

***No Child Left Behind Act of 2001***

**Public Law 107-110**

**Title II, Part B Sections 2201, 2202, and 2203, CFDA #84.366B**

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**Mathematics and Science  
Partnership Program**



**Request for Proposals  
2009 - 2010 Awards**

***Deadline for Applications: January 29, 2010***

**State Department of Education**

**Tom Luna**

**Superintendent of Public Instruction**

# **APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF HIGHER EDUCATION AND SCHOOL DISTRICTS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT**

## **I. Introduction/Background**

The U.S. Department of Education's Mathematics and Science Partnerships (MSP) program is administered by the Academic Improvement and Teacher Quality Program (AITQ) in the Office of Elementary and Secondary Education (OESE) under the No Child Left Behind Act of 2001, Title II, Part B. The MSP supports partnerships between the mathematics, science, and/or engineering faculty of institutions of higher education and high need school districts. Other partners may include schools of education, business, and nonprofit organizations. The program's goal is to increase student achievement through increasing teachers' content knowledge and pedagogical skills. Professional development activities must be sustained, intensive, classroom focused, and aligned with state standards. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

The Idaho State Department of Education (the Department) is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program will be awarded by the Department to support successful proposals submitted by departments of mathematics, science, or engineering at institutions of higher education, high need school districts, or nonprofit organizations (NPOs) that have formed partnerships that will provide program and resources to improve student achievement in mathematics and science instruction.

## **II. Idaