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 6 - Real-time and embedded instructional assessment*
- e.** Each participant continues to document learning in the *Leadership Portfolio*
- f.** Finalize preparation for the final *module 7 - Data-informed decision making*

Sep. – Dec. 2012

- a.** Share the learning and the planned renewal activities so far, particularly related to *module 6 - Real-time and embedded instructional assessment*
- b.** Conduct *module 7 - Data-informed decision making* and its evaluation
- c.** Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
- d.** Work with teachers, a mentor, and others, each pair of practicing and aspiring principals plans one renewal activity related to *module 7 -Data-informed decision making*
- e.** Each participant continues to document learning in the *Leadership Portfolio*

Jan. – Mar. 2013

- a.** Share learning from the whole program; reflect upon the renewal activities and the first-order/second-order changes
- b.** Collect post-data from the participants, their teachers, schools, and mentors; collect student achievement data
- c.** Hold the graduation ceremony for the first cohort
- e.** Revise the program based on the evaluation
- f.** Prepare for the second cohort
- g.** Begin the process of dissemination based on the empirical data
- h.** Conduct evaluation to inquire into the impact of the program on principals, teachers, schools, and students

(April 2013)

- a.** *The first cohort has a reunion/sharing day (one-day overlap with the second cohort)*