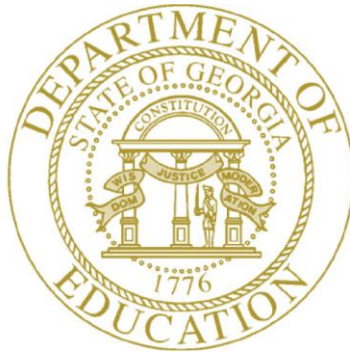


Georgia Department of Education

Division of Standards Based Learning



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

**Mathematics and Science Partnership (MSP) Program**

*Request for Proposals (RFP)*  
*2012-2014*

Local Competitive Grant – Title II Part B

**RFP Published: May 31, 2012**

**Proposals Due: August 14, 2012 by 5:00 p.m.**

**Grant Award Notification: October 4, 2012**

**Program Dates: October 4, 2012 – September 30, 2014**

## Georgia Mathematics and Science Partnership (MSP) Program Abstract

**Purpose:** The purpose of the Georgia Mathematics and Science Partnership (MSP) Program is to improve the content knowledge and ability to analyze student thinking of cohort groups of mathematics and/or science teachers of grades K-5, 6-8, and/or 9-12 in order to increase the achievement of their students. These improvement efforts are designed, implemented, and evaluated by strong partnerships between college and university faculty, high-need school systems, and other qualifying partners.

**Eligibility:** An eligible partnership is one that demonstrates deep and mutual engagement between (a) one or more school systems, at least one of which must meet high-need criteria; and (b) science, technology, engineering, and/or mathematics (STEM) **faculty** at an accredited 2 or 4 year college or university. In addition, it may also include additional accredited colleges or universities as well as faculty from the unit responsible for the preparation of teachers (typically the college of education), businesses, and non-profit and for-profit organizations with proven effectiveness in providing professional development to teachers of mathematics and science. In order to qualify as high-need, a school system must demonstrate that at least 35 percent of its students qualify for the free and reduced meal plan.

**Priorities of the GaDOE:** In addition to the purpose and partnership eligibility descriptions listed above, the Georgia Department of Education (GaDOE) places funding priority on partnerships that (a) recruit, serve, and retain teacher cohort groups from schools with the greatest academic or instructional need; (b) show evidence of ways in which building-level administrators will meaningfully participate in the partnership's follow-up professional learning sessions; and (c) clearly demonstrate how their proposed work aligns with the institutions' overall strategic plan for systemic initiatives.

**Estimated Amount to be Awarded:** \$5,260,953

**Anticipated Number of Awards:** 20-30

**Award Distribution:** The GaDOE intends to fund MSP projects equitably and to distribute the projects across the state to the extent that submitted, qualified proposals allow.

**Duration of Grants:** Two years, pending (a) evidence of project effectiveness, (b) compliance to program requirements, and (c) availability of federal funding.

**Fiscal Agents:** Fiscal responsibility for the grant may rest with either the lead school system/RESA partner or the lead higher education partner, as determined by which partner has the greater capacity to serve in that role.

**Requirements of Awarded Applicants:** If awarded MSP funds, all awardees will be required to submit budgets through GaDOE's Consolidated Application. Semester schedules must be submitted twice a year to the MSP Program Specialist. Project leadership is expected to participate in bi-monthly webinars hosted by GaDOE. In addition, each project must be represented at the U.S. Department of Education's regional meeting each year. A mid-year report will be due to GaDOE in March of each year. A continuation application for year 2 funds will be due in June/July, 2013. An online Annual Performance Report must be submitted to GaDOE by October 31 of each year and the State will then review and submit that report to the U.S. Department of Education by November 30 of each year. All awarded projects will receive monitoring for both programmatic and fiscal compliance. Projects should expect one or more site visits each year from GaDOE staff and the external state-wide evaluator.

**Intent to Apply:** Applicants should submit a non-binding notice of Intent to Apply via email to Amanda Buice ([abuice@doe.k12.ga.us](mailto:abuice@doe.k12.ga.us)), MSP Program manager, by Friday, July 20, 2012. These intention letters will help the GaDOE make appropriate appointments to the grant review panel and should **list the partnering school system(s) and institute(s) of higher education in addition to the subject and grade levels the partnership intends to work with.** We hope to provide an online proposal submission option. Applicants who submit a letter of intent will be notified if that option becomes available. All others will have to visit the MSP website (search "msp" at [www.gadoe.org](http://www.gadoe.org)) for updates or submit hard copies.

**Review and Notification of Awards:** It is the intention of the GaDOE to convene an expert review panel in August and to present funding recommendations to the State Board of Education at its October 2012 meeting. Therefore, the GaDOE anticipates announcing award decisions to partnerships in October.

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## Mathematics and Science Partnership (MSP) Program Overview

### Title II Part B: Mathematics and Science Partnership (MSP) Program Overview

The Mathematics and Science Partnership (MSP) Program is funded under Title II, Part B of the *No Child Left Behind Act of 2001*. Its purpose is to improve the content knowledge and teaching skills of mathematics and/or science teachers in order to increase the achievement of their students.

To be eligible, a partnership **must** include, at a minimum:

- an engineering, mathematics, or science department of an IHE; and
- a high-need LEA.

A partnership **may** include:

- another engineering, mathematics, science or teacher training department of an IHE;
- additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
- a business; or
- a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

Partnerships assume responsibility for designing, implementing, and evaluating professional learning programs that effect deep, lasting improvement in mathematics and science education by:

- a) establishing and operating **intensive** mathematics and science professional learning experiences for teachers with ongoing **follow-up** training and support that improves their content knowledge and instructional practice; and
- b) using **scientifically-based researched teaching methods** to promote strong teaching skills for mathematics and science teachers.

**AUTHORIZED ACTIVITIES-** An eligible partnership shall use funds provided under this part for one or more of the following activities related to elementary schools or secondary schools:

- (1) Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improves the subject matter knowledge of such teachers.
- (2) Promoting strong teaching skills for mathematics and science teachers and teacher educators, including integrating reliable scientifically based research teaching methods and technology-based teaching methods into the curriculum.
- (3) Establishing and operating mathematics and science summer workshops or institutes, including followup training, for elementary school and secondary school mathematics and science teachers that —
  - (A) shall —
    - (i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
    - (ii) enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and science and to select appropriate curricula; and
    - (iii) train teachers to use curricula that are —
      - (I) based on scientific research;
      - (II) aligned with challenging State academic content standards; and
      - (III) object-centered, experiment-oriented, and concept- and content-based; and

(B) may include —

- (i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
- (ii) instruction in the use of data and assessments to inform and instruct classroom practice; and
- (iii) professional development activities, including supplemental and followup activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.

(4) Recruiting mathematics, engineering, and science majors to teaching through the use of —

- (A) stipends provided to mathematics and science teachers for certification through alternative routes; and
- (B) scholarships for teachers to pursue advanced course work in mathematics, engineering, or science;

(5) Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and science.

(6) Establishing distance learning programs for mathematics and science teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.

(7) Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.

(8) Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and mathematics.

### Georgia's MSP Program Description and Goals

Title II, Part B of the *No Child Left Behind* legislation authorizes each state to conduct an MSP competitive grant program. The Georgia Department of Education (GaDOE) is responsible for administering the program and is authorized to award approximately \$5,260,953 in competitive grants as of October 4, 2012. Grants will be awarded to eligible partnerships for a period of two years, subject to (a) compliance with program requirements, (b) demonstration of effectiveness, and (c) availability of federal funding.

As the Georgia Performance Standards (GPS)/Common Core Georgia Performance Standards (CCGPS), and state assessments to measure student progress are implemented, school systems are concentrating their efforts on adjusting instruction to prepare greater numbers of students for high achievement in mathematics and science. To support these improvement efforts, the Georgia MSP Program strives to improve grades K-12 mathematics and science teacher quality by immersing teacher cohort groups in sustained, creative, and strategic professional learning that **extends beyond commonplace approaches** to improve mathematics and science achievement. This cohort-based approach will enable teachers to see themselves as integral members of a professional community linked with others devoted to learning and practice.

The Georgia MSP Program seeks to improve the content knowledge and ability to analyze student thinking of mathematics and science teachers in grades K-12. More specifically, the program strives to meet the following goals:

- Increase the capacity of grades K-5, 6-8, and/or 9-12 mathematics and/or science teachers to improve student achievement, particularly in schools with the greatest instructional and academic need;

- Increase the number of grades K-5, 6-8, and/or 9-12 mathematics and science teachers who participate in content-based professional learning and who are prepared to teach challenging courses and curricula;
- Increase the number of building-level administrators who participate meaningfully in mathematics and/or science professional learning sessions of MSP projects.

The GaDOE anticipates funding 20-30 projects showing the potential to accomplish these goals and will distribute the awards to projects across the state to the extent that submitted, qualified proposals allow.

## Georgia MSP Program Requirements and Administration Information

To increase the likelihood of reaching these goals, the GaDOE has set specific requirements for partnerships in terms of high-need criteria, partnership eligibility, use of funds, allowable expenditures, and the anticipated grant competition timeline.

### High-Need Criteria

A school system is considered to be high-need by the Georgia MSP Program if it meets the following criterion:

- At least 35 percent of its students qualify for the free and reduced meal program as determined by the most recent data collected by the GaDOE found at [http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_frl001\\_public.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form)

### Eligible Partnerships

Partnership is critical to the success of individual MSP projects. Partnerships eligible to apply for an MSP Program grant ***must*** include:

- at least one high-need school system;
- the science, engineering, or mathematics department of an accredited 2 or 4 year college or university in Georgia;

Partnerships ***may*** also include:

- another engineering, mathematics, science or teacher preparation unit of an IHE;
- additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
- a business; or
- a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

### Partnership Roles

Partnerships must have a management structure in which each partner is **fully** represented and engaged, including a **project director from the organization serving as fiscal agent** as well as project leaders from each of the remaining organizations. In addition, it is recommended that one teacher from each participating school/system serve on the management team. This project management team must meet regularly to oversee all phases of the project, including design of the project, recruitment and retention of the teacher cohort group, implementation of the project plan, and collection and analysis of data related to its impact on teaching and learning.

Key elements for the Partnerships:

- partners are equal and make collaborative decisions;
- roles for scientists and mathematicians are clearly defined;
- consistent vision, values, goals and objectives are shared by all partners;
- communication is consistent and deliberate;

- there are benefits to teachers;
- there are benefits to students; and
- there are benefits to scientists and mathematicians.

Additionally, the project management team has collective program responsibilities:

- submit a mid-year performance report to the MSP Program manager at the GaDOE;
- submit an annual performance report to the GaDOE within 30 days of the conclusion of each project year and ensure that the report is ready to be shared with the U.S. Department of Education within 60 days of the conclusion of each project year;
- participate in regional conferences and institutes (1 per year) organized by the U.S. Dept. of ED;
- participate in bi-monthly conference calls and semi-annual MSP Program leadership team work sessions facilitated by the GaDOE program manager; and
- evaluate the partnership using the PRISM Partnership Rubric.

At the conclusion of project year one, the management team will submit a brief application to the GaDOE that must include compelling justification for funding to be continued into project year two.

During the grant period, site visits from the MSP Program manager of the GaDOE should be expected. It is the responsibility of the management team, particularly the project director, to ensure that the MSP Program manager is kept current as to when and where the professional learning sessions will take place.

### **Partner Organization Proposal Limit**

**For this competition, an organization may submit only one proposal as the lead partner of an MSP project. That organization may be included as a secondary partner on proposals by other partnerships that do not seek to provide professional learning opportunities in the grade levels and content area(s) already provided for by said organization.**

### **Fiscal Responsibilities**

The GaDOE has determined that either the lead school system/RESA partner or the lead higher education partner may serve as the fiscal agent of the grant. The fiscal agency should be determined according to which organization has the greater capacity to serve in such a role. The project director should be employed by the fiscal agent. Indirect costs may not exceed 8 percent (or the institutions federally negotiated indirect cost rate, whichever is lower) for its role as fiscal agent. *The grantee is subject to the audit requirement contained in the Single Audit Act Amendments of 1996 and revised OMB Circular A-133. Non-profits must comply with OCGA 50-20-2 for auditing and financial information submission. The grantee is subject to financial compliance monitoring from the GaDOE, U.S. Department of Education, or other designated by GaDOE to conduct monitoring.*

### **Usage of Funds**

A partnership may use MSP Program funds for one or more of the following initiatives for mathematics and/or science teachers of grades K-12:

- Creating opportunities for enhanced and ongoing professional learning that improves their content knowledge and ability to analyze student thinking and make corresponding instructional decisions;
- Establishing and operating mathematics and/or science intensive institutes and related follow-up training and support that (a) directly relate to the curriculum and content in which the teachers provide instruction yet provide instruction at a level beyond the level of content they are expected to teach to students; (b) improve the ability of the teachers to understand and use the Common Core Georgia Performance Standards in mathematics and/or prepare teachers of science to implement the key scientific ideas and practices identified in A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and the Next Generation Science Standards when applicable; (c) improve the ability of teachers to integrate and to understand applications of the STEM disciplines; (d) provide instruction and practice in the effective use of content-specific pedagogical strategies; and (e) provide instruction in the use of data and assessments to inform mathematics and science classroom practice.



### Allowable Expenditures

Georgia MSP Program funds must be spent **exclusively** on costs associated with providing high quality, content-specific professional learning opportunities to mathematics and/or science teachers of grades K-12. In general, it is expected that MSP partnerships will spend approximately \$45-\$55 per teacher per contact hour on the total cost of their MSP Program work.

### Budget Design Considerations

For any staff member whose duties include both administrative and instructional services, create separate budget entries showing the requested amount for each set of services. Describe the grant-related services to be provided, as well as whether or not the person is working outside regular hours and describe each benefit and its percentage when benefits other than FICA are being requested.

The **applicant must** provide a direct link for each cost to the goals and objectives in the project Activity Plan.

For full-time employees working a part or all of their regular work day on the grant, applicants must describe the actual professional development instruction or coaching (instructional salaries) duties to be performed and to whom they are providing the services. **Applicants must** be sure to include an appropriate cost basis such as the hourly rate and the number of hours worked. For salaries, show the annual salary (if less than 12 months be sure to identify the percentage of time covered by the salary) and the percentage of that salary being paid by the grant.

The Department of Education will disallow all ineligible costs, as well as costs not supported by the Project Activity Plan. These funds will not be eligible for reallocation.

Grant funds must be used to **supplement and not supplant** existing efforts of the organization. Federal funds cannot be used to pay for anything that a grant applicant would normally be required to pay for with either local, state, or federal funds or aid. This requirement also covers services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job or activity that represent an expansion or enhancement of normally provided services.

### Maximum Eligible Costs

**OMB Circulars A-21, A-81, and A-122 establish spending rules for recipients and sub-recipients of all federal funds. OMB Circulars can be located at [http://www.whitehouse.gov/omb/circulars\\_default](http://www.whitehouse.gov/omb/circulars_default) .**

**Salaries and Wages:** Funds may not be used to augment the total salary or salary rate of faculty/staff members during the period covered by the term of faculty appointment or to reimburse faculty members for consulting or other time in addition to a regular full-time organizational salary covering the same general period of employment. Exceptions may be considered for weekend, evening classes, or for administrative work done as overloads.

The names of the Project Director, faculty, and other senior personnel and the estimated number of full-time-equivalent academic-year, summer, or calendar-year person-months for which funding is requested and the total amount of salaries requested per year must be listed. Salaries requested must be consistent with the organization's regular practices. The budget justification should detail the rates of pay by individual.

It is permissible for the Project Director to budget for project management as time required in addressing the specifically named goals and objectives of the project.

As with all uses of federal grant funds, the sub-grantee will need to maintain records to document that payment of salaries and wages is reasonable and necessary to the approved project.

**Consultant and Contracts:** Not to exceed \$800 per full day for professional services. The total funds for consultants are not to exceed 10 percent of the grant amount. Consultant expenses should be calculated according to the state regulations governing travel and lodging expenses.

**Project Management Professional Development:** Project Directors and up to one other staff member are required to attend one MSP Regional Meeting that is conducted by the U.S. Department of Education. MSP funds can be used to support travel expenses. MSP funds should be budgeted for these events.

**External Evaluation Services:** A minimum of 8-10 percent of the total award may be used for external evaluation services. **External evaluators should not be affiliated with any of the institutions in the partnership.** If conducting a quasi-experimental evaluation design, additional funds may be justified for an evaluator.

**Teachers' Compensation:** The grant program's maximum allowable contribution to teacher compensation is **\$150** per an 8-hour day for each participant.

**Tuition:** Annual tuition payment (payable to the IHE where the credits will be earned and coded) for graduate course credits is permissible if the course and participant meet all four of the following criteria:

1. the course is directly related to the MSP participants' professional development plan;
2. the course will lead to the completion of an accredited graduate education program/endorsement;
3. the participant successfully completes the course with a grade of B or better; and
4. the tuition for a course is not already provided by the LEA.

**Travel:** Travel expense reimbursement is limited to the state-approved rate per mile and per diems. Other travel arrangements should be made by the least expensive means available. Travel and its relation to the proposed activities must be specified and itemized by destination and cost. Funds may be requested for field work, attendance at meetings and conferences, and other travel associated with the proposed work, including subsistence. In order to qualify for support, however, attendance at meetings or conferences must be necessary to accomplish proposal objectives, or disseminate its results. Allowance for air travel normally will not exceed the cost of round-trip, economy airfares. Persons traveling under project must travel by US-Flag air carriers, if available. Out-of-state conference travel should be limited to the MSP Regional Conference only.

**Materials and Supplies:** Funds may be spent on materials and supplies to facilitate the professional learning of teachers. The proposal budget justification should indicate the general types of expendable materials and supplies required. Materials and supplies are defined as tangible personal property, other than equipment, costing less than \$5,000, or other lower threshold consistent with the policy established by the proposing organization. Cost estimates must be included for items that represent a substantial amount of the proposed line item cost.

**Instructional materials can only be purchased for the teacher attending the professional development for the purposes of the program (federal funds may not be used to purchase equipment or instructional materials for the students of the teacher).**

**Sub-awards:** Except for the procurement of such items as commercially available supplies, materials, or general support services allowable under the grant, no significant part of the substantive effort under the grant may be contracted or otherwise transferred to another organization without prior authorization. The intent to enter into such arrangements must be disclosed in the proposal, and a separate budget should be provided for each sub-awardee, if already identified, along with a description of the work to be performed. Otherwise, the disclosure should include a clear description of the work to be performed, and the basis for selection of the sub-awardee.

**Restricted Indirect Costs: 8 percent** is the **maximum** restricted, indirect cost rate allowed. The indirect cost rate applies only to direct costs, not the total award amount received. Applicants must use one of the two following indirect cost rates, **whichever is lower**:

- A) 8 percent; or
- B) The institution's federally negotiated indirect cost rate.

**INELIGIBLE COSTS:**

- Costs associated with writing the application;
- Equipment (smart boards, computers, printers, etc.);
- Full salaries of administrative or clerical personnel\*;
- Tuition charges and/or university/activity fees already covered in the higher education partners' salary and fringe;
- Capital improvements;
- Supporting the research of individual scholars or faculty members;
- Providing compensation for IHE faculty attending workshops or conferences other than U.S. Department of Education Mathematics and Science Partnership Conferences;
- Supporting travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
- Costs that are not directly related to the educational program and that are unsupported by the proposal; and
- Entertaining

*\* In most circumstances, salaries of administrative or clerical staff are included as part of indirect costs (also known as Facilities and Administrative Costs (F&A) for Colleges and Universities). **Partial** salaries of administrative or clerical staff may be requested as direct costs for a project requiring an extensive amount of administrative or clerical support and where these costs can be readily and specifically identified with the project with a high degree of accuracy. The circumstances for requiring direct charging of these services must be clearly described in the budget justification. Such costs, if not clearly justified, may be deleted. See OMB Circular A-21 (2 CFR Part 220) and OMB Circular A-87 (2 CFR Part 225), for examples of where direct charging of administrative salaries may be appropriate.*

The following table provides further specificity to allowable expenses.

<b>Category</b>	<b>Guidelines</b>
Teacher Stipends	Not to exceed \$150 per 8-hour day during off-contract time; teacher fringe benefits may be covered by MSP grant funds. Teachers must be eligible to work in the United States.
Substitutes	Up to \$100/day when MSP training sessions take place during teacher contract time
Project Management Team Salaries	Not to exceed 10% of the project director's salary and 5% of project leaders' salaries Teachers serving on the management team may be paid an honorarium at the same rate allowable for teacher stipends.
School-Based Coaches' Salaries	Not to exceed 35% of an instructional coach's salary.
Consultants and Contracts	Not to exceed \$50/presentation hour and \$25/planning and preparation time for consultants or presenters (\$800/day maximum); not to exceed \$35/presentation hour and \$17.50/planning and preparation time for system/RESA personnel (\$560/day maximum). Only 2 hours prep time /hour of presentation time funded.
Higher Education Faculty	Regular salary per hour of contact time; 50% of salary per hour of planning/preparation time. Only 2 hours prep time /hour of presentation time funded.
Evaluation	A minimum of 8-10% of total project budget may be spent on a formal project external evaluator. GaDOE will allow additional funds for a plan that successfully conducts a quasi-experimental study following U.S. Dept. of ED guidelines/requirements.*
Travel	Reimburse mileage, meals, and lodging according to state/system guidelines for project-related travel
Meals	Not to exceed 1% of the total budget for working lunch. Must be in accordance with OCGA 50-5B-5 and federal guidelines. Guidelines will be shared upon receiving a MSP grant award.
Management Team Events	Reimburse travel expenses for management team participation in U.S. Dept. of ED and GaDOE-hosted MSP events according to state/system guidelines.
Materials and Supplies	Funds may be spent on materials and supplies to facilitate professional learning of teachers, not on classroom instructional materials.
Indirect Costs	Not to exceed 8% of direct costs

*MSP Program funds received must be used to **supplement and not to supplant** funds that would otherwise be used to support proposed activities.*

\*Quasi-experimental Study - A rubric designed by the U.S. Department of Education is used to determine whether a grantee's evaluation meets the minimum criteria that need to be met for an evaluation to be successfully conducted and yield valid data. Evaluation components covered in the rubric include sample size, quality of measurement instruments, quality of data collection methods, data reduction rates, relevant statistics reported, and baseline equivalence of groups. The rubric is included in Appendix B of this document and is also posted at [www.ed-msp.net](http://www.ed-msp.net) under "Resources."

All costs must be necessary, reasonable, and allocable.

**Anticipated Grant Competition Timeline**

The GaDOE expects to adhere to the following timeline with respect to the MSP grant competition but reserves the right to make changes as necessary.

**Request for Proposals (RFP) Published:** May 31, 2012

**Technical Assistance Webinar Sessions:**

Part1 – Understanding GA MSP, June 20, 2012, 10:00 am – 1:45pm

Partnerships, and Needs Assessment

<https://sas.illuminate.com/m.jnlp?sid=2012003&password=M.19F709CCF2117B9CA3F70CB4EF42F2>

Part 2 – Work Plan, Assessment, Budget June 21, 2012, 10:00 am – 1:45pm

<https://sas.illuminate.com/m.jnlp?sid=2012003&password=M.19F709CCF2117B9CA3F70CB4EF42F2>

These sessions will be taped and archived.

If you have trouble acquiring access, please contact Amanda Buice, [abuice@doe.k12.ga.us](mailto:abuice@doe.k12.ga.us) . Links to sessions and archives will be posted on the MSP website:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Math-and-Science-Partnership-.aspx> or go to [www.gadoe.org](http://www.gadoe.org) and search for “MSP.”

**Technical Assistance Face-to-face Workshops:**

Georgia Dept. of Education, West Tower, 10<sup>th</sup> Floor, Atlanta, GA

June 27, 2012, 9am – 1pm

State Offices South at TIFT College, Forsyth, GA

July 13, 2012, 9am – 1pm

Please **RSVP** to Amanda Buice via email ([abuice@doe.k12.ga.us](mailto:abuice@doe.k12.ga.us)) for **specific locations at each site and to reserve a spot**. Attendance at the Technical Assistance Workshop is **NOT** required.

**Notice of Intent to Apply Due:** July 20, 2012

**Proposals Received by the GaDOE;** August 14, 2012 by 5:00 p.m.

**Proposal Review Panel:** August – September 2012

**Funding Recommendations to the SBOE:** October 4, 2012

**Announcement of Grant Awards:** October 4, 2012

**Required Meeting for Awarded Projects/Atlanta:** October 11, 2012

## Georgia MSP Program Description

Projects are expected to accomplish goals through several key features, which must be evident in all proposals: clearly defined partnerships, carefully delineated work plans, and comprehensive evaluation plans that employ both formative and summative measures.

### Key Features of the Georgia MSP Program

#### Partnership

The success of individual MSP projects rests squarely on the strength of the partner relationship. Each member of the project management team is expected to be actively engaged in the project effort at the institutional and individual levels, as well as share goals, responsibilities, and accountability for the program. The project management team must be convened regularly to oversee the design, implementation, and evaluation of the project. Furthermore, each partnership is expected to draw upon the expertise of all of its members through staff members' collaborative facilitation of each MSP professional learning session.

In addition to the expectations described above, partnerships should provide clear evidence of the following characteristics:

- **Commitment:** Partnership members should demonstrate commitment to project goals and projected outcomes unique to its proposal. Commitment is illustrated by each partner's clear description of the expertise, time, and resources it will provide to support the goals of the partnership. Commitment is also evidenced by the descriptions of anticipated benefits included in each partner's Memorandum of Understanding (MOU). While matching funds are not required, in-kind support is highly desirable and preference will be given to proposals in which partners contribute their own resources, including the coordination of other applicable grants, toward the project's success.
- **Sustainability:** Partnerships must provide a clear description of long-term plans to use project data to determine its impact on teaching and learning and to support the continuation of the project model beyond the duration of the grant.
- **Capacity:** Proposals must describe specific and achievable plans to recruit, serve, and retain a teacher cohort group with increased ability to improve student achievement in tested mathematics and science content areas. Further, proposals must provide a detailed description of the people and institutional resources available to conduct the project's activities and how the expertise of each will contribute to the achievement of the project's goals.

#### Work Plan

MSP project partnerships are expected to immerse teachers in a multi-year program of rigorous and appropriate courses and experiences that provide coherent study within a particular mathematics and/or science content area. Such programming should incorporate a number of elements:

*Scientifically-based Research:* Project design must be informed by current research and studies on teaching and learning. Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This research base should provide a rationale for the chosen professional learning model.

*Cohort Approach:* Projects must be designed to provide long-term professional learning opportunities to a cohort of teachers over multiple years.

*Grade Bands:* Projects may focus their efforts on mathematics and/or science teachers of grades K-5, 6-8, and/or 9-12 based on identified needs. Vertical teams or blends supported by needs and content are also appropriate. A separate needs assessment, work plan, and evaluation plan must be evident within the proposal for each grade band of teachers with whom the partnership proposes to work. If a blend of transitional grades for example 5-6 or 8-12 is part of your plan,

include those in a single needs assessment, work plan, and evaluation plan. Be very clear about the grades you are grouping for common instruction and why.

*Professional Learning Plan Design:* MSP projects must be designed to deliver at least **80 hours** of ongoing professional learning to **each teacher** in the cohort group **each year** in the form of both intensive professional learning activities and follow-up training and classroom support. Intensive training is intended to improve the content knowledge and teaching skills of teachers while classroom follow-up training and support is intended to infuse the knowledge and skills gained directly into the classroom to benefit students. Classroom follow-up support and training must be directly related to the focus of the intensive training. Members from each of the partnership organizations must actively participate in both the classroom-level follow-up support as well as the intensive phase of the program. Of the 80 total hours of training provided to each teacher per year, at least 60 must be devoted to intensive training and 20 to follow-up training and support.

#### Project Evaluation and Accountability Plan

Georgia's MSP projects are expected to use both formative and summative assessment methods to evaluate effectiveness. In the formative sense, evaluation should provide evidence of the strengths and weaknesses of the program, informing the partnership's understanding of what works and what does not in order to guide program modifications as needed. Such assessment should largely be provided by each project's formal evaluator. In the summative sense, common assessment tools will be utilized across all projects to assist the GaDOE in evaluating and providing feedback on the overall state level project as well as to inform individual partnerships of the effectiveness of the totality of their work.

Specifically, the GaDOE has determined that projects will use the *Learning Mathematics for Teaching (LMT)* instruments to evaluate professional learning in (a) numbers and operations, (b) geometry, (c) patterns, functions, and algebra, (d) rational numbers, (e) proportional reasoning, and/or (f) probability, data and statistics for grades K-8 mathematics. Projects will use the *Project MOSART* instruments to evaluate professional learning in (a) physical, earth, life and astronomy/space science for grades K-8; and (b) physics, chemistry, earth science, and astronomy/space science in grades 9-12. GaDOE has developed a high school math assessment tool to be used by all projects working with math teachers in grades 9-12. GaDOE has developed a high school biology assessment tool to be used by all projects working biology teachers in grades 9-12. Additional assessments chosen/developed by the project may and should be used in addition to the GaDOE required tools.

Applicants are encouraged to build a high-quality randomized controlled trial (RCT) into the design of their project in order to rigorously evaluate its effectiveness. RCTs are considered the gold standard for measuring a project's impact based on persuasive evidence that (i) they are superior to other evaluation methods in producing valid estimates of a project's impact; and (ii) the most commonly-used nonrandomized methods often produce erroneous conclusions. Applicants are encouraged to meet all GPRA criteria as defined in the *Guide for Summarizing MSP Evaluation Designs and Results* (Appendix B). This type of design must be carefully planned with an evaluator. MSP applicants, who by themselves may not have the required minimum sample of teachers to carry out an RCT, can propose to partner with other LEAs to form a consortium.

#### *Providing Services to Eligible Nonpublic School Students, Teachers, and other Personnel*

The No Child Left Behind (NCLB) legislation, Section 9501, requires all applicants for certain discretionary grant programs to include and provide services to eligible nonpublic school students and/or teachers. The is subject to the requirements of Sections 9501-9504 of the No Child Left Behind Act of 2001 regarding the equitable participation of nonpublic school teachers in this grant program.

#### *Nonpublic School Eligibility*

Nonpublic school eligibility is based on the location of the nonpublic school(s), the design of the specific grant program and the needs of the nonpublic school(s). The needs must be able to be met via the discretionary grant program's specific program design. \*\* Generally, the nonpublic school must be located within the communities or geographic boundaries of the applicant agency or partner agency if applicable. According to the parameters of the grant program and available funding, the applicant agency determines the area to be served.

**\*\*Example:** If the design of the grant program is to provide math instruction for seventh and eighth grade teachers, then the nonpublic school(s) must serve seventh and eighth grade teachers who are in need of math instruction and must be in the geographic area served by participating public schools.

### ***Timely and Meaningful Consultation***

For assistance in identifying all of the nonpublic schools located within its geographic boundaries, the applicant should visit the Department's website at [https://app3.doe.k12.ga.us/ows-in/owa/psc\\_pack\\_mainmenu.pvsch\\_list\\_public?p\\_sort=1](https://app3.doe.k12.ga.us/ows-in/owa/psc_pack_mainmenu.pvsch_list_public?p_sort=1) which includes a list of nonpublic schools by locality.

The applicant agency is responsible to **identify** all appropriate nonpublic schools **and to contact** the appropriate nonpublic school officials to begin the consultation process. The nonpublic school(s) must be **given a genuine opportunity to participate** in the grant program. The NCLB legislation requires all applicants to conduct *timely* and *meaningful* consultation with the appropriate nonpublic school officials prior to the development of the local project's grant application and prior to any decision being made regarding the design of the local project that could affect the ability of nonpublic school students, teachers and other education personnel to receive benefits. Consultation **must continue** throughout the implementation and assessment of activities.

Listed below are the considerations that must be taken into account by all applicants when assessing the needs of the nonpublic school students and teachers and when determining in consultation with the nonpublic school(s) whether those needs fit the grant's program design. Consultation generally must include discussion on such issues as:

- what services will be provided;
- how, when, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve those services;
- the amount of funds available for services; and
- how and when decisions about the delivery of services will be made.

**NOTE:** A unilateral offer of services by an applicant agency with no opportunity for discussion on the part of the nonpublic school representative **is not adequate consultation**.

### ***Consistent and Comparable Services and Benefits***

The NCLB legislation requires that the participation and involvement of the nonpublic school partners and participants be consistent (closely parallel, be similar) with the number of eligible children enrolled in nonpublic elementary and secondary schools within the geographic boundaries of the applicant agency or partner agency if applicable. The grant-related services and benefits must be comparable (having a similar effect) to those provided to public school children and teachers participating in the program, and they must be provided in a timely manner. All services to nonpublic school students and teachers must be secular, neutral, and non-ideological.

The Education Department General Administrative Regulations (EDGAR) §76.652 states that the applicant agency shall give appropriate representatives a **genuine opportunity** to express their views regarding **each matter** subject to the consultation requirements outlined above. By following this course of action, a successful consultation will result in a well-matched agreement between the applicant and the eligible nonpublic school(s). This agreement should:

- be appropriate for the specific grant program;
- allow for the orderly and efficient integration of the services for the nonpublic school students/teachers into the operation of the local project; and
- result in benefits which have similar effects for the applicant and the nonpublic school students and/or teachers.



## Use of Funds Requirements (EDGAR 76.650 - 76.662)

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

- The grantee must maintain administrative control over all funds and property. (*No funds can flow directly to the nonpublic school via a subgrant*).
- The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. **The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility.**
- Funds cannot be used for construction of nonpublic school facilities.
- Funds must be used to meet **specific needs** of students and staff. (*Funds cannot supplant benefits normally provided by the nonpublic school*).
- Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the grantee.
- All benefits provided, including equipment and materials, must be **secular, neutral** and **nonideological**. (*IASA, Sec 14503*)

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## Required Forms

The applicant must provide, as part of the application, the signed *Equitable Participation of Nonpublic Schools* found in the GaDOE *MSP Proposal Framework 2012-2014* posted at [www.gadoe.org](http://www.gadoe.org) (type “MSP” into the search engine).

**An applicant agency may be disqualified from funding if it fails to provide this form.**

## FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

MSP Research is typically done in an established educational setting, involving normal educational practices, such as research on the effectiveness of instructional techniques [Section 97.101(b)(1)] involving the use of educational tests. Information is recorded in such a manner that human subjects cannot be identified [Section 97.101(b)(2)] and therefore does not require IRB (institutional review board) approval or parental notification. Please refer to the following website for additional information: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Awarded projects will receive additional training in updated FERPA rules at the required training session.

## Georgia MSP Proposal Format and Submission

Proposals submitted in response to this RFP **must** be prepared using the framework provided by the GaDOE and submitted in accordance with the following guidelines.

**Format:** Proposals that do not comply with these formatting requirements will not be reviewed or considered for funding.

- A. Typewritten and saved as a Microsoft Word read-only document or pdf file on a CD-ROM
- B. 1.5 line spacing (not including abstract, budget narrative(s) or appendix documents)
- C. Times New Roman 10-point font minimum
- D. Charts and graphs may be single spaced
- E. 1" side, top, and bottom margins
- F. Footer on each page with the page number, lead partner name, and appropriate grade band
- G. Stapled in the upper left hand corner; no binders or folders
- H. Include a cover page and a table of contents, which can be found in the framework document
- I. Required forms that are to be included in the body of the proposal are not subject to page limitations. Page limitations apply to narrative sections only.

**Proposal Delivery:** Partnerships must send one original and three copies of the complete proposal along with a CD-ROM containing **one complete proposal file** in Microsoft Word (read-only) or pdf format.

- All proposals must be physically received by the GaDOE in suite 1754 Twin Towers East by 5:00 p.m. on August 14, 2012. Incomplete, late, or incorrectly formatted proposals will not be scored or considered for funding.
- Applicants are encouraged to use express, certified, or registered mail.
- Faxed or emailed proposals will not be accepted.
- Mail proposals to:

Amanda Buice  
205 Jesse Hill, Jr. Drive, SE  
1754 Twin Towers East  
Atlanta, GA 30334

We hope to have an **online submission option** available. All applicants who send in a letter of intent will be notified if an online submission option becomes available. If applicants do not submit a letter of intent they must contact Amanda Buice, check the MSP site at [www.gadoe.org](http://www.gadoe.org) (type "MSP" in the search engine) for updates, or submit using the hard copy method.

## Georgia MSP Proposal Preparation

The GaDOE has prepared a comprehensive proposal framework to be used by **all** partnerships in preparing a proposal for funding consideration. Evident in this framework is the requirement for every partnership to include a separate needs assessment, work plan, and evaluation plan for each grade band of teachers with whom it intends to work. Furthermore, all proposals must include the following components, presented in the sequence specified below.

1. Grant Application Cover Page
2. Assurances (Including the Equitable Participation form)
3. Application Preparation Checklist
4. Repeat Applicant Project Abstract  
Partnerships that have previously received MSP Program funding in the 2011 – 2013 cycle must include an abstract of prior work. The abstract must describe the project’s intended goals, the amount of funding received by project year, the number of teachers it intended to serve (according to its formal proposal), the number of teachers it actually served, an explanation of how the budget was spent in year 1, qualitative and quantitative evidence of progress towards goals, a description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts. The abstract may not exceed **3 single-spaced pages**.
5. Project Abstract  
**All** partnerships must provide a **1-page, single-spaced** abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the grade band(s) and content area(s) of proposed work, the number of teachers it intends to serve, the academic/instructional need of the schools in which they provide instruction, the partnership goals, and a brief overview of the work plan and evaluation plan.
6. Results of Needs Assessment  
This section will identify and prioritize baseline professional learning needs of teachers in partner school systems, disaggregated by grade level and content area. It must identify specific gaps or weaknesses in teacher content knowledge. This baseline information must be determined using a current (within the past 12 months) quantitative **and** qualitative content-driven assessment of teacher professional learning needs. It should also include a description of the methods used to collect this information. Additionally, the needs assessment must include the current status of student achievement in mathematics and/or science for the targeted grades and should be disaggregated in table form by gender, ethnicity, socio-economic factors, English language learners (ELL), and disability and then analyzed in narrative form. It must clearly demonstrate high-need qualification.  
  
The results of the teacher and student needs assessments must be used in the establishment of the goals and objectives for the proposed project.
7. Work Plan: Goals and Objectives, Project Action Plan, and Project Management Plan  
Goals and Objectives - The project narrative must use the results of the content-driven needs assessment to identify **measurable** project objectives for increasing teacher content knowledge and changing teacher practice. It should describe the recruitment and retention strategies that will be used with the teacher cohort group. Objectives should be written in **year-long increments** so projects may assess progress towards goals qualitatively and quantitatively on an annual basis.

Project Action Plan – The project action plan should describe the proposed creative, strategic activities that extend beyond commonplace approaches and how they provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model content-specific instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and describe how the professional

learning sessions are specifically aligned to the content and curriculum in which participating teachers must provide instruction. The narrative should provide evidence of (a) an effective partnership among all organizations that work together to realize the project's vision and goals, (b) the participation of all project members in planning, design, and implementation, and (c) sufficient capacity of the partners to support the scale and scope of the project, especially the number of teacher participants. It should describe in detail how the partnership will achieve the goals and anticipated quantitative outcomes by means of a coherent plan. This description should include the research or evidence base on which the proposed work rests. It should describe how many schools and teachers will participate in the project and the level of need at those schools. Furthermore, it should describe how each partner will contribute to the proposed work. It must provide a timeline that correlates with the proposed action plan and the quantitative outcome goals and annual benchmarks.

**Project Management Plan** – This portion of the narrative should describe the management plan by which all partners are fully engaged to realize the partnership's goals and outcomes. It should describe in detail the specific roles, responsibilities, and time commitments of the project management team. It should also provide the number of STEM faculty and teacher preparation faculty who will be engaged in the project work. A one-page vitae for all project management team members, faculty members, and consultants involved with the project must be included in the proposal appendix. Their role in the grant should be noted on their vitae in the upper-right-hand corner.

8. Evaluation and Accountability Plan

The evaluation and accountability plan should be described in terms of how it will guide project progress annually and will measure the impact of the work described in the action plan, including a description of the instruments/metrics (state-required and other) by which the project will measure its progress towards goals. It should describe both formative and summative assessment methods that will be used. Formative evaluation should provide evidence of the strengths and weaknesses of the project and help the partnership identify the extent to which the lessons learned from the sessions are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus demonstrating the effectiveness of the project on student and teacher outcomes. **If working with teachers in grades K-2, you must state how you will monitor student growth as there are no state scored tests for mathematics and science at these grade levels.** Although the evaluation plan will be developed with input from the partnership, objective analyses and findings **must** be determined by either an external evaluator or an evaluator within a partner institution who is clearly separate and distinct from the partnership participants and their respective departments. A timeline for the evaluation should be included, and the qualifications of the evaluator should be provided in a one-page vitae in the appendix.

*Note: The needs assessment(s), work plan(s), and evaluation/accountability plan(s) for all grade bands included in the proposal must not exceed 20 total pages (1.5 line spacing).*

9. Budget and Budget Narrative

Partnerships must submit **one** budget form for the entire proposed project. Each proposal must contain a budget for each year of support requested. The amounts requested for each budget line item should be documented and justified in the budget justification as specified below. The budget justification should be no more than three pages. The proposal may request funds under any of the categories listed so long as the item and amount are considered necessary, reasonable, allocable, and allowable under the applicable cost principles. Amounts and expenses budgeted also must be consistent with the proposing organization's policies and procedures and cost accounting practices used in accumulating and reporting costs. Cost principles governing the allowability of costs are contained in OMB Circulars A-21 (Colleges & Universities), A-87 (State, Local, & Indian Tribal Governments), and A-122 (Non-Profit Organizations) and are available at <http://www.whitehouse.gov/omb/circulars/index.html>. Cost Principles applicable to for-profit organizations can be found in the [Federal Acquisition Regulations \(FAR\), Part 31](#).

The budget(s) and the corresponding narrative(s) should be aligned with the activities described in the proposal narrative, show evidence of effective, appropriate, and efficient use of funds, and describe clearly the full range of resources that will be used to accomplish the goals of the project.

10. Appendix

Within the appendix of the proposal, partnerships should provide additional project information including but not limited to (a) partner identification forms, (b) bibliography of works cited, (c) 1-page vitae of appropriate partnership personnel, (d) Memorandum of Understanding (MOU) from each partner, (e) letter of commitment and support from the lead applicant's authorized representative, (f) additional proposal support information submitted at the discretion of the partnership, such as samples of instruments used to conduct needs assessments, etc.

*Note: Each MOU should clearly outline the role and contributions of the partner and provide evidence that the proposed partnership activities are integral to the partner's instructional mission. It should be signed by the authorized authority (dean, VP, etc.) of each department of a higher education partner, the Superintendent of each partner school system, and the head of any other partner organization. All MOUs from school systems should clearly indicate their **willingness to share student data** of participating teachers **in a timely fashion** for annual reports to the US Dept. of Education.*

## Georgia MSP Program Review and Award Process

### Review Process

GaDOE staff will review proposals as they are received for eligibility, completeness, and compliance with application requirements. If, in the judgment of the GaDOE, a proposal is late or significantly incomplete, or if an applicant cannot establish its eligibility, the proposal will be omitted from consideration. In such cases, applicants will be notified of the decision in writing, and the decision of the GaDOE is final.

An external review panel whose members have substantive expertise will then be convened to review all eligible proposals. The GaDOE will recruit in-state and out-of-state panelists who bear no conflict of interest towards any of the partnerships. The review panel will use one of two scoring rubrics to evaluate the merits of each eligible proposal, assign a score, and make recommendations to the MSP Program manager at the GaDOE in terms of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon specific criteria: final score; cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic distribution. Following the review, the GaDOE will make award decisions to fund those proposals that show the most promise for improving teacher content knowledge and instructional practice in mathematics and science. In order to maximize the effects of limited funds, applicants whose grants are awarded at less than the original request level may be asked to revise the project budget and/or scope of project work.

### Review Criteria

The detailed scoring rubrics that will be used by the review panel to assess applicant proposals can be found in the appendix of this RFP; however, the general review criteria are included below. Any proposal that earns a score of zero in any of the efficacy of plan criteria on the scoring rubric(s) will be disqualified from funding consideration. Additionally, the grade level notations in the points awarded column of both rubrics are included to make evident that scores from multiple grade band proposals will be averaged together to determine total criteria scores. If you are designing a project that is working with transitional grades (i.e. 8<sup>th</sup> grade physical science and high school physical science teachers), then you need to submit them in only one work plan. You don't have to create a middle grades plan and a high school plan if they are the same plan (same instructors/content/schedule/cohort). Simply submit them in the category of the highest grade level and be clear about why you are crossing grade bands for common instruction.

### *Rubric #1: Criteria for New Applicants (not receiving funding during the 2011-2013 cycle)*

Categories	Points Possible
Commitment and Capacity of Partnership	9
Demonstration of Need and Research Base	12
Alignment of Goals/Objectives with Professional Learning Needs	18
Efficacy of Plan	32
Evaluation and Accountability Plan	20
Budget and Cost Effectiveness	9
Priority Scoring Points	9

*Rubric #2: Criteria for Repeat Applicants (those receiving funding during the 2011-2013 cycle)*

<b>Categories</b>	<b>Points Possible</b>
Evidence of Prior MSP Project Work	11
Commitment and Capacity of Partnership	9
Demonstration of Need and Research Base	12
Alignment of Goals/Objectives with Professional Learning Needs	15
Efficacy of Plan	28
Evaluation and Accountability Plan	16
Budget and Cost Effectiveness	9
Priority Scoring Points	9

Notification of Award

Upon completion of the review process, the MSP Program specialist at the GaDOE will present funding recommendations to the State Board of Education (SBOE) for its consideration. Once final funding decisions have been approved by the SBOE, project directors will be notified of the status of their proposal in writing. Award packets with program-specific information will be emailed to each funded partnership. A required meeting of all project directors and leadership teams of funded partnerships will be held by the MSP Program manager of the GaDOE on **October 11, 2012**.

MSP Program Inquiries

Please direct all MSP Program inquiries to Amanda Buice, 404-657-8319, [abuice@doe.k12.ga.us](mailto:abuice@doe.k12.ga.us).

# Appendix



## Appendix A: Possible Resources for MSP Proposal Preparation

U.S. Department of Education/MSP Program

<http://www.ed.gov/programs/mathsci/index.html>.

National Staff Development Council (NSDC)

<http://www.nsd.org/>.

Horizon Research, Incorporated (HRI)

The website of HRI offers a wealth of information related to research and evaluation of mathematics and science initiatives: <http://www.horizon-research.com/instruments/>.

Learning Mathematics for Teaching (LMT) Project

The LMT Project website offers information on the assessment instruments required by the GaDOE of all funded mathematics MSP projects: <http://sitemaker.umich.edu/lmt/home> .

Project MOSART

Project MOSART's website offers thorough information, including a tutorial, on the required assessment instruments: [http://www.cfa.harvard.edu/smgphp/mosart/about\\_mosart.html](http://www.cfa.harvard.edu/smgphp/mosart/about_mosart.html) .

American Association for the Advancement of Science Project 2061 Science Assessment

Intended primarily for teachers, these assessment items and resources will also be useful to education researchers, test developers, and anyone who is interested in the performance of middle and high school students/teachers in science: <http://assessment.aaas.org> .

National Council of Teachers of Mathematics (NCTM)

The website of the NCTM might be helpful in providing research findings and professional learning ideas for use in a science teacher quality program: <http://www.nctm.org/>.

National Science Teachers Association (NSTA)

The website of the NSTA might be helpful in providing research findings and professional learning ideas for use in a science teacher quality program: <http://www.nsta.org/>.

National Academies

**A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas** identifies the key scientific ideas and practices all students should learn by the end of high school. It will serve as the foundation for new K-12 science education standards: [http://www7.nationalacademies.org/bose/Standards\\_Framework\\_Homepage.html](http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html) .

Common Core State Standards Initiative: Mathematics

<http://www.corestandards.org/the-standards/mathematics>

Next Generation Science Standards

[www.nextgenscience.org](http://www.nextgenscience.org)

The Georgia Department of Education

[www.gadoe.org](http://www.gadoe.org)

The Governor's Office of Student Achievement

<http://www.gaosa.org/>

CCGPS Mathematics Wiki Space

<http://ccgpsmathematics-k-5.wikispaces.com/Assessment+Resources>

## **Guide for Summarizing MSP Evaluation Designs and Results**

One of the goals of the Mathematics and Science Partnership (MSP) program is to contribute to the knowledge base on effective professional development in mathematics and science. To this end, the MSP legislation (Title II, Part B of the No Child Left Behind Act) requires every MSP project to design and implement an evaluation and accountability plan that allows for a rigorous assessment of its effectiveness, and which includes information on the project's impact on teachers and students. In order to ensure that projects are providing high-quality information on program outcomes, the *Criteria for Classifying Designs of MSP Evaluations* (printed after this document /part of Appendix B), was developed as part of the Data Quality Initiative through the Institute for Education Sciences (IES) at the U.S. Department of Education. The criteria that comprise the rubric specify conditions that projects that use experimental designs and quasi-experimental designs must meet in order to be deemed rigorous evaluations.

In 2008, the rubric was applied to the final evaluation reports of completed MSP projects for the first time. In doing so, it became apparent that most projects evaluate more than one component of their project (e.g., teacher content knowledge in mathematics and/or science, teacher attitudes and beliefs, student content knowledge in mathematics and/or science), that different evaluation techniques are often applied to the different components, and that some components meet all the criteria for being classified as a rigorous evaluation while other components do not. It also became apparent that while most projects collect most of the information needed to assess their evaluation design(s), few report the information in a manner that allows it to be easily evaluated with the rubric.

This *Guide* was developed to provide Project Directors and Evaluators with guidance on how best to summarize their evaluation data to facilitate the review and assessment of their evaluation design(s). We recommend that you present the results for each of the criteria discussed below in an Executive Summary at the beginning of your *final* evaluation report.

### **Screening Process**

MSP evaluations undergo a two-stage screening process. They are first screened for the type of evaluation design and then for the strength of the implementation of the individual elements of the design. Below we present the criteria that are used in each stage of the screening process followed by recommended summary tables or narrative reporting guidelines, where relevant, for presenting information about your evaluation.

### **Evaluation Design**

To be classified as having a strong design, only one component of the evaluation has to be either 1) an experimental study that compares the outcomes of a randomly assigned treatment and control group or 2) a quasi-experimental study that compares the outcomes of a treatment and comparison group that meets one of two design criteria:

- *comparison group study with equating*—statistical controls or matching techniques were used to make the treatment and comparison groups similar on their pre-intervention characteristics; or
- *regression-discontinuity study*—individuals (or other units such as classrooms or schools) were assigned to treatment or comparison groups on the basis of a “cutoff” score on a pre-intervention non-dichotomous measure.

### **Summary Information**

List each outcome that you are evaluating and the participant group to whom it applies, and check the type of evaluation design applied to that group. *The table below provides an example of a project that evaluated five outcomes using three different designs.*

<b>Table 1. Evaluation Design Type</b>				
<b>Participant Group and Outcome</b>	<b>Experimental Design</b>	<b>Quasi-Experimental Design</b>		<b>Other Design</b>
		<b>with equating (matching)</b>	<b>regression discontinuity</b>	
<i>Elementary teachers science knowledge</i>	x			
<i>Elementary teachers mathematics knowledge</i>	x			
<i>Elementary students science achievement</i>		x		
<i>Elementary students mathematics achievement</i>		x		
<i>Elementary teacher classroom practice science</i>				x
<i>Elementary teacher classroom practice mathematics</i>				x

### *Experimental Designs*

For each participant group and outcome that was evaluated using an experimental design, please describe how units (i.e., participants, classroom schools, or districts) were randomly assigned to groups.

1. Participant Group/Outcome: \_\_\_\_\_: *(describe random assignment)*
2. Participant Group/Outcome: \_\_\_\_\_: *(describe random assignment)*
3. Participant Group/Outcome: \_\_\_\_\_: *(describe random assignment)*

### **Elements of the Design**

To be classified a strong design each participant group/outcome that was evaluated using a quasi-experimental design must meet all of the following six criteria. Participant group/outcomes that were evaluated using an experimental design must meet every criterion except the first, baseline equivalence of groups, as randomly assigned groups are assumed to be equivalent at baseline.

#### **A. Baseline Equivalence of Groups (quasi-experimental designs only)**

##### **Criterion:**

- No significant pre-intervention differences between treatment and comparison group on variables related to the study's key outcomes; or
- Adequate steps were taken to address the lack of baseline equivalence in the statistical analysis.

##### **Summary Information:**

For each participant group and outcome provide the treatment and comparison groups' pre-test score (mean or percent) and the p-value of the statistical test used to assess equivalence.

<b>Table 2. Baseline Equivalence of Groups</b>			
<b>Participant Group/Outcome and Matching Variables</b>	<b>Treatment Group Pre-test Score</b>	<b>Comparison Group Pre-test Score</b>	<b>p-value</b>
<b>Participant Group and Outcome:</b> <i>Middle School Students/Middle School Mathematics</i>			
<i>Student achievement</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<i>Student demographic characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<b>Participant Group and Outcome:</b> <i>Middle Schools Students/Middle School Science</i>			
<i>Student achievement</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<i>Student demographic characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<b>Participant Group and Outcome:</b> <i>Middle School Teachers/Middle School Science</i>			
<i>Teacher characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<b>Participant Group and Outcome:</b> <i>Middle School Teachers/Middle School Science</i>			
<i>Teacher characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	

## B. Sample Size

### *Criterion:*

- Sample size was adequate based on a power analysis with recommended:
  - Significance level = 0.05
  - Power = 0.8
  - Minimum detectable effect informed by actual data; or

Absent a power analysis, a study will qualify as meeting the criterion in the following scenarios assuming the level of the intervention is the same as the unit of assignment or grouping (see Working Definitions for Projects in Criteria section at the end of this document (part of this Appendix B) for the assumptions that each scenario is based on).

### *Teacher Outcomes*

- Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts.
- Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 60 teachers

### *Student outcomes*

- Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts.
- Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 18 classrooms/teachers.
- Case #3: For interventions at the individual student level, an evaluation would need a sample of at least 130 students.

If the design is unbalanced (i.e., there are more treatment units than control/comparison or vice versa), the smaller of the two groups must at least meet the minimum sample size divided by 2. For example, for teacher outcomes Case #1, it is acceptable if there are 6 control/comparison schools and more than 6 treatment schools or vice versa.

### Summary Information

For each participant group and outcome provide the *final* sample size at the level of random assignment or matching for the treatment and comparison/control group. Provide power calculation assumptions, if applicable.

<b>Table 3. Sample Size</b>			
<b>Participant Group and Outcome</b>	<b>Treatment Group (Final sample size)</b>	<b>Comparison/Control Group (Final sample size)</b>	<b>Power Analysis Findings (if applicable)</b>
<i>Elementary teachers mathematics knowledge</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary students science achievement</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary students mathematics achievement</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary teacher classroom practice science</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Recommended significant levels: alpha = 0.05, power = 0.8; minimal detectable effect (MDE) = informed by actual data.</i>			

### C. Quality of Measurement Instruments

#### Criterion:

- The study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or
- The study used data collection instruments developed specifically for the study that were sufficiently pre-tested with subjects who were comparable to the study sample.

Using selected items from a validated and reliable instrument or instruments is acceptable if the resulting instrument:

- Includes at least 10 items, *and*
- At least 70 percent of the items are from the validated and reliable instrument(s).

### Summary Information

For each participant group and outcome, provide the name of the instrument that was used to measure the outcome and provide evidence of the instrument's validity and reliability. The evidence for borrowed or adapted instruments may be a website or other reference where the evidence is provided, or a narrative description of the evidence. For locally developed instruments that pre-tested the instruments, provide evidence of reliability and validity from those tests. For locally developed instruments that use items from one or more pre-existing valid and reliable instruments, provide the total number of items and the number of items borrowed from each instrument. *The table below provides examples of how to present data on different types of instruments.*

<b>Participant Group and Outcome</b>	<b>Name of Instrument</b>	<b>Evidence for Validity and Reliability</b>
<i>Teacher content knowledge – mathematics</i>	<i>DTAMS</i>	<i>Cite website or other reference where evidence can be found.</i>
<i>Teacher content knowledge – mathematics</i>	<i>Locally developed instrument</i>	<i>Total items = 20 NAEP items = 15 LMT items = 5</i>
<i>Teacher content knowledge – physics</i>	<i>Locally developed instrument</i>	<i>Narrative description of evidence (e.g., Cronbach alpha, face validity).</i>
<i>Teacher content knowledge - biology</i>	<i>Locally developed instrument</i>	<i>Not tested for validity or reliability.</i>

**D. Quality of the Data Collection Methods**

**Criterion:**

- The methods, procedures, and timeframes used to collect the key outcome data from treatment and comparison groups were the same.

**Summary Information**

For each participant group and outcome, describe the method/procedure for collecting data from the treatment group, and indicate whether the same method/procedure was used to collect data from the comparison group. If the same method was not used, describe the method/procedure.

1. Participant Group and Outcome: \_\_\_\_\_
  - a. Method/procedure for collecting data from treatment group (*describe*):
  - b. Was the same method/procedure used to collect data from the comparison group? \_\_\_\_ Yes \_\_\_\_ No  
If no, please describe how the method/procedure was different:
  - c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

<b>Participant Group and Outcome</b>	<b>Month and Year</b>		
	<b>Pre-test</b>	<b>Post-test</b>	<b>Repeated Post-test</b>
Treatment group			
Comparison group			

2. Participant Group and Outcome: \_\_\_\_\_
  - a. Method/procedure for collecting data from treatment group (*describe*):
  - b. Was the same method/procedure used to collect data from the comparison group? \_\_\_\_ Yes \_\_\_\_ No  
If no, please describe how the method/procedure was different:
  - c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

Table 5. Time Frame for Data Collect			
Participant Group and Outcome	Month and Year		
	Pre-test	Post-test	Repeated Post-test
Treatment group			
Comparison group			

3. Participant Group and Outcome: \_\_\_\_\_

a. Method/procedure for collecting data from treatment group (*describe*):

b. Was the same method/procedure used to collect data from the comparison group? \_\_\_\_ Yes \_\_\_\_ No  
If no, please describe how the method/procedure was different:

c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

Table 5. Time Frame for Data Collection			
Participant Group and Outcome	Month and Year		
	Pre-test	Post-test	Repeated Post-test
Treatment group			
Comparison group			

### E. Data Reduction Rates

There are two aspects to the data reduction criterion: attrition rates and response rates. An evaluation must meet the criterion for both attrition and response rates in order for it to meet the data reduction rates criterion. One exception is for cross-sectional studies that collect one-time data when only response rates apply. For longitudinal/pre-post studies that collect data from the same individuals over time, one needs to look at both the response rates and attrition rates criteria.

#### *Criterion:*

- The study measured the key outcome variable(s) in the post-tests for at least 70 percent of the original study sample (treatment and comparison groups combined)
- **Or** there is evidence that the high rates of data reduction were unrelated to the intervention; **AND**
- The proportion of the original study sample that was retained in the follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and comparison groups (i.e., less than or equal to a 15 percent difference),
- **Or** the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and comparison groups, and sufficient steps were taken to address this differential attrition were not taken in the statistical analysis.

#### *Summary Information*

For each participant group and outcome, provide the following information for the treatment and comparison group: original sample size, pre-test sample size and the pre-test response rate (the percent of the pre-test sample that took the pre-test), post-test sample size and post-test response rate (the percent of the post-test sample that took the post-test), and the attrition rate, where the rate is calculated as the number of individuals who took *both* the pre- *and* post-test divided the number of individuals who took the post test.

<b>Table 6. Data Reduction Rates</b>				
	<b>Original Sample Size</b>	<b>Pre-test Sample Size &amp; Response Rate</b>	<b>Post-test Sample Size &amp; Response Rate</b>	<b>Attrition Rate (for designs with pre-test)</b>
<b>Participant Group and Outcome:</b> <i>Elementary teachers science</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
<b>Participant Group and Outcome:</b> <i>Elementary teachers mathematics</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
<b>Participant Group and Outcome:</b> <i>Elementary students science</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
<b>Participant Group and Outcome:</b> <i>Elementary students mathematics</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>

## E. Relevant Statistics

### Criterion:

- The final report includes treatment and comparison group post-test means and tests of significance for key outcomes; or
- Provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).

### Summary Information

For each participant group and outcome, provide the following information for the treatment and comparison group: post-test sample size, mean or percent, and test of significance; or post-test sample size, mean or percent, and standard deviation (SD) or standard error (SE).

<b>Table 7. Relevant statistics</b>					
	<b>Post-test N</b>	<b>Mean or Percent</b>	<b>SD or SE</b>	<b>t, F, or chi square</b>	<b>p-value</b>
<b>Participant Group and Outcome:</b> <i>Elementary teachers science</i>					
Treatment group					
Comparison group					
<b>Participant Group and Outcome:</b> <i>Elementary teachers mathematics</i>					
Treatment group					
Comparison group					
<b>Participant Group and Outcome:</b> <i>Elementary students science</i>					
Treatment group					
Comparison group					
<b>Participant Group and Outcome:</b> <i>Elementary students mathematics</i>					
Treatment group					
Comparison group					



## Criteria for Classifying Designs of MSP Evaluations<sup>1</sup>

- **Experimental study**—the study measures the intervention’s effect by randomly assigning individuals (or other units, such as classrooms or schools) to a group that participated in the intervention, or to a control group that did not; and then compares post-intervention outcomes for the two groups
- **Quasi-experimental study**—the study measures the intervention’s effect by comparing post-intervention outcomes for treatment participants with outcomes for a comparison group (that was not exposed to the intervention), chosen through methods other than random assignment. For example:
  - *Comparison-group study with equating*—a study in which statistical controls and/or matching techniques are used to make the treatment and comparison groups similar in their pre-intervention characteristics
  - *Regression-discontinuity study*—a study in which individuals (or other units, such as classrooms or schools) are assigned to treatment or comparison groups on the basis of a “cutoff” score on a pre-intervention non-dichotomous measure
- **Other**
  - The study uses a design other than a randomized controlled trial, comparison-group study with equating, or regression-discontinuity study, including *pre-post* studies, which measure the intervention’s effect based on the pre-test to post-test differences of a single group, and comparison-group studies without equating, or non-experimental studies that compare outcomes of groups that vary with respect to implementation fidelity or program dosage.

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<sup>1</sup> To be used for addressing following MSP GPRA measure: *The percentage of MSP projects that use an experimental or quasi-experimental design for their evaluations that are conducted successfully and that yield scientifically valid results.*

## **Criteria for Assessing whether *Experimental Designs* Were Conducted Successfully and Yielded Scientifically Valid Results**

### **A. Sample size<sup>2</sup>**

- **Met the criterion**—sample size was adequate (i.e. based on power analysis with recommended significance level=0.05, power=0.8, and a minimum detectable effect informed by the literature or otherwise justified).
- **Did not meet the criterion** —the sample size was too small
- **Did not address the criterion**

### **B. Quality of the Measurement Instruments**

- **Met the criterion**—the study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or data collection instruments developed specifically for the study were sufficiently pre-tested with subjects who were comparable to the study sample
- **Did not meet the criterion** —the key data collection instruments used in the evaluation lacked evidence of validity and reliability
- **Did not address the criterion**

### **C. Quality of the Data Collection Methods**

- **Met the criterion**—the methods, procedures, and timeframes used to collect the key outcome data from treatment and control groups were the same
- **Did not meet the criterion**—instruments/assessments were administered differently in manner and/or at different times to treatment and control group participants

### **D. Data Reduction Rates (i.e. Attrition Rates, Response Rates)**

- **Met the criterion**—(1) the study measured the key outcome variable(s) in the post-tests for at least 70 percent of the original study sample (treatment and control groups combined) or there is evidence that the high rates of data reduction were unrelated to the intervention, AND (2) the proportion of the original study sample that was retained in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and control groups (i.e. less or equal to a 15-percent difference), or the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and control groups, but sufficient steps were taken to address this differential attrition in the statistical analysis.
- **Did not meet the criterion**—(1) the study failed to measure the key outcome variable(s) in the post-tests for 30 percent or more of the original study sample (treatment and control groups combined), and there is no evidence that the high rates of data reduction were unrelated to the intervention; OR (2) the proportion of study participants who participated in follow-up data collection activities (e.g., post-

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<sup>2</sup> The critical sample size here is related to the unit of assignment. For example, if the assignment is made at the school level, the relevant sample size is the number of schools involved.

intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was significantly different for the treatment and control groups (i.e. more than a 15-percent difference) and sufficient steps to address differential attrition were not taken in the statistical analysis

- **Did not address the criterion**

#### **E. Relevant Statistics Reported**

- **Met the criterion**—the final report includes treatment and control group post-test means, and tests of statistical significance for key outcomes; or provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error)
- **Did not meet the criterion**—the final report does not include treatment and control group post-test means, and/or tests of statistical significance for key outcomes; or provide sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error)
- **Did not address the criterion**

## Criteria for Assessing whether *Quasi-Experimental Designs* Were Conducted Successfully and Yielded Scientifically Valid Results

### A. Baseline Equivalence of Groups

- **Met the criterion**—there were no significant pre-intervention differences between treatment and comparison group participants on variables related to the study’s key outcomes; or adequate steps were taken to address the lack of baseline equivalence in the statistical analysis
- **Did not meet the criterion**—there were statistically significant pre-intervention differences between treatment and comparison group participants on variables related to the study’s key outcomes; and no steps were taken to address lack of baseline equivalence in the statistical analysis
- **Did not address the criterion**

### B. Sample size<sup>3</sup>

- **Met the criterion**—sample size was adequate (i.e. based on power analysis with recommended significance level=0.05, power=0.8, minimum detectable effect size informed by the literature or otherwise justified)
- **Did not meet the criterion** —the sample size was too small
- **Did not address the criterion**

### C. Quality of the Measurement Instruments

- **Met the criterion**—the study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or data collection instruments developed specifically for the study were sufficiently pre-tested with subjects who were comparable to the study sample
- **Did not meet the criterion** —the key data collection instruments used in the evaluation lacked evidence of validity and reliability
- **Did not address the criterion**

### D. Quality of the Data Collection Methods

- **Met the criterion**—the methods, procedures, and timeframes used to collect the key outcome data from treatment and comparison groups were the same.
- **Did not meet the criterion**—instruments/assessments were administered differently in manner and/or at different times to treatment and comparison group participants.

### E. Data Reduction Rates (i.e. Attrition Rates, Response Rates)

- **Met the criterion**—(1) the study measured the key outcome variable(s) in the post-tests for at least 70

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<sup>3</sup> The critical sample size here is related to the unit of grouping. For example, if the grouping is made at the school level, the relevant sample size is the number of schools involved.

percent of the original study sample (treatment and comparison groups combined) or there is evidence that the high rates of data reduction were unrelated to the intervention, AND (2) the proportion of the original study sample that was retained in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and comparison groups (i.e. less or equal to a 15-percent difference), or the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and comparison groups, and sufficient steps were taken to address this differential attrition were not taken in the statistical analysis.

- **Did not meet the criterion**—(1) the study failed to measure the key outcome variable(s) in the post-tests for 30 percent or more of the original study sample (treatment and comparison groups combined), and there is no evidence that the high rates of data reduction were unrelated to the intervention; OR (2) the proportion of study participants who participated in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was significantly different for the treatment and comparison groups (i.e. more than a 15-percent) and sufficient steps were not taken to address differential attrition in the statistical analysis.
- **Did not address the criterion**

#### F. Relevant Statistics Reported

- **Met the criterion**—the final report includes treatment and comparison group post-test means, and tests of statistical significance for key outcomes; or provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).
- **Did not meet the criterion**—the final report did not include treatment and comparison group post-test means, or tests of statistical significance for key outcomes; or provide sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).
- **Did not address the criterion**

## **MSP Rubric Working Definitions for Projects**

The section contains working definitions to help interpret criteria in the *Criteria for Classifying Designs for MSP Evaluations* rubric.

### **Eligibility of evaluation report**

Only final evaluation reports that contain post-test results on key outcomes will be evaluated. The review focuses exclusively on components regarding program impact, and does not cover assessment of implementation fidelity or performance against benchmarks.

### **Definition of an evaluation**

An evaluation design may contain multiple outcomes. For the purpose of implementing this rubric, the major outcomes of interest are 1) teacher content knowledge, 2) teacher instructional practices, and 3) student achievement. The reviewer will apply each rubric criterion as it relates to the three outcomes separately.

Data collected on the three outcomes of interest might come from teachers/students in various grades and use different designs. If the implementation of the study design for an outcome meets all the criteria for at least one grade, the design for that outcome is considered as meeting the criteria. For example, if a study of 4<sup>th</sup> grade math achievement met the criteria but a study of 5<sup>th</sup> grade math did not, the student achievement evaluation from the project will be considered meeting the criteria based on the merit of its 4<sup>th</sup> grade math achievement study.

### **Baseline equivalence of groups**

Variables related to key outcomes may vary. For example, if the key student outcome is achievement, the most relevant variable will be an achievement outcome from the same or similar test conducted prior to the intervention. Other related variables, although not equally effective, can be related to student socio-economic status. If the key outcome is teacher effectiveness, the most relevant variables will be measures of teacher effectiveness from the same or similar pre-test. Other related variables may include measures of teacher quality such as level of education and/or years of teaching experience.

### **Sample size**

The sample size refers to the final sample size; that is the sample for which data have been collected.

Absent a power analysis, a study will qualify as “Met the criterion” in the following scenarios assuming the level of intervention is the same as the unit of assignment/grouping:

#### **Teacher outcomes**

- Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools/districts based on following assumptions: 1) a balanced sampling design that randomizes/matches at the school/district level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.50; 4) the power of the test is 0.8; 5) each school/district has at least 15 teachers; 6) intraclass correlation of 0.05; and 7) a school/district level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.

- Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 60 teachers based on following assumptions: 1) a balanced sampling design that randomizes/matches at the teacher/classroom level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.50; 4) the power of the test is 0.8; and 5) a teacher/classroom level covariate (i.e. pre-test score) explains 70 percent of the variation.

#### Student outcomes

- Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts based on following assumptions: 1) a balanced sampling design that randomizes/matches at school/district level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; 5) each school or district has at least 75 students; 6) intraclass correlation of 0.05; and 7) a school/district level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.
- Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 18 classrooms/teachers based on following assumptions: 1) a balanced sampling design that randomizes/matches at the classroom/teacher level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; 5) each class has at least 25 students; 6) intraclass correlation of 0.05; and 7) a class/teacher level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.
- Case #3: For interventions at the individual student level, an evaluation would need a sample of at least 130 students based on following assumptions: 1) a balanced sampling design that randomizes/matches at the student level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; and 5) a student level covariate (i.e. pre-test score) explains 70 percent of the variation.

If the design is unbalanced (i.e., there are more treatment units than control/comparison or vice versa), the smaller of the two groups must at least meet the minimum sample size divided by 2. For example, for teacher outcomes case #1, it is acceptable if there are 6 control/comparison schools and more than 6 treatment schools or vice versa.

#### Quality of measurement instruments

If the evaluators used an existing state accountability assessment or other widely used assessments (i.e. Iowa test, TerraNova) in totality one can assume that their psychometric properties are adequate. Using selected items from a validated and reliable instrument or instruments is acceptable if the resulting instrument includes at least 10 items and at least 70 percent of the items are from the validated and reliable instrument(s).

In addition, all instruments should at least have face validity.

#### Data reduction rates

There are two aspects to the data reduction criterion: attrition rates and response rates. An evaluation must meet the criterion for both attrition and response rates in order for it to meet the data reduction rates criterion. One exception is for cross-sectional studies that collect one-time data. For cross-sectional studies only response rates apply. For longitudinal/pre-post studies that collect data from the same subject over time, one needs to look at both the response rates and attrition rates criteria.

If not provided in the report, the rates can be loosely calculated a) attrition rates b) response rates:

- a. Posttest N/ Pretest N
- b. Posttest N/ Original N

The first component of the criterion refers to overall data reduction and the second is related to differential reduction (i.e., between treatment and control/comparison groups).

If the 70-percent data retention rate is not met, an evaluation may meet the criterion if the evaluators provide valid explanations (e.g., the schools are located in high mobility areas) or have addressed potential differences between sample members who have post-test data and those who do not in the analysis.

## **References**

Raudenbush, S.W., Spybrook, J., Liu, X, and Cogndon, R. (2005). Optimal design for longitudinal and multilevel research.



**Appendix C: Scoring Rubric for Applicants Not Receiving Funds in the Previous 2011-2013 Cycle**

**Scoring Rubric for MSP 2012-2014 New Applicant Proposals**

<b>Criterion A: Commitment and Capacity of Partnership (9 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Does the project management team have the expertise to implement and sustain a math and/or science professional learning program? Do individuals who planned the project represent the primary partners i.e. LEA and IHEs? Is there evidence that mathematicians, scientists, and/or engineers are playing major roles in the design and delivery of the proposed program? Are the roles of all partners clearly identified? Does the work plan engage all partners in meaningful ways? Is there evidence that the partners share goals, responsibilities, and accountability for the proposed work? Does the governance structure describe communication, decision-making, and fiscal responsibilities among the project partners?</p>			<b>9</b>			
<b><u>Exceeds Standard (3 Pts. each)</u></b>	<b><u>Meets Standard (2 Pts. each)</u></b>	<b><u>Below Standard (1 Pt. each)</u></b>	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Strong evidence of the number and quality of staff from the primary partners to carry out the proposed activities; Qualifications are provided for key partners' staff and appear to be exceedingly strong.	Adequate number and quality of staff from the primary partners to carry out the proposed activities; Qualifications of key partners' staff are described and appear to be acceptable.	Little evidence of the number and quality of staff from the primary partners to carry out the proposed activities; Qualifications of key partners' staff are described but appear to be limited;				
Shows long term commitment of partners; Institutional resources are given in detail;	Shows commitment of partners; Institutional resources are given acceptably;	Shows somewhat limited commitment of partners; Institutional resources are given but without detail;				
Project is likely to impact a high percentage (>50%) of teachers in need	Project is likely to impact an acceptable percentage (25%-50%) of teachers in need.	Project is likely to impact a limited percentage (<25%) of teachers.				
<b>Reviewer Comments:</b>						

