APR for PP2013

(Throughout this APR, all words shown in red are defined in a definitions section at the end of this document).

I. MSP Project Information

In this section, you will be asked for basic information about your MSP project and partner organization(s). Please include partnership title, contact information for project director, and information about your partner organizations.

Please click next to start.

I. MSP Project Information

A. Project

Indicate the following information about your MSP project.

* 1. Partnership title:
[_____]

* 2. MSP project director:
[_____]

* 3. Project director phone number:
[_____]

* 4. Project director email address:
[_____]

5. Sources of Funding for this MSP project for the 12-month reporting period. (DO NOT include dollar values of in-kind contributions.)

* MSP Grant Funded through Title II, Part B ($): [_____]

☐ Other State Funds ($): [_____]

☐ LEA Funds ($): [_____]

☐ Other (Please specify): [_____]
Amount ($): [_____]

{ Save Report }

I. MSP Project Information

B. Lead Organization

Please report Lead Organization information on this tab, and also the total number of partner organizations. Please report the remaining partners on the next "C. Partner Organizations".

* 1. Number of partner organizations/institutions (including the lead organization):
[_____]

* 2. Name of lead organization/institution:
[_____]

* 3. Type of lead organization/institution:
[_____]
- K-12 Institution (LEA)
- Institution of Higher Education (IHE)
- Other

Other (Please Specify):
[_____]

*Note: The term *K-12 institution* includes include local education agencies (LEAs), public charters, consortia of schools, etc.

{ Save Report }

I. MSP Project Information

C. Partner Organizations

In this section of the report, you will include information about all partner organizations, including the lead organization, for your MSP project. For each participating organization, you will enter descriptive information. When you are ready to begin entering information about your partner organization(s), click "Add Project Partner". A blank form requesting descriptive information about your partner organization will open. When you have entered the information about your partner organization, click the "Save Report" button at the bottom of the page. You will then see that your partner organization is listed on this page, and you will receive a prompt to notify you that the report was successfully updated. The prompt will also contain two links. Choose “next” to proceed to the following section of the report or choose “more partners” to enter information about an additional partner. You can also add information about a new partner by clicking "Add Project Partner" in the box below. To edit or delete information about the project partner, click on the "Edit" or "Delete" button next to each organization listed on this page.

Be sure to click "Save Report" button after entering information for each project partner.

When all of your partner organizations appear in the list on this page, and all information has been included about each partner, you have completed this section of the report.

List of project partner forms:

There are a total of __ project partner forms.

1. Edit Delete Sample Project Partner #1
2. Edit Delete Sample Project Partner #2

To report an additional project partner form, please use this link: Add Project Partner.

Please enter information about your partner organization, and when done click the "Save Report" button at the bottom of the page.

Report was successfully updated. Please click next to fill out "II. Abstract", or click more partners to add more partners.

* 1. Name of participating organization/institution:
[_____]

2. Type of participating organization/institution:
[_____]
- Local educational agency (LEA)
- Institution of Higher Education (IHE)
- Other

Other (Please Specify):
[_____]

*Note: The term *K-12 institution* includes include local education agencies (LEAs), public charters, consortia of schools, etc.

Does this partner meet your state's definition of a high-need LEA? *(This definition may be included in Section X of this APR. Otherwise, it is the definition that was listed in the RFP)*

- ○ Yes
- ○ No

3. Partner's Roles on MSP Project (Check all roles in which the partner has engaged):

☐ Lead organization

☐ Project management and administration
☐ Design professional development
☐ Identify and recruit teachers for professional development and/or comparison group
☐ Provide professional development
☐ Participate in/receive professional development
☐ Provide mentors/coaches/teacher leaders
☐ Evaluate the MSP
☐ Collect and/or provide data
☐ Analyze data
☐ Provide technical assistance to teachers and/or project
☐ Provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders)
☐ Advise project
☐ Other (Please specify): [_____]

{ Save Report }

II. MSP Project Abstract

In this section of the form, you are asked to provide a brief project abstract and summary of your MSP project. Please note that this project abstract will be used to describe your project in publications and on the ED-MSP website. Also, please note that this is a summary only (limited to 1000 words) and you will be able to more fully describe your project in other sections of the APR.

Please click next to start.

II. MSP Project Abstract

A. Project Abstract

Please summarize your project's goals and objectives, participants, and professional development. This abstract will be used to describe your project in publications and on the public ED-MSP website. It should provide a *general* overview for those who are not familiar with your work. A strong abstract typically includes the following elements:

- *Who:* Name the partners, participants, and/or students affected by your MSP.
- *Where:* Specify the schools/districts, regions, counties, etc., that your project affects.
- *When:* Briefly describe your project's background, such as when the work began, what time period it covers, whether it builds on prior efforts, etc.
- *What:* Describe the professional development model implemented. Did you conduct summer institutes, online/distance learning, university courses, follow-up activities, and/or other professional development interventions? Are there unique aspects of your professional development that would be particularly interesting to others?
- *Why:* What are the primary goals and objectives of your MSP? What needs does this partnership serve?

You will be able to describe more technical details of your project in other sections of the APR. Please copy and paste or type text directly into the space below (Max. 1000 words).

{ Save Report } { Spell Check }

III. Responsibilities

In this section, you will identify the areas of responsibility among your MSP partners. Various functions are listed (including "Other") that might be performed by partners in your MSP project. For each of the functions or activities, indicate the APPROXIMATE percentage of effort undertaken by each partner group. The partner groups listed are K-12 Institutions; IHE faculty; and Others (specify).

For each activity, list the percentage of time spent on that activity by the partner group. For example, if the IHE provides almost all of the program administration, such as 90%, with a partner LEA providing a small amount of program administration, such as 10%, then under "A. Administer Overall Program", you will enter 90 next to IHE and 10 next to LEA.

Please click next to start.

III. Responsibilities

A. Administer Overall Program

Indicate the APPROXIMATE percentage of effort undertaken by each partner group for **Administering overall program**. This includes, for example, budgeting and planning, recruiting professional development providers and teachers, organizing meeting space, etc. Total percentages should add up to 100%.

1. % Provided by K-12 Institutions:
[_____]%

2. % Provided by IHE faculty (Institutions of Higher Education):
[_____]%

3. % Provided by Others (Please specify): [_____]:
[_____]%

{ Save Report }

III. Responsibilities

B. Design Professional Development

Indicate the APPROXIMATE percentage of effort undertaken by each partner group for **Designing professional development (PD)**. This includes, for example, developing the professional development curriculum, designing learning tools for use in the professional development, etc. Total percentages should add up to 100%.

1. % Provided by K-12 Institutions:
[_____]%

2. % Provided by IHE faculty (Institutions of Higher Education):
[_____]%

3. % Provided by Others (Please specify): [_____]:
[_____]%

{ Save Report }

III. Responsibilities

C. Deliver Professional Development

Indicate the APPROXIMATE percentage of effort undertaken by each partner group for **Delivering the PD**. Total percentages should add up to 100%.

☐ N/A, during the past performance period, our project primarily planned and designed MSP activities, and we did not deliver any professional development (PD). *(If you check this box, you will not fill out later sections pertaining to the teachers participating in PD, PD models, PD content and processes, assessment measures, or teacher or student gains).*

1. % Provided by K-12 Institutions:
[_____]%

2. % Provided by IHE faculty (Institutions of Higher Education):
[_____]%

3. % Provided by Others (Please specify): [_____]:
[_____]%

{ Save Report }

III. Responsibilities

D. Evaluate MSP

Indicate the APPROXIMATE percentage of effort undertaken by each partner group for **Evaluating the MSP**. This includes, for example, collecting data on teacher or student outcomes, observing and assessing the effectiveness of the professional development or teaching methods. Total percentages should add up to 100%.

1. % Provided by K-12 Institutions:
[_____]%

2. % Provided by IHE faculty (Institutions of Higher Education):
[_____]%

3. % Provided by Others (Please specify): [_____]:
[_____]%

{ Save Report }

IV. Professional Development

In this section, you will be asked to provide information on participants in professional development activities. Select and complete the sub-sections for every category of teacher, administrator and participant student involved in your MSP program.

Please click next to start.

IV. Professional Development

A. Number of University Faculty Involved in MSP Project

Please indicate the number of university faculty members involved in the MSP project. (Count the faculty members with regular, substantive involvement in MSP. Count each person ONCE.)

1. Number of Mathematics faculty:
[_____]

2. Number of Science faculty:
[_____]

3. Number of Engineering faculty:
[_____]

4. Number of Education faculty:
[_____]

5. Number of Technology/Computer Science faculty:
[_____]

6. Number of other faculty involved:
[_____]

(Please specify discipline):
[_____]

{ Save Report }

IV. Professional Development

B. Indicate the Primary Goal for the Intervention

MSP projects are designed to increase student achievement by improving teachers' content knowledge. MSP projects accomplish this by directly providing professional development to individual teachers to increase their content knowledge or by training teacher leaders who ultimately provide training to individual teachers. In the section below, you will be asked to indicate the primary goal of your project – directly improving teachers' content knowledge, training teacher leaders, or another goal.

You will then be asked to indicate the primary target of your project. Please indicate whether the primary focus of your project is to affect *individual teachers* in one or more schools or all teachers within a school or set of schools.

When you have selected the target of your MSP project, you will then be asked a series of questions about the level of participants you have selected. For example, if you select "Individual teacher", then a new sub-section "i. Teacher Selection Criteria" will appear and the instructions in the gray bordered box below will indicate that you should proceed to complete the sub-section. Please be sure to complete any new section of the form asking follow up information about the target for your intervention.

Report was successfully updated. Please click next to fill out "B(i). Teacher Selection Criteria".

1. Please select the main goal of the MSP project:
(Indicate whether the project's main focus is on improving teachers' content knowledge, training teacher leaders, or another goal)

○ **Improving teachers' content knowledge and teaching methods**

Please note: In Section VIII of this report, projects whose goal is to increase teacher content knowledge must submit information on teacher gains for all teachers and administrators that participated in professional development and student achievement data for only the students of teachers participating in the MSP program.

○ **Training teacher leaders**

Please note: In Section VIII of this report, projects whose goal is to train teacher leaders must submit information on teacher gains for all teachers and administrators that *directly* participated in professional development and *school-level* student achievement data.

○ **Both – Improving individual teachers' content knowledge and training teacher leaders are equally important aspects of our program**

Please note: In Section VIII of this report:

For teachers that received training to improve their content knowledge, please submit information on teacher gains for all teachers and administrators that participated in professional development and student achievement data for only the students of teachers participating in the MSP program.

For teacher leaders that were trained, please submit information on teacher gains for all teacher leaders that *directly* participated in professional development and *school-level* student achievement data in schools in which teacher leaders worked.

○ **Other** - Specify (Max. 100 words):

IV. Professional Development

C. Total Number of Participating Educators

1. Total number of teachers and/or administrators receiving MSP professional development in Math or Science:
(Do not double-count teachers for this figure).
[_____]

Note that the total number of participating educators should be equal to the sum of the total number of elementary school teachers (IV.D.1) plus middle school teachers (IV.E.1) plus high school teachers (IV.F.1) plus administrators (IV.G.1). Each participant should be counted only once in their primary area of responsibility and school level.

{ Save Report }

IV. Professional Development

D. Elementary School Teachers.

Please provide information on the type of teachers who participated in the MSP professional development during this 12-month reporting period. For each participant group, indicate the number (or approximate number) of individuals who participated in professional development.

- Include full-time and part-time teachers. Count each person only once in their primary area of responsibility.
- Use locally applicable definitions of elementary, middle, and high schools.

Note: If you have any elementary school teachers, make sure to enter the total number who work in high-needs schools in D.2 at the bottom of the page. Check that this number is less than or equal to the total number of elementary school teachers.

1. Total number of elementary school teachers:
[_____]

A. Regular core content teachers: Elementary school:
[_____]

B. Gifted and talented teachers: Elementary school:
[_____]

C. Special education teachers: Elementary school:
[_____]

D. Teachers of English language learners: Elementary school:
[_____]

E. Non-teaching math teacher coaches (full or part time):Elementary school:
[_____]

F. Non-teaching science teacher coaches (full or part time):Elementary school:
[_____]

G. Paraprofessionals: Elementary school:
[_____]

2. Total number of elementary school teachers who primarily work in a high-need school, as defined by your state:
[_____]

{ Save Report }

IV. Professional Development

E. Middle School Teachers.

Please provide information on the type of teachers who participated in the MSP professional development during this 12-month reporting period. For each participant group, indicate the number (or approximate number) of individuals who participated in professional development.

- Include full-time and part-time teachers. Count each person only once in their primary area of responsibility.
- Use locally applicable definitions of elementary, middle, and high schools.

Note: If you have any middle school teachers, make sure to enter the total number who work in high-needs schools in E.2 at the bottom of the page. Check that this number is less than or equal to the total number of elementary school teachers.

1. Total number of middle school teachers:
[_____]

A. Regular core content teachers: Middle school:
[_____]

B. Gifted and talented teachers: Middle school:
[_____]

C. Special education teachers: Middle school:
[_____]

D. Teachers of English language learners: Middle school:
[_____]

E. Non-teaching math teacher coaches (full or part time): Middle school:
[_____]

F. Non-teaching science teacher coaches (full or part time): Middle school:
[_____]

G. Paraprofessionals: Middle school:
[_____]

2. Total number middle school teachers who primarily work in a high-need school, as defined by your state:
[_____]

{ Save Report }

IV. Professional Development

F. High School Teachers.

Please provide information on the type of teachers who participated in the MSP professional development during this 12-month reporting period. For each participant group, indicate the number (or approximate number) of individuals who participated in professional development.

- Include full-time and part-time teachers. Count each person only once in their primary area of responsibility (area/duty/position that involved more than 50 percent of the person's time).
- Use locally applicable definitions of elementary, middle, and high schools.

Note: If you have any high school teachers, make sure to enter the total number who work in high-needs schools in F.2 at the bottom of the page. Check that this number is less than or equal to the total number of elementary school teachers.

1. Total number of high school teachers:
[_____]

A. Regular core content teachers: High school:
[_____]

B. AP/IB: High school:
[_____]

C. Special education teachers: High school:
[_____]

D. Teachers of English language learners: High school:
[_____]

E. Non-teaching math teacher coaches: High school:
[_____]

F. Non-teaching science teacher coaches: High school:
[_____]

G. Paraprofessionals: High school:
[_____]

2. Total number high school teachers who primarily work in a high-need school, as defined by your state:
[_____]

{ Save Report }

IV. Professional Development

G. Administrators.

Please provide information on the type of administrators who participated in the MSP professional development during this 12-month reporting period. For each participant group, indicate the number (or approximate number) of individuals who participated in professional development.

- Include full-time and part-time administrators. Count each person only once in their primary area of responsibility.
- Use locally applicable definitions of elementary, middle, and high schools.

1. Total number of administrators:
[_____]

A. Administrators: Elementary school:
[_____]

B. Administrators: Middle school:
[_____]

C. Administrators: High school:
[_____]

D. Other:
[_____]

(please describe):
[_____]

{ Save Report }

IV. Professional Development

H. Participant Students.

Indicate the number of students who were taught during the 12-month reporting period by the teachers who participated in MSP professional development activities. Approximate numbers of students are acceptable. (For teacher leader models, count all students who were directly or indirectly affected by teacher leaders. For example, if a teacher leader works with other teachers in a general subject, such as math, and all students in the school are affected by this work, then please count all students in the school. If, on the other hand, the teacher leader works with other teachers in a specific subject area, such as algebra, then please count algebra students only.).

1. Number of elementary school students taught by participating teachers: [_____]

2. Number of middle school students in math and/or science classes taught by participating teachers: [_____]

3. Number of high school students in math and/or science classes taught by participating teachers: [_____]
4. TOTAL number of students in math and/or science classes taught by participating teachers. (This should be the sum of the number of students in elementary school plus middle school plus high school, as reported above). [_____]

{ Save Report }

V. Professional Development Models

In this section, you will be asked for information about the type of professional development models used in your MSP program.

Please click next to start.

A. Contact Hours

1. How many professional development contact hours were offered in the average participant course load during the 12-month reporting period? (hours per participant).

For example:

- If your project offered one 60-hour summer institute, report 60 hours even if participants on average attended only 55.
- If your project offered ten 8-hour professional development courses during the academic year, and the average teacher participated in three, report 24 hours for this component of the professional development (not 80).
- Count the total hours offered in all components of professional development that the average teacher participated in.

[_____] (number only please)

{ Save Report }

V. Professional Development Models

B. Type of Professional Development Activities.

Indicate the type of professional development activities used in your project during the 12-month reporting period.

○ Summer Institutes only:

The term summer workshop or institute means a workshop or institute, conducted during the summer, that…"

1. is conducted for a period of not less than 2 full-time work weeks or is at least 60 hours.
2. includes, as a component, a program that provides direct interaction between students and faculty."

○ Summer Institutes with additional or follow up activities:

In addition to offering a full Summer Institute, as defined above, these projects offer additional or follow-up activities that build on material presented at the Summer Institute.

○ Activities other than Summer Institutes only or Summer Institutes with follow up activities (This includes summer activities that total fewer than 60 hours):

All projects that do not provide a Summer Institute, as defined by the MSP program, or a summer institute with follow up. For example, training during the summer for a period less than 2 full time weeks and other school year activities should be categorized here.

{ Save Report }

V. Professional Development Models

B(i). Summer Institutes

Indicate the average duration per participant for the summer institute *(count total hours offered to a typical participant, even if some participants miss a few hours). Note that the average duration of a summer institute should be a minimum of 60 hours. If your project provides training to participants during the summer that is less than 60 hours, please select the third option: "Activities other than Summer Institutes" in V.B. above.*

* 1. Total duration in HOURS per participant (on average): [_____]

{ Save Report }

V. Professional Development Models

B(ii). Follow-Up

Indicate the average duration in hours per participant for all professional development activities provided by the project as follow-up to the Summer Institute. Then indicate the primary focus of the follow-up activities provided by your project during the 12-month reporting period.

1. Duration on average of HOURS per participant for all follow-up professional development activities. (Do not include hours for the summer institute):
[_____]

- ○ A. On-site professional development during academic year
- ○ B. Study groups, learning communities (e.g., lesson studies, action research)
- ○ C. Online course work and distance learning networks:
- ○ D. Course work at university (Please specify): [_____]
- ○ E. Other (Please specify): [_____]

{ Save Report }

V. Professional Development Models

B(iii). Others

1. Please indicate the type of activities used in your project during the 12-month reporting period.

○ A. Professional development during the summer totaling *at least 1 week* in duration *plus* other school year activities

○ B. Professional development during the summer totaling *less than 1 week* in duration *plus* other school year activities

○ C. Focus on school year activities *only*

2. Please indicate the primary focus of the professional development activities provided by your project during the 12-month reporting period.

○ A. On-site professional development during academic year

○ B. Study groups, learning communities (e.g., lesson studies, action research)

○ C. Online course work and distance learning networks

○ D. Course work at university (Please specify): [_____]

○ E. Other (Please specify): [_____]

{ Save Report }

V. Professional Development Models

C. Description of Professional Development Model

Please describe the model for professional development you used during the 12-month reporting period. (Max. 200 words)

In this description, please include the following types of information:

- Who presented the PD? (IHE, Master Teacher, Other)
- Explain how the professional development was structured.
- Describe the specific activities that participants engaged in.
- Why were those activities chosen?
- What mechanisms or techniques did the facilitators (or the online resources) use to teach the participants?

Please note that this is a text only view. If you have charts or tables, you can upload them as attachments by following this link: Attach Files.

{ Save Report }

VI. Professional Development Content and Practices

In this section, you will provide information about mathematics and/or science content and processes taught to teachers in MSP activities.

Please click next to start.

A. Mathematics Content and Practices.

1. Did your MSP project provide training in math content or processes in the MSP professional development during this 12-month reporting period?

○ Yes ○ No

2. Please indicate the major content, topics, or practices of mathematics taught to teachers in the MSP activities during this 12-month period. Select all that apply and indicate the GRADE LEVELS OF TEACHERS to whom each topic was taught.

2.1 Mathematical Practices
[_____]
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.2 Number and Operations:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.3 Ratios and Proportional Relationships:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.4 Algebra:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.5 Geometry:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.6 Measurement and Data:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.7 Probability and Statistics:
☐ Elementary School Teachers

2.8 Problem Solving:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.9 Reasoning and Proof:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.10 Modeling and Functions:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.11 Calculus:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.12 Other (Please Specify):
[_____]
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

☐ Middle School Teachers
☐ High School Teachers

{ Save Report }

VI. Professional Development Content and Practices

B. Science Content and Practices

1. Did your MSP project provide training in science content or processes in the MSP professional development during this 12-month reporting period?

○ Yes ○ No

2. Please indicate the major content, topics, or practices of science taught to teachers in the MSP activities during this 12-month period. Select all that apply and indicate the GRADE LEVELS OF TEACHERS to whom each topic was taught.

2.1 Scientific Practices:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.2 Physical Science/Physics:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.3 Chemistry:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.4 Life Science/Biology:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.5 Earth and Space Science:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.6 Technology:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.7 Engineering:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

2.8 Other (Please Specify):
[_____]
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

{ Save Report }

VII. Program Evaluation

In this section, you will be asked to describe your local evaluation design and methods, data collection/analysis methods, and assessment measures. You will also be asked to briefly describe the MSP impact on teacher content knowledge and student achievement.

Please note that you will be able to upload an electronic copy of an evaluation report (if you have one) when submitting your completed APR. See the tab above called "Upload Report" for information and instructions.

Please click next to start.

A. *Type of Evaluator*

Please select from the list below the best description of your project's evaluator. (Select all that apply.)

☐ 1. Hired external evaluator

Name of organization & contact information:
[_____]

☐ 2. MSP partnership organization staff (regardless of whether the staff conducting evaluation are also involved in the implementation of MSP activities, include staff from the partnership IHE)

☐ 3. Statewide evaluation

☐ 4. Other

Please specify:
[_____]

{ Save Report }

VII. Program Evaluation

B. Evaluation Design

Indicate the primary evaluation design used for evaluating this partnership. If you use a combination of designs, or multiple methods, indicate the most rigorous design or method used in your project (evaluations designs are listed below in order of rigor). For example, if you used a matched comparison group design to examine student outcomes and a one-group design and other qualitative methods to examine at teacher outcomes, please report as a matched comparison group design. In the following sections, you will be asked to describe this as well as any additional evaluation designs used. (You may consult your evaluator to answer the following questions.)

- ○ Random assignment design
- ○ Matched comparison group design
- ○ Non-matched comparison group design
- ○ One-group design
- ○ Qualitative/descriptive design
- ○ Other (Please Specify): [_____]

{ Save Report }

VII. Program Evaluation

B(i). Random Assignment Design

Provide a succinct overview of the process to randomly assign participants. Please include a description of the evaluation design, sample size, data collection methods, and the types of analyses to be performed. If any additional evaluation designs were used to measure project outcomes, please describe all evaluations in the space below. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

B(ii). Matched Comparison Group Design

Provide a succinct overview of the evaluation design, criteria for matching, sample size, data collection methods, and the types of analyses to be performed. If any additional evaluation designs were used to measure project outcomes, please describe all evaluations in the space below. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

B(iii). Non-Matched Comparison Group Design

Provide a succinct overview of the evaluation design, a description of how comparison groups were created, sample size, data collection methods, and the types of analyses to be performed.. If any additional evaluation designs were used to measure project outcomes, please describe all evaluations in the space below. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

B(iv). One-Group, Qualitative/Descriptive, and Other Designs

Provide a succinct overview of the evaluation design, sample size, data collection methods, and the types of analyses to be performed. If any additional evaluation designs were used to measure project outcomes, please describe all evaluations in the space below. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

C. Phase of Implementation

1. Indicate your MSP project's stage of implementation.

○ New: Conducting start-up tasks such as formalizing partnerships and implementing the professional development model for the first time. This project is not based on a prior model, nor does it build off of an earlier grant's work.

○ Developing: Revising, enhancing, or further developing the professional development model. May be building on a prior model, an earlier grant, or a planning year.

○ Fully Developed: All components of the MSP model are fully operational.

2. Current year of implementation:

☐ 1st year of this grant cycle

☐ 2nd year of this grant cycle

☐ 3rd year of this grant cycle

3. Is this the final report that you will submit for this grant (i.e., this is the last APR you will complete to report on the funds you received for this MSP)?

☐ Yes

☐ No

{ Save Report }

VII. Program Evaluation

D. Teacher Assessment Measures

In this section, you will indicate which assessment measures you have used to assess teacher achievement.

Enter information for each assessment using a separate form. To add information about an assessment, click on the "Add Assessment Measure" link below to begin a three step process. In step one, select the type of assessment to add and click on the “Save Report” button to continue. In step two, a list of possible assessments will open. Select only ONE assessment from the list. When you have selected the assessment click the "Save Report" button at the bottom of the page. In step three, you will be asked to enter additional information about the test or instrument used.

To edit or delete information about assessments listed below, click on the "Edit" or "Delete" button next to each assessment on this page.

Be sure to click "Save Report" button after entering information for each assessment.

When all of your assessment measures appear in the list on this page, and all information has been included about each assessment, you have completed this section of the report.

List of assessment measure forms

There are a total of __ form(s).

1. Edit Delete Sample Assessment Measure #1
2. Edit Delete Sample Assessment Measure #2

To add information on an additional assessment measure, please use this link:

Add Assessment Measure.

Step 1 of 3

Select the type of assessment measure you wish to add:

- ○ Assessment of Teacher Content Knowledge – Math
- ○ Assessment of Teacher Content Knowledge – Science
- ○ Other Teacher Evaluation Instrument

{ Save Report }

VII. Program Evaluation

D. Teacher Assessment Measures (continued)

Assessment of Teacher Content Knowledge - Mathematics

Step 2 of 3

Select ONE assessment from the list below and click the "Save Report" button at the bottom of the screen when done, which will take you to step three of this form.

In step three you will be asked additional questions to describe the test or instrument used.

Click on the blue question mark buttons to see additional information about each measure.

- ○ Diagnostic Mathematics Assessments for Middle School Teachers (Bush) ?
  (Bill Bush, University of Louisville: Multiple choice and open-ended assessments in four content areas address four knowledge domains: memorized knowledge, conceptual understanding, problem solving/reasoning, and pedagogical content knowledge)
- ○ Pre-calculus Concept Assessment ?
  (CRESMET, Arizona State University: multiple-choice instrument that assesses students' understanding of the concept of function)
- ○ Learning Mathematics for Teaching (LMT) ?
  (Hill and Ball, University of Michigan: multiple-choice assessment of three content areas set in the context of real classroom teaching)
- ○ Knowledge of Algebra for Teaching ?
  (Ferrini-Mundy, Michigan State University: multiple choice and open-response items that assess algebra content or the knowledge needed for teaching algebra)
- ○ PRAXIS I ?
  (Educational Testing Service: multiple choice and essay assessments measure basic skills in reading, writing, and mathematics)
- ○ PRAXIS II ?
  (Educational Testing Service: multiple choice and constructed response assessments measure subject areas that K-12 educators teach and general and subject-specific teaching skills and knowledge)
- ○ State Teacher Assessment ?
  (State-authorized teacher examinations of math content including teacher certification examinations designed to address state standards.)
- ○ Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

Please describe the specific test or instrument you used for the following type of measure. You may describe one or more tests/instruments under each type of measure.

Report was successfully updated. Please click next to fill out "E. Classroom Assessment", or click more assessment measures to add more assessment measures.

1. Description of the assessment measure/test:

- ○ Nationally normed and/or standardized test
- ○ Locally developed test with evidence of validity and reliability
- ○ Locally developed test, not tested for validity and reliability
- ○ Self-report survey/rating by teachers, students, or other MSP participants
- ○ Other (Please Specify): [_____]

2. Were the results of this measure used in the reporting of GPRA indicators for participants in section VIII (Findings for MSP Participants and Their Students) of this APR?

- ○ Yes
- ○ No

{ Save Report }

VII. Program Evaluation

D. Teacher Assessment Measures (continued)

Assessment of Teacher Content Knowledge - Science

Step 2 of 3

Select ONE assessment from the list below and click the "Save Report" button at the bottom of the screen when done, which will take you to step three of this form.

In step three you will be asked additional questions to describe the test or instrument used.

Click on the blue question mark buttons to see additional information about each measure.

- ○ Assessing Teacher Learning about Science Teaching (ATLAST) ?
  (ATLAST, Horizon Research, Inc.: instruments assess teacher opportunities to learn and measure changes in teacher science content knowledge, teacher pedagogical content knowledge, and classroom practice in three content areas)
  - ○ Flow of Matter and Energy in Living Systems
  - ○ Force and Motion
  - ○ Plate Tectonics
- ○ Force Concept Inventory ?
  (Halloun, Hake, Mosca, and Hestenes, Arizona State University: instrument assesses basic knowledge state of students taking a first course in physics)
- ○ Diagnostic Teacher Assessments in Mathematics and Science (DTAMS) ?
  (Bill Bush: web-based diagnostic teacher assessments in mathematics and science. A table lists the kinds of assessments according to grade level (elementary, middle, high) and field (math or science). All assessments are designed to be used as pre/post measures of content knowledge.)
- ○ MOSART: Misconception Oriented Standards-Based Assessment ?
  (MOSART, Harvard-Smithsonian Center for Astrophysics: multiple choice instrument linked to K-12 physical science and earth science content in National Research Council's "National Science Education Standards" as well as to research literature documenting science misconceptions)
- ○ PRAXIS II ?
  (Educational Testing Service: multiple choice and constructed response assessments measure subject areas that K-12 educators teach and general and subject-specific teaching skills and knowledge)
- ○ State Teacher Assessment ?
  (State-authorized teacher examinations of math content including teacher certification examinations designed to address state standards.)
- ○ Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

Please describe the specific test or instrument you used for the following type of measure. You may describe one or more tests/instruments under each type of measure.

Report was successfully updated. Please click next to fill out "E. Classroom Assessment", or click more assessment measures to add more assessment measures.

1. Description of the assessment measure/test:

- ○ Nationally normed and/or standardized test
- ○ Locally developed test with evidence of validity and reliability
- ○ Locally developed test, not tested for validity and reliability
- ○ Self-report survey/rating by teachers, students, or other MSP participants
- ○ Other (Please Specify): [_____]

2. Were the results of this measure used in the reporting of GPRA indicators for participants in section VIII (Findings for MSP Participants and Their Students) of this APR?

- ○ Yes
- ○ No

{ Save Report }

VII. Program Evaluation

D. Teacher Assessment Measures (continued)

Other Teacher Evaluation Instrument

Step 2 of 3

Select ONE assessment from the list below and click the "Save Report" button at the bottom of the screen when done, which will take you to step three of this form.

In step three you will be asked additional questions to describe the test or instrument used.

Click on the blue question mark buttons to see additional information about each measure.

- ○ PRAXIS III
  (Educational Testing Service: classroom performance assessments that measure the skills of beginning teachers within classroom settings)
- ○ Inside the Classroom Observation and Analytic Protocol
  (Horizon Research, Inc: instrument measures the quality of an observed K-12 science or mathematics classroom lesson attending to the lesson's design, implementation, mathematics/science content, and culture)
- ○ OMLI Classroom Observation Protocol
  (RMC Research Corporation: protocol documents the quantity and quality of mathematical discourse among K-12 students during classroom observations)
- ○ Reformed Teaching Observation Protocol (RTOP)
  (CRESMET, Arizona State University: observational instrument designed to measure "reformed" teaching as defined by research in mathematics and science and national standards)
- ○ Surveys of Enacted Curriculum
  (Council of Chief State School Officers: instrument for teachers in Mathematics, Science and English Language Arts (K-12) to report data on their instructional practices and content being taught in classrooms)
- ○ Teacher Efficacy Belief Instrument
  (Self-report instruments designed to provide insight into how confident participants feel about their ability to teach Math or Science.
  Examples include:
  - Gibson and Dembo, 1984 Teacher Efficacy Scale (TES)
  - Enochs & Riggs, 1988, 1990. Science Teaching Efficacy Beliefs (STEBI)
  - Enochs, Smith, and Huinker, 2000. Mathematics Teaching Efficacy Beliefs (MTEBI)))
- ○ Survey of Teacher Attitudes and Beliefs
  (Any self-report measure that gauges teacher attitudes and beliefs regarding classroom practices or their knowledge of math or science.)
- ○ Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

Please describe the specific test or instrument you used for the following type of measure. You may describe one or more tests/instruments under each type of measure.

Report was successfully updated. Please click next to fill out "E. Classroom Assessment", or click more assessment measures to add more assessment measures.

1. Description of the assessment measure/test:

- ○ Nationally normed and/or standardized test
- ○ Locally developed test with evidence of validity and reliability
- ○ Locally developed test, not tested for validity and reliability
- ○ Self-report survey/rating by teachers, students, or other MSP participants
- ○ Other (Please Specify): [_____]

{ Save Report }

VII. Program Evaluation

E. Analysis of Changes in Teacher Practice

How are you measuring the extent to which teachers are applying lessons from the MSP PD to their classroom instruction? (Select all that apply.)

- ☐ Classroom Observation
- ☐ Video taping
- ☐ Questionnaire/Self-report
- ☐ Journals
- ☐ Blogs
- ☐ Lesson Plan Analysis
- ☐ Interviews/Focus Groups
- ☐ Other (Please specify): [_____]

{ Save Report }

VII. Program Evaluation

F. Teacher Findings

Describe the major findings from your MSP evaluation to date. Please **provide specific evidence** to support each of your findings and indicate the project stage of development.

Please summarize major findings about the effect of your MSP project on teacher content knowledge or practices and supporting evidence. (Max. 1000 words)

Please also note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

G. Student Findings

In this section, please provide a narrative that describes and summarizes major findings about the effect of your MSP project on student math and/or science achievement and supporting evidence. Also, please describe how you are measuring impact, including when assessments are given and what measures are being used. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

H. Impact on the Partnership

In this section, please provide a narrative that describes and summarizes the impact of the MSP project on the Partnership. Provide evidence or indicators of this impact. (Max. 1000 words)

Please note that this is a text only view. If you have charts, tables, or pre-formatted paragraphs, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

I. Other Impacts (Optional)

In this section, please provide a narrative that describes and summarizes any additional findings about MSP impact. For example, some partnerships have reported impacts beyond teachers, students and partnerships (e.g., classroom, school, or behavior outcomes). If your project has experienced these impacts – please describe here. (Max. 1000 words)

Please also note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

VII. Program Evaluation

J. Upload Report.

Please upload any evaluation report prepared for this project. The *final* evaluation report for a project should include information aggregated across the entire life of the project. Indicate whether the attached report is the final report of the grant cycle. Click on "Browse" and select the document you will upload. (Limit file size of 10 MB)

☐ This is a Final Evaluation Report and includes data representing the entire life of the grant.

Attachment:
[_____] **{ Browse }**

{ Save Report }

VIII. Findings for MSP Participants and Their Students

Under the Government Performance and Results Act (GPRA), all federal agencies are required to develop indicators in order to report to the U.S. Congress on federal program impacts and outcomes. For the MSP Program, three of these indicators provide information on participant and student findings:

Teacher Content Knowledge

1. The percentage of MSP participants who significantly increase their content knowledge, as reflected in project-level pre- and post-assessments.

Student Achievement

2. The percentage of students in classrooms of MSP teachers who score at the basic level or below in State assessments of mathematics or science.
3. The percentage of students in classrooms of MSP teachers who score at the proficient level or above in State assessments of mathematics or science.

Under this section of the APR, you are asked to provide information about teachers and students participating in your MSP program to inform indicators 1, 2 and 3.

Please click next to start.

A. MSP Participants.

Please click here for instructions about providing data for participant and student counts and findings

For items i. and ii. below, the total number of participants receiving professional development in math and/or science should reflect the same participants reported in item IV.C.

i.Total number of participants receiving MSP professional development in math: *(If a participant receives PD in more than one discipline within Math, count that participant only once.)* *[_____]*
ii. Total number of participants receiving MSP professional development science: *(If a participant receives PD in more than one discipline within Science, count that participant only once.)* [_____]

For items 1-6 below, "participants" should include the same participants listed above. However, these participants may be counted multiple times if they participate in multiple sets of independent professional development sessions or courses, particularly in different topic areas. A summer institute plus several follow-up sessions during the school year would be counted as one set of sessions. Please enter "0" if you do not have any participants in a particular category.

For items 1 and 4 below, include all participants listed above who participate in the MSP project.

For items 2 and 5 below, include information on the number of participants who were assessed during the performance period using pre- and post-tests. Note that all participants receiving professional development need to be pre- and post-tested at least once during the grant, even those teachers who are taking university courses. Projects whose goal indicated in section IV.B

of this report is to train teacher leaders should only include teachers who *directly* participated in professional development.

For items 3 and 6 below, to calculate the number of participants who achieved significant gains in content knowledge through an MSP project, use the version of the MSPTCK software that is compatible with your operating system. To access the MSPTCK tool and information on how it should be used, please click here.

Mathematics

1. Number of participants receiving MSP professional development in math *(participants can be counted multiple times if they participate in multiple sets of independent professional development courses, particularly in different topics)*:
[_____]

2. Among those participants reported in 1 above, number of participants with both pretest and posttest scores in math content knowledge:
[_____]

3. Among those participants reported in 2 above, number of participants who showed significant gains in math content knowledge:
[_____]

Science

4. Number of participants receiving MSP professional development in science *(participants can be counted multiple times if they participate in multiple sets of independent professional development courses, particularly in different topics)*:
[_____]

5. Among those participants reported in 4 above, number of participants with both pretest and posttest scores in science content knowledge:
[_____]

6. Among those participants reported in 5 above, number of participants who showed significant gains in science content knowledge:
[_____]

{ Save Report }

Instructions for Section VIII A

Which participants to include

All participants reported in Section IV should also be reported in this section as receiving professional development in math, science, or both. If the primary target of your project from your response to Question IV B is *individual teachers*, include just those individual teachers (as well as any administrators who may have participated).

Once you run a spreadsheet, **be sure to save it on your computer** and clearly specify the name of the subject (mathematics or science), test, and group of participants (treatment or

control/comparison) in the filename. Some projects may require the use of more than one spreadsheet, so it is important to name your files well.

Report results separately for mathematics and science. Use the guidelines below to generate results for participants in mathematics (items 2 and 3); then apply the same steps to generate results for participants in science (items 5 and 6).

Report the total number of participants in items VIII.A.i. and VIII.A.ii. Count each participant only once within math and once within science, even if a participant received professional development in multiple subjects within either math or science. For items VIII.A.1- VIII.A.6 a participant may be counted separately for each course they took. Thus, if a participant received professional development in an algebra course and a geometry course, that participant would be counted once in item VIII.A.i and two times for item VIII.A.1.

How to determine significant gains

To calculate your responses for items 2, 3, 5, and 6 in section VIIIA, use the electronic spreadsheet supplied by the MSP federal program office.

- The spreadsheet uses a statistical test called a dependent t-test (for 30 or more respondents) or the Wilcoxon signed ranks test (for less than 30 *but at least 6 respondents*) to calculate, with 85 percent certainty, the number of participants who showed significant gains on content knowledge tests. You will need to enter each participant's pre-test and post-test scores on a test of content knowledge into the spreadsheet, and the spreadsheet will produce a report that can be used to respond to items 2, 3, 5, and 6. Please note: due to statistical constraints, you *cannot* report results from professional development courses for which fewer than 6 participants have pre-test and post-test data. In this case, enter "0" for item 2 and leave item 3 blank.
- If you did not administer both a pre-test and post-test of content knowledge to any participants who were the primary target of your project, complete items 1 and 4, enter "0" for items 2 and 5, and leave items 3 and 6 blank.
- Grantees who administer more than one test for a single professional development course should select the most relevant or important test and report the results for that one.
- Grantees who provide multiple professional development courses ***within the same subject (math or science)*** should do the following:
    1) Report results for all professional development courses with at least 6 participants, regardless of whether there is an overlap in the samples of participants. Participants that receive PD in more than one course should be counted separately for each course they participate in.
    2) Complete a separate spreadsheet for each test administered. Do not complete a spreadsheet for a test in which there were five or fewer participants tested. Do not include participants from control or comparison groups in the spreadsheet.
    3) Sum the results to respond to items 2, 3, 5, and 6.

        For example, if an MSP project used Test A for 30 participants who participated in algebra and Test B for 30 participants who participated in geometry, they should enter pre- and post-test scores for each participant who took Test A in one spreadsheet, and then do the same for Test B in a separate spreadsheet. If the report for Test A showed that of the 30 participants with both pretest and posttest scores, 25 had significant gains, and the report for Test B showed that of the 30 participants with both pretest and posttest scores, 15 had significant

gains, they should sum all participants in mathematics with both pretest and posttest scores (30 + 30) to report "60" for item 2, and then sum all participants in mathematics who had significant gains (25 + 15) to report a "40" for item 3.

- If your evaluation design includes a control or comparison group, you may complete a *separate* spreadsheet for the participants in this group; however, these results will not be entered into the APR. Save each spreadsheet on your computer and specify whether the participants listed belong to the treatment or control group in the filename.

How to Use the MSPTCK Tool

This tool is used to identify substantive gains within the participant group only and is used as a proxy for identifying participants with significant gains *for APR reporting purposes only*. This tool is not appropriate to examine between-group comparisons. For MSP evaluations, we expect evaluators to use their expertise to conduct the appropriate analyses for their particular study to examine the impacts of their program.

The software is an Excel spreadsheet designed to operate in Microsoft Excel® 2000 or a higher version, for Windows®. There is also a version of the spreadsheet for use on Macintosh computers with Excel 2011. Please note the spreadsheet is not compatible for use on Macintosh computers with Excel 2008 or earlier.

MSPTCK Spreadsheet for PC users

MSPTCK Spreadsheet for Macintosh users

Data entered on these spreadsheets are not stored in a central location. Please ensure that you SAVE the MSPTCK files to your own computer or print out a copy.

Please note: The Macintosh version of the spreadsheet does not have a Go button. Instead, hit the Ctrl and Q at the same time to run the spreadsheet.

For instruction on how to use the spreadsheet, read the MSPTCK User's Guide.

To go back to Section VIII A, please click here.

VIII. Findings for MSP Participants and Their Students

B. Students.

The MSP GPRA indicators for Student Achievement are “1) The percentage of students in classrooms of MSP teachers who score at the basic level or below in State assessments of mathematics or science, and 2) The percentage of students in classrooms of MSP teachers who score at the proficient level or above in State assessments of mathematics or science." Note that although the GPRA indicators are about percentages, we request that you provide raw numbers (not percentages) below.

To inform GPRA, report the following information. Please click here for instructions.

Please note that the information required to complete this section will differ, depending on whether the project’s main goal as indicated in section IV.Bs. of this report, is to train teacher leaders or increase teacher content knowledge:

- Projects whose goal is to train teacher leaders should report student achievement data for those students of participants affected by the teacher leader. For example, if a teacher leader works with other teachers in a general subject, such as math, and all students in the school are affected by this work, then please count all students in the school. If, on the other hand, the teacher leader works with other teachers in a specific subject area, such as algebra, then please count algebra students only.)

  Projects whose goal is to increase teacher content knowledge should provide student achievement data for the students in classrooms of teachers participating in the MSP program, if available at the classroom level.

The students included in this section will typically be the same as those reported in IV.H.

Please enter "0" if you do not have any students in a particular category.

Mathematics

1. Number of students taught math by MSP teachers:
[_____]

2. Number of students from question 1 with state assessment data in math:
:
[_____]

3. Number of students from question 2 who scored at basic or below in math:
[_____]

4. Number of students from question 2 who scored at proficient or above in math:
[_____]

Science

5. Number of students taught science by MSP teachers :
[_____]

6. Number of students from question 5 with state assessment data in science:
[_____]

7. Number of students from question 6 who scored at basic or below in science:
[_____]

8. Number of students from question 6 who scored at proficient or above in science:
[_____]

{ Save Report }

Instructions for Section VIII B

Which students to include

Projects whose goal is to train teacher leaders must report *school-level* student achievement data.

Projects whose goal is to increase teacher content knowledge must provide student achievement data for students of teachers directly participating in the MSP professional development, including students in classrooms of all teachers from Section VIII A who were taught in the teacher's **main subject** (mathematics or science). Do not include students taught by the MSP teacher in other subjects (not mathematics or science). **Only include proficiency data for students taught by teachers who have already received MSP professional development.**

Sum the students across all MSP teachers. For example, an MSP project has 10 mathematics teachers. The numbers of students they teach in their mathematics classes are: 48, 43, 57, 52, 49, 47, 53, 45, 51, and 46. The project evaluator would sum these enrollments and report 491 students in question 1.

Which years of proficiency data to include

Include assessments that were administered to students in the same academic year that the MSP teachers received their professional development. Count the summer before school starts as part of the academic year to come. For example, an MSP project conducted summer professional development institutes in mathematics in August 2012, with follow-ups in September, November, and January of the 2012-2013 academic year. The 2012-2013 state mathematics assessment will be administered in April 2013. The project evaluator will report the assessment results from April 2013 for the students of those teachers whose MSP participation began in August 2012.

