**Inter-University Research Network - Evaluation and Recommendations**

**ROUND 2 – December 2017**

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| Application Number |  |
| Research Title |  |
| Name of Principal Researcher |  |

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| --- | --- |
| Name of Reviewer |  |
| Date |  |

**Summary**

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| --- | --- |
| **Criteria** | **Total Score** |
| 1. Significance
 |  |
| 1. Feasibility and Methodology
 |  |
| 1. Communication Strategy
 |  |
| Total (/100) |  |

**Recommendation**

Do you recommend this application for Funding? Yes \_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_

Are there any conditions that need to be met for the applicant to qualify for funding? If yes, please list below.

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| **1** | ***Significance of Research*** |
| The research demonstrates the potential to further our understanding of the achievement gap and how to redress the gap with the goal of improved student achievement. For example, the research: * + has a clear focus on achievement gaps in Nova Scotia, particularly those experienced by African Nova Scotian students, Mi’kmaq students, and students experiencing poverty
* is student and teacher centered
* will contribute new knowledge to inform policy and/or practice to redress the gaps through critical levers such as teaching quality, leadership, programs and services to children and youth
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| **EVALUATION CRITERIA** | **SCORE**  |
| The proposal clearly demonstrates that: * the research will make a significant contribution to understanding and redressing the achievement gap in the early years and grade primary – 12 systems for African Nova Scotian Learners
1. the research team has a sound knowledge base and links to prior research on:
	* the chosen area of focus
	* the underlying causes of achievement gaps (provincially, nationally and internationally)
	* evidence-based levers and strategies for redressing achievement gaps (e.g. instruction, leadership, language, culture, staffing, policy etc.)
	* the achievement gap in NS, particularly in the areas of mathematics and literacy
2. the research will be conducted with attention to implications for critical areas such as,
	* student achievement
	* culturally relevant teaching
	* inclusive curricula
	* student engagement
	* parent engagement
	* policy
	* partnerships
 | **of a possible 40 points** |

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| **2** | ***Feasibility and Methodology*** |
| Research methodology is sound at the university-level (ethics, rigour of methodology), board-level (research policy and protocol), and school-level requirements have been considered. The principal researcher and team have a combination of content area and research methodology skills. The principal researcher is able to provide evidence of the completion of similar research projects in the past (e.g. scope, area of focus). If the principal researcher is a student, there is evidence of appropriate supervision from faculty and the proposal does not extend beyond the scope of the applicant’s training and credentials.  |
| **EVALUATION CRITERIA** | **SCORE**  |
| * Ethics approval is provided or accounted for in description of research plan
* Board-level research policies and protocols have been followed and approvals are attached or accounted for in the description of the research plan.
* There is a strong relationship demonstrated between the research question and proposed methods of data collection and analysis
* The research questions builds on the existing literature and/or observation of new ways of looking at the achievement gap in the province
* The research team is able to demonstrate their knowledge of the cultural context of their work and awareness of appropriate ways to connect with communities identified in their work (if no, the team has engaged the expertise of people who can provide assistance)
* The project description demonstrates:
	+ Strong understanding of the necessity for a respectful cross-cultural research approach
	+ Consideration for effective implementation in schools (e.g., parental consent, a plan for working with principals and teachers, timing), if applicable
	+ Consideration has been given to impact on time if the research is to be completed during the school day/strategies to mitigate impact on teaching and learning time (e.g. working with students over the lunch hour, interviewing teachers after school)
* Curriculum vitae demonstrate experiences in completing similar projects
* Evidence of publication of previous research (faculty) or on-going supervision by faculty (students) is provided
* Clear match to applicants’ area of expertise in research (methodology) and subject area expertise
 | **of a possible 35 points** |

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| **3** | ***Communication Strategy*** |
| The proposal includes a detailed plan for knowledge mobilization, including communications and capacity building among partners. The research team is clear that their findings need to be framed in an actionable framework and communicated to a range of audiences. The team also demonstrates a commitment to building new knowledge about closing the achievement gap among students in Nova Scotia. |
| **EVALUATION CRITERIA** | **SCORE**  |
| 1. The research design is compatible (e.g. applied) with generating results that will have relevance for policy and practice in Nova Scotia
2. The communication strategy demonstrates a commitment to authentically mobilizing findings to appropriate and relevant audiences
3. Commitment to working beyond publication in academic journals (e.g., creation of plain-language materials to share results)
4. Consideration of face-to-face meetings to support capacity building
5. Evidence of commitment to thinking about results in terms of:
	1. relevance to our understand of learning and achievement in mathematics and literacy in Nova Scotia implications for schools, communities, boards etc.
	2. contributions to knowledge about achievement gaps and how they can be closed
 | **of a possible 25 points** |