<b>Criterion B: Demonstration of Need and Research Base (12 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Are planned activities supported by current research on effective professional learning practices and mathematics or science learning? Is that research cited in the proposal? Does the proposal show evidence of a qualitative and quantitative content-driven assessment of grades K-12 teacher professional learning needs with respect to math and/or science? Is the current status of student achievement in math and/or science for the targeted grades analyzed and disaggregated by gender, ethnicity, socio-economic, ELL &amp; disability status in table form? Are other demographic student data analyzed and used to develop the plan?</p>			<b>12</b>			
<b><u>Exceeds Standard (4 Pts. each)</u></b>	<b><u>Meets Standard (2-3 Pts. each)</u></b>	<b><u>Below Standard (0-1 Pt. each)</u></b>	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Includes current scientifically-based research from multiple sources on effective professional learning practices; Evidence that the applying LEA meets qualification criteria	Includes sufficient research on effective professional learning practices; Evidence that the applying LEA meets qualification criteria	Limited research data on effective professional learning practices is provided; Lacks evidence of qualification criteria. ( <i>automatic disqualification</i> )				
Evidence of content-driven qualitative <u>and</u> quantitative assessment of current teacher professional learning needs	Evidence of content-driven assessment of current teacher professional learning needs	Limited evidence of content-driven teacher needs assessment				
Student achievement data in math/science and other data for targeted grades is disaggregated in table form and analyzed in the narrative.	Student achievement data in math and/or science is included and disaggregated for the targeted grades in table form	Limited student achievement data in math and/or science is included for the targeted grades				
<b>Reviewer Comments:</b>						

<b>Criterion C: Alignment of Goals and Objectives with Professional Learning Needs</b> (18 Possible Points)			<b>Points Awarded</b>			
<b>Guiding Questions:</b> Does the proposal focus on increased teacher content knowledge, ability to analyze student thinking, and make better instructional decisions? Are the program goals sufficiently ambitious, yet reasonable? Are the proposed goals aligned to applicable GPS/CCGPS, and do they include measurable outcomes correlated to the identified needs? Do proposed strategies and activities address the goals and the identified needs? Are the goals attainable and are they measurable?			<hr/> <b>18</b>			
<b><u>Exceeds Standard (5-6 Pts. each)</u></b> Goals/objectives are <u>specifically</u> linked to the identified professional learning needs and aligned to applicable GPS/CCGPS	<b><u>Meets Standard (2-4 Pts. each)</u></b> Goals/objectives are <u>generally</u> linked to the identified professional learning needs and loosely aligned to GPS/CCGPS	<b><u>Below Standard (0-1 Pts. each)</u></b> Goals and objectives are not correlated with the needs assessment or aligned to specific GPS/CCGPS	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Goals/objectives are all incremental, <u>measurable</u> , and can be evaluated both qualitatively <b>and</b> quantitatively	Goals/objective are incremental, <u>somewhat measurable</u> and would be difficult to evaluate both qualitatively and quantitatively	Goals and objectives are <u>not incremental and measurable</u> both qualitatively and quantitatively				
Goals/objectives are very realistic in scope and well defined related to the resources available	Goals and objectives are somewhat realistic in scope and well defined related to the resources available	Goals and objectives are not realistic in scope related to the resources available.				
<b>Reviewer Comments:</b>						

<b>Criterion D: Efficacy of Plan</b> (32 Possible Points)			<b>Points Awarded</b>			
<b>Guiding Questions:</b> Are planned activities rigorous, content-focused, and supported by research on effective professional learning practices? Are planned activities likely to increase teachers' content knowledge (TCK), strengthen ability to analyze student thinking, and further develop ability to make effective instructional decisions and improve classroom practice? Are planned activities likely to facilitate improved student achievement in math and/or science? Are meaningful follow-up sessions planned for teachers?			<hr/> <b>32</b>			
<b><u>Exceeds Standard (6-8 Pts. each)</u></b> Planned sessions are ambitious enough to create substantial change in TCK and improvement in classroom practice	<b><u>Meets Standard (3-5 Pts. each)</u></b> Planned activities are somewhat ambitious enough to create substantial and positive change in TCK and improvement in classroom practice	<b><u>Below Standard (0-2 Pts. each)</u></b> Planned activities are weak and have limited potential of creating substantial and positive change in TCK and improvement in classroom practice	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Clear and detailed description of how and when the partnership will carry out more than 80 hours of training/teacher/year	Acceptable description of how and when the partnership will carry out <u>at least 80 hours</u> of training/teacher/year	Limited description of how and when the partnership will carry out sessions; Lacks evidence of 80 hours/teacher/year				
Clear and detailed evidence that the planned sessions match the specific professional learning needs and project goals	General description of how the planned sessions match the specific professional learning needs and project goals	Limited or no correlation is described between the planned sessions, the needs assessment, and project goals				
Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of greatest academic and instructional need	Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of academic/instructional need	Lacks evidence of a thorough plan to recruit, serve, and retain teacher cohort groups from schools with academic and/or instructional need				
<b>Reviewer Comments:</b>						

<b>Criterion E: Evaluation and Accountability Plan (20 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Does the evaluation plan measure the impact of the project on the specified goals and objectives? Does the plan include personnel with expertise to implement the evaluation design? Are the procedures for measuring identified outcomes clearly identified? Will the procedures yield both qualitative and quantitative results? Will the evaluation contribute to continuous improvement? Are both pretest and posttest measures included in the plan? Does the plan include the use of project specific assessment instruments and state-required instruments: LMT and MOSART? Does the plan employ a quasi-experimental or experimental design to measure impact of professional development on teacher content growth?</p>			<b>20</b>			
<b><u>Exceeds Standard (4-5 Pts. each)</u></b>	<b><u>Meets Standard (2-3 Pts. each)</u></b>	<b><u>Below Standard 0-1 Pt. each)</u></b>	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Plan includes external evaluator and valid/reliable instruments to yield quantitative & qualitative, formative & summative indicators of goal attainment	Plan utilizes evaluator and instruments to yield quantitative and qualitative, formative and summative indicators of project goal attainment	Plan lacks intention/evidence to use an evaluator and/or instruments that will yield quantitative and qualitative indicators of project's progress				
Specifies multiple measures and pre- and post-test procedures to show differences in TCK	Specifies pre and post procedures to show differences in TCK	Lacks a plan to use procedures to show meaningful differences in teacher effectiveness				
Includes instruments and clear method to determine impact on classroom instruction and student achievement	Specifies ways to measure impact on classroom instruction and student achievement	Weak articulation of how the partnership will measure impact on classroom instruction and student achievement				
Plan articulates how activities will help the MSP Program build rigorous, cumulative, reproducible, usable findings. Plan employs a quasi-experimental or an experimental design using comparison or control groups to measure growth.	Specifies how learning gained from the planned activities will be utilized by the partnership and the MSP Program.	Lacks specification of how the learning gained from the planned activities will be utilized by the partnership .				
<b>Reviewer Comments:</b>						

<b>Criterion F: Budget and Cost Effectiveness (9 Possible Points)</b>		<b>Pts. Awarded</b>
<p><b>Guiding Questions:</b> Is the requested budget appropriate to achieve the proposed outcomes with regard to the number of teachers impacted by the proposed activities? Does the budget narrative present <u>detailed justification</u> for <i>all</i> expenses? Do budgeted items directly relate to the project goals and objectives? Will the primary partners i.e. the high need LEA and IHE receive and use most of the budget?</p>		<b>9</b>
<b><u>Meets Standard (2-3 Pts. each)</u></b>	<b><u>Below Standard (0-1 Pt. each)</u></b>	
A budget is included for each of the designated partners that supports the scope and requirements of the project and provides detail and summary for the project; Budget narratives <u>clearly delineate</u> cost and details concerning expenditures.	Provides insufficient detail for each partner and/or does not support the scope and requirements of the project or provide adequate detail and summary for the project; Budget narrative does not include a cost breakdown or includes expenditures not clearly related to the project.	
The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is commensurate with the professional development provided and the number of teachers served.	The amount included in each budget category is not commensurate with the services or goods proposed, or the overall cost of the project is not commensurate with the professional development provided and the number of teachers served.	
The budget includes a minimum of 8% for an evaluation, funds key staff to participate in state MSP meetings and regional US Dept. of ED-MSP meetings; Items budgeted are appropriate and acceptable uses of funding; Indirect costs do not exceed 8%; Program cost/teacher/hour is calculated and explained.	The budget does not include a minimum of 8% for an evaluation or funds for key staff to participate in MSP meetings; Some items budgeted are inappropriate or disallowable uses of funding; Indirect costs exceed 8%; Cost/teacher/hour is not calculated and/or explained.	
<b>Reviewer Comments:</b>		

Priority Scoring Points (9 Possible Bonus Points)	Points Awarded
<b>Schools and Teachers with Greatest Need:</b> (1-3 Priority Points) Exceptionally clear and specific description is provided of the partnership’s plan to recruit, serve, <u>and</u> retain a 2-year cohort group of teachers exclusively from schools of greatest academic/instructional need; Clear definition and justification is provided for the determination of teachers/schools with greatest academic/instructional need.	<hr/> <b>3</b>
<b>Meaningful Administrator Participation:</b> (1-3 Priority Points) Proposal includes convincing evidence that building-level administrators will consistently participate in a meaningful way in training sessions. Clear definition is provided for “consistent and meaningful participation.”	<hr/> <b>3</b>
<b>Alignment with Other Strategic Initiatives:</b> (1-3 Priority Points) Proposal clearly explains how this work aligns with the institution’s strategic plan for systemic initiatives.	<hr/> <b>3</b>
<b>Reviewer Comments:</b>	<b>Total:</b>

Scoring Category	Possible Points	Awarded Points
Commitment and Capacity of Partnership	9	
Demonstration of Need and Research Base	12	
Alignment of Goals/Objectives with Professional Learning Needs	18	
Efficacy of Plan	32	
Evaluation and Accountability Plan	20	
Budget and Cost Effectiveness	9	
Priority Scoring Points	9	
<b>Final Score:</b>	<b>109</b>	

Reviewer’s Funding Recommendations:		
<input type="checkbox"/>	I recommend funding this proposal at a full/modified level.	Recommended Award:
Comments:		
<input type="checkbox"/>	I recommend funding this proposal only if resources allow.	Recommended Award:
Comments:		
<input type="checkbox"/>	I do not recommend funding this proposal.	
Comments:		

**Appendix D: Scoring Rubric for Repeat Applicants**

**Scoring Rubric for MSP 2012-2014 Repeat Applicant Proposals**

<b>Criterion A: Effectiveness of Prior State Support (11 Possible Points)</b>			<b>Points Awarded</b>
<p><b><u>Guiding Questions:</u></b> Does the repeat project’s proposal abstract clearly describe the goals and objectives of its funded proposal? Does it delineate how the project budget was spent during 2011-2012? Does it include the number of teachers it intended to serve (as evidenced in the funded proposal) as well as the number it actually served? Does it effectively describe progress towards goals through a thorough description of the work that was performed and evaluated? Is compelling justification provided to explain any unintended results or challenging situations faced by the partnership?</p>			<hr/> <b>11</b>
<p><b><u>Exceeds Standard (2 Pts.)</u></b> Strong evidence that prior project worked with more teachers than intended according to its funded proposal</p>	<p><b><u>Meets Standard (1 Pt.)</u></b> Evidence that prior project worked with as many or nearly as many teachers as it originally intended; <b>or</b> Provides acceptable explanation of why project did not work with intended number of teachers.</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Evidence that prior project worked with significantly fewer teachers than intended; <b>or</b> Lacks evidence that prior project worked with intended number of teachers as stated in its funded proposal.</p>	
<p><b><u>Exceeds Standard (2 Pts.)</u></b> Evidence that prior project used most or all of its allotted budget; Evidence that budget was spent effectively and appropriately to meet teacher needs</p>	<p><b><u>Meets Standard (1 Pt.)</u></b> Evidence that prior project used the majority of its allotted budget; Evidence that budget was spent appropriately on teacher needs</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Lacks evidence that prior project spent its allotted budget effectively and appropriately</p>	
<p><b><u>Exceeds Standard (2 Pts.)</u></b> Reliable quantitative <b>and</b> qualitative evidence that prior project work resulted in substantial gains in teacher content knowledge</p>	<p><b><u>Meets Standard (1 Pt.)</u></b> Quantitative and qualitative evidence that prior project work resulted in gains in teacher content knowledge</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Lacks evidence that prior project work resulted in gains in teacher content knowledge</p>	
<p><b><u>Exceeds Standard (2 Pts.)</u></b> Compelling quantitative <b>and</b> qualitative evidence that prior project completed proposed work and met goals and objectives.</p>	<p><b><u>Meets Standard (1 Pt.)</u></b> Clear evidence that prior project completed proposed work and met goals and objectives; <b>or</b> Provides acceptable justification of why prior project was not able to meet goals and objectives.</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Lacks evidence that prior project met goals and objectives; <b>or</b> Lacks narrative evidence justifying why prior project did not meet its intended goals and objectives</p>	
<p><b><u>Exceeds Standard (2 Pts.)</u></b> Clear and compelling description of how prior project intends to use new funding to inform or build upon previous successes and lessons learned.</p>	<p><b><u>Meets Standard (1 Pt.)</u></b> Acceptable description of how prior project generally intends to use new funding to inform or build upon previous successes and lessons learned.</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Lacks narrative explanation of how prior project intends to use new funding to inform or build upon previous successes and lessons learned.</p>	
<p><b><u>Meets Standard (1 Pt. each)</u></b> Clear and detailed description of how all partnership members worked collaboratively toward meeting goals and objectives; <b>or</b> Provides justifiable explanation for unintended partnership challenges <b>and</b> description of project modifications to adjust for those challenges.</p>	<p><b><u>Below Standard (0 Pt.)</u></b> Lacks description of how all partnership members worked collaboratively towards meeting goals and objectives; <b>or</b> Lacks justifiable explanation for unintended partnership challenges <b>and</b> description of project modifications to adjust for those challenges.</p>		
<p><b>Reviewer Comments:</b></p>			