Assessment reporting levels

For questions 4 and 8, "proficient or above" refers to the assessment levels used to determine Adequate Yearly Progress (AYP). For questions 3 and 7, “basic or below” refers to the assessment levels below those that meet AYP.

To go back to Question VIII B, please click here

IX. Lessons Learned

In this section you will be asked to describe both the successes and challenges in MSP implementation and evaluation.

Please click next to start.

A. MSP Implementation

What were the major successes and challenges in MSP implementation? Please provide specific stories, anecdotes, or exemplars in this text box. Information should be specific enough to share with the general audience, but please exclude personal identifiable information. (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

IX. Lessons Learned

B. MSP Evaluation

What were the major successes and challenges in MSP evaluation? (Max. 1000 words)

Please note that this is a text only view. If you have charts or tables, you can optionally upload them as attachments by following this link: Attach Files.

{ Save Report } { Spell Check }

X. State Review

This section is for State Coordinator use only. In this section, you will provide the definition of a high-need LEA, as defined in your RFP. You will also be able to submit this report to the Department of Education in this section.

Please click next to start.

A. Please copy your state's definition of a high-need LEA directly into the space below (Max. 1000 words).

{ Save Report } { Spell Check }

XI. Attached Supplementary Documents

Click "Browse" to select a file. You can attach files up to a total size of 10.0MB. You may attach zipped files to include information from more than 5 sources. See Appendix B of the User's Guide for instructions for how to create zipped files.

File 1:
[_____] **{ Browse }**

Download Attachment: filename1.doc
To delete: Delete

File 2:
[_____] **{ Browse }**

Download Attachment: filename2.doc
To delete: Delete

File 3:
[_____] **{ Browse }**

Download Attachment: filename3.doc
To delete: Delete

File 4:
[_____] **{ Browse }**

Download Attachment: filename4.doc
To delete: Delete

File 5:
[_____] **{ Browse }**

Download Attachment: filename5.doc
To delete: Delete

{ Attach Files }

Definitions

- **Activities other than Summer Institutes only or Summer Institutes with follow up activities**
  - All projects that do not provide a Summer Institute, as defined by the MSP program, or a summer institute with follow up. For example, training during the summer for a period less than 2 full time weeks and other school year activities should be categorized here.
- **Core Content Teacher**
  - Core content teachers teach one or more of the core subjects in a general education setting. The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- **Distance learning networks**
  - Professional development model occurring over large geographical distances using electronic communication (e.g., e-mail, web-based discussion groups).
- **External evaluator**
  - Evaluator completely outside of partnership institutions.
- **GPRA Indicators**

  The MSP Government Performance & Results Act (GPRA) indicators are as follows:
  - ***Teacher Content Knowledge***
    1. The percentage of MSP participants who significantly increase their content knowledge as reflected in project-level pre- and post-assessments.
  - ***Student Achievement***
    2. The percentage of students in classrooms of MSP teachers who score at the basic level or below in state assessments of mathematics or science.
    3. The percentage of students in classrooms of MSP teachers who score at the proficient level or above in state assessments of mathematics or science.
  - ***Evaluation Design***
    4. The percentage of MSP projects that report using an experimental or quasi-experimental design for their evaluations.
    5. The percentage of MSP projects using an experimental or quasi-experimental design for their evaluations whose evaluations are conducted successfully and yield scientifically valid results.
  - ***Timeliness***
    6. The percentage of state education agencies (SEAs) that submit complete and accurate data on MSP performance measures in a timely manner.
- **High-Need Local Education Agency (LEA)**
  - It is up to each state to define what is considered a "high-need" LEA for the MSP program. The state's definition of a high-need LEA should be included in Section X or in the Request for Proposal (RFP).
- **High-Need School**
  - It is up to each state to define what is considered a "high-need" school for the MSP program.
- **K-12 Institution**
  - K-12 institutions include local education agencies (LEAs), public charters, consortia of schools, etc.
- **IHE**
  - Institution of higher education, such as a university or college.

- **Impact**
  - Effectiveness attributable to the intervention (your professional development model).
- **LEA**
  - Local educational agency.
- **Lead organization**
  - Lead organization is defined as the Fiscal Agent. Private K-12 schools may not serve as the lead organization
- **Length of MSP Award**
  - The amount of time a project is funded before it must compete in a new competition.
- **Matched comparison groups**
  - Units that are assigned to conditions, but by some method other than random assignment. Matched comparison group studies attempt to show equivalence between groups and/or adjust for any baseline differences to show causality.
- **Non-matched comparison groups**
  - Units are assigned to conditions, but by some method other than random assignment. Unmatched comparison groups do not attempt to show equivalence between groups and may or may not adjust for baseline differences.
- **Online course work**
  - Professional development model of college courses delivered over the Internet.
- **On-site professional development activities**
  - These can include courses, workshops, coaching or any combination of these activities that take place in or near the schools of participating teachers.
- **One-group design**
  - A one-group design only evaluates the effects on participants of the intervention. No comparison group is used.
- **Partner Organization/Participating Organization**
  - A partner of an MSP project including an institution of higher education (IHE), a local educational agency (LEA), a public or private school, a business, or a non-profit or for-profit organization working with the MSP to improve the quality of mathematics and science teachers.
- **Qualitative/Descriptive evaluation design**
  - Qualitative designs describe activities and components, but do not examine relationships among components or look for effects.
- **Random assignment design**
  - Units are randomly assigned to the experimental and control conditions. Units can include students, teachers, schools, etc.
- **Regular, substantive involvement in MSP**
  - Involvement in MSP that constitutes important, major contribution to the design, development, and/or implementation of key aspects of your MSP program activities. The involvement need not be ongoing; the involvement can be for program administrative support as well as technical, instructive input. The involvement may also include persons who made short-term but significant contributions to your MSP activities.
- **Summer workshop or institute**
  - The term summer workshop or institute means a workshop or institute, conducted during the summer, that -
    1. is conducted for a period of not less than 2 full-time work weeks or at least 60 hours.

2. includes, as a component, a program that provides direct interaction between students and faculty.

- **Summer Institutes with additional or follow up activities**
  - In addition to offering a full Summer Institute, as defined above, these projects offer additional or follow-up activities that build on material presented at the Summer Institute.
- **Total Contact Hours**
  - The number of total contact hours should reflect the total hours of professional development offered, for those courses that the average participant participated in.. Thus, even if a participant missed a few hours of a course, we would count the full hours. But if 20 courses were offered, and an average participant only participated in 2 courses, projects would list the total number of hours for the 2 courses.