<b>Criterion B: Commitment and Capacity of Partnership (9 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Does the project management team have the expertise to implement and sustain a math and/or science professional learning program? Is there evidence that mathematicians, scientists, and/or engineers as well as teacher training faculty are playing major roles in the design and delivery of the proposed program? Are the roles of all partners clearly identified? Does the work plan engage all partners in meaningful ways? Is there evidence that the partners share goals, responsibilities, and accountability for the proposed work? Does the governance structure describe communication, decision-making, and fiscal responsibilities among the project partners?</p>			<hr/> <b>9</b>			
<p><b>Exceeds Standard (3 Pts. each)</b> Strong evidence of the number and quality of staff to carry out the proposed activities; Qualifications are provided for key partners' staff and appear to be exceedingly strong.</p>	<p><b>Meets Standard (2 Pts. each)</b> Adequate number and quality of staff to carry out the proposed activities; Qualifications of key partners' staff are described and appear to be acceptable.</p>	<p><b>Below Standard (1 Pt. each)</b> Little evidence of the number and quality of staff to carry out the proposed activities; Qualifications of key partners' staff are described but appear to be limited;</p>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Avg.</b>
Shows long term commitment of partners; Institutional resources are given in detail;	Shows commitment of partners; Institutional resources are given acceptably;	Shows somewhat limited commitment of partners; Institutional resources are given but without detail;				
Project is likely to impact a high percentage (>50%) of teachers in need	Project is likely to impact an acceptable percentage (25% - 50%) of teachers in need.	Project is likely to impact a limited percentage (<25%) of teachers.				
<b>Reviewer Comments:</b>						

<b>Criterion C: Demonstration of Need and Research Base (12 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Are planned activities supported by current research on effective professional learning practices, and is that research cited in the proposal? Does the proposal show evidence of a qualitative and quantitative content-driven assessment of grades K-12 teacher professional learning needs with respect to math and/or science? Is the current status of student achievement in math and/or science for the targeted grades analyzed and disaggregated by gender, ethnicity, socio-economic and disability status in table form?</p>			<hr/> <b>12</b>			
<p><b>Exceeds Standard (3-4 Pts. each)</b> Includes current scientifically-based research from multiple sources on effective professional learning practices; Evidence that the applying LEA meets qualification criteria</p>	<p><b>Meets Standard (2 Pts. each)</b> Includes sufficient research on effective professional learning practices; Evidence that the applying LEA meets qualification criteria</p>	<p><b>Below Standard (0-1 Pt. each)</b> Limited research data on effective professional learning practices is provided; Lacks evidence of qualification criteria. (<i>automatic disqualification</i>)</p>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Avg.</b>
Evidence of content-driven qualitative <u>and</u> quantitative assessment of current teacher professional learning needs	Evidence of content-driven assessment of current teacher professional learning needs	Limited evidence of content-driven teacher needs assessment				
Student achievement data in math/science for targeted grades is disaggregated in table form and analyzed in the narrative.	Student achievement data in math and/or science is included and disaggregated for the targeted grades in table form	Limited student achievement data in math and/or science is included for the targeted grades				
<b>Reviewer Comments:</b>						



<b>Criterion D: Alignment of Goals and Objectives with Professional Learning Needs</b> (15 Possible Points)				<b>Points Awarded</b>			
<b>Guiding Questions:</b> Does the proposal focus on increased teacher content knowledge, ability to analyze student thinking, and make better instructional decisions? Are the program goals sufficiently ambitious, yet reasonable? Are the proposed goals aligned to applicable GPS/CCGPS, and do they include measurable outcomes correlated to the identified needs? Do proposed strategies and activities address the goals and the identified needs?				<hr/> <b>15</b>			
<b><u>Exceeds Standard (4-5 Pts. each)</u></b> Goals/objectives are <u>specifically</u> linked to the identified professional learning needs and aligned to applicable GPS/CCGPS	<b><u>Meets Standard (2-3 Pts. each)</u></b> Goals/objectives are <u>generally</u> linked to the identified professional learning needs and loosely aligned to GPS/CCGPS	<b><u>Below Standard (0-1 Pts. each)</u></b> Goals and objectives are not correlated with the needs assessment or aligned to specific GPS/CCGPS	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>	
Goals/objectives are all incremental, <u>measurable</u> , and can be evaluated both qualitatively <b>and</b> quantitatively	Goals/objective are incremental, <u>somewhat measurable</u> and would be difficult to evaluate both qualitatively and quantitatively	Goals and objectives are <u>not incremental and measurable</u> both qualitatively and quantitatively					
Goals/objectives are very realistic in scope and well defined related to the resources available	Goals and objectives are somewhat realistic in scope and well defined related to the resources available	Goals and objectives are not realistic in scope related to the resources available.					
<b>Reviewer Comments:</b>							

<b>Criterion E: Efficacy of Plan (28 Possible Points)</b>				<b>Points Awarded</b>			
<b>Guiding Questions:</b> Are planned activities rigorous, content-focused, and supported by research on effective professional learning practices? Are planned activities likely to increase teachers' content knowledge (TCK), strengthen ability to analyze student thinking, and further develop ability to make effective instructional decisions and improve classroom practice? Are planned activities likely to facilitate improved student achievement in math and/or science? Are meaningful follow-up sessions planned for teachers?				<hr/> <b>28</b>			
<b><u>Exceeds Standard (5-7 Pts. each)</u></b> Planned sessions are ambitious enough to create substantial change in TCK and improvement in classroom practice	<b><u>Meets Standard (3-4 Pts. each)</u></b> Planned activities are somewhat ambitious enough to create substantial and positive change in TCK and improvement in classroom practice	<b><u>Below Standard (0-2 Pts. each)</u></b> Planned activities are weak and have limited potential of creating substantial and positive change in TCK and improvement in classroom practice	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>	
Clear and detailed description of how and when the partnership will carry out more than 80 hours of training/teacher/year	Acceptable description of how and when the partnership will carry out <u>at least 80 hours</u> of training/teacher/year	Limited description of how and when the partnership will carry out sessions; Lacks evidence of 80 hours/teacher/year					
Clear and detailed evidence that the planned sessions match the specific professional learning needs and project goals	General description of how the planned sessions match the specific professional learning needs and project goals	Limited or no correlation is described between the planned sessions, the needs assessment, and project goals					
Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of greatest academic and instructional need	Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of academic/instructional need	Lacks evidence of a thorough plan to recruit, serve, and retain teacher cohort groups from schools with academic and/or instructional need					
<b>Reviewer Comments:</b>							

<b>Criterion F: Evaluation and Accountability Plan (16 Possible Points)</b>			<b>Points Awarded</b>			
<p><b>Guiding Questions:</b> Does the evaluation plan measure the impact of the project on the specified goals and objectives? Does the plan include personnel with expertise to implement the evaluation design? Are the procedures for measuring identified outcomes clearly identified? Will the procedures yield both qualitative and quantitative results? Will the evaluation contribute to continuous improvement? Are both pretest and posttest measures included in the plan? Does the plan include the use of project specific assessment instruments and state-required instruments: LMT and MOSART?</p>			<hr/> <b>16</b>			
<p><b><u>Exceeds Standard (3-4 Pts. each)</u></b> Plan includes external evaluator and valid/reliable instruments to yield quantitative &amp; qualitative, formative &amp; summative indicators of goal attainment</p>	<p><b><u>Meets Standard (2 Pts. each)</u></b> Plan utilizes evaluator and instruments to yield quantitative and qualitative, formative and summative indicators of project goal attainment</p>	<p><b><u>Below Standard 0-1 Pt. each)</u></b> Plan lacks intention/evidence to use an evaluator and/or instruments that will yield quantitative and qualitative indicators of project's progress</p>	<b><u>K-5</u></b>	<b><u>6-8</u></b>	<b><u>9-12</u></b>	<b><u>Avg.</u></b>
Specifies multiple measures and pre- and post-test procedures to show differences in TCK	Specifies pre and post procedures to show differences in TCK	Lacks a plan to use procedures to show meaningful differences in teacher effectiveness				
Includes instruments and clear method to determine impact on classroom instruction and student achievement	Specifies ways to measure impact on classroom instruction and student achievement	Weak articulation of how the partnership will measure impact on classroom instruction and student achievement				
Plan articulates how activities will help the MSP Program build rigorous, cumulative, reproducible, usable findings. Plan employs a quasi-experimental or an experimental design using comparison or control groups to measure growth.	Specifies how learning gained from the planned activities will be utilized by the partnership and the MSP Program.	Lacks specification of how the learning gained from the planned activities will be utilized by the partnership and MSP Program.				
<b>Reviewer Comments:</b>						

<b>Criterion G: Budget and Cost Effectiveness (9 Possible Points)</b>		<b>Pts. Awarded</b>
<p><b>Guiding Questions:</b> Is the requested budget appropriate to achieve the proposed outcomes with regard to the number of teachers impacted by the proposed activities? Does the budget narrative present <u>detailed justification</u> for <i>all</i> expenses? Do budgeted items directly relate to the project goals and objectives?</p>		<hr/> <b>9</b>
<p><b><u>Meets Standard (2-3 Pts. each)</u></b> A budget is included for each of the designated partners that supports the scope and requirements of the project and provides detail and summary for the project; Budget narratives <u>clearly delineate</u> cost and details concerning expenditures.</p>	<p><b><u>Below Standard (0-1 Pt. each)</u></b> Provides insufficient detail for each partner and/or does not support the scope and requirements of the project or provide adequate detail and summary for the project; Budget narrative does not include a cost breakdown or includes expenditures not clearly related to the project.</p>	
The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is commensurate with the professional development provided and the number of teachers served.	The amount included in each budget category is not commensurate with the services or goods proposed, or the overall cost of the project is not commensurate with the professional development provided and the number of teachers served.	
The budget includes a minimum of 8% for an evaluation, funds key staff to participate in state MSP meetings and regional US Dept. of ED-MSP meetings; Items budgeted are appropriate and acceptable uses of funding; Indirect costs do not exceed 8%; Program cost/teacher/hour is calculated and explained.	The budget does not include a minimum of 8% for an evaluation or funds for key staff to participate in MSP meetings; Some items budgeted are inappropriate or disallowable uses of funding; Indirect costs exceed 8%; Cost/teacher/hour is not calculated and/or explained.	
<b>Reviewer Comments:</b>		



Priority Scoring Points (9 Possible Bonus Points)	Points Awarded
<b>Schools and Teachers with Greatest Need:</b> (1-3 Priority Points) Exceptionally clear and specific description is provided of the partnership’s plan to recruit, serve, <u>and</u> retain a 2-year cohort group of teachers exclusively from schools of greatest academic/instructional need; Clear definition and justification is provided for the determination of teachers/schools with greatest academic/instructional need.	<b>3</b>
<b>Meaningful Administrator Participation:</b> (1-3 Priority Points) Proposal includes convincing evidence that building-level administrators will consistently participate in a meaningful way in training sessions. Clear definition is provided for “consistent and meaningful participation.”	<b>3</b>
<b>Alignment with Other Strategic Initiatives:</b> (1-3 Priority Points) Proposal clearly explains how this work aligns with the institution’s strategic plan for systemic initiatives.	<b>3</b>
<b>Reviewer Comments:</b>	<b>Total:</b>

Scoring Category	Possible Points	Awarded Points
Effectiveness of Prior State Support	11	
Commitment and Capacity of Partnership	9	
Demonstration of Need and Research Base	12	
Alignment of Goals/Objectives with Professional Learning Needs	15	
Efficacy of Plan	28	
Evaluation and Accountability Plan	16	
Budget and Cost Effectiveness	9	
Priority Scoring Points	9	
<b>Final Score:</b>	<b>109</b>	

Reviewer’s Funding Recommendations:		
<input type="checkbox"/>	I recommend funding this proposal at a full/modified level.	Recommended Award:
Comments:		
<input type="checkbox"/>	I recommend funding this proposal only if resources allow.	Recommended Award:
Comments:		
<input type="checkbox"/>	I do not recommend funding this proposal.	
Comments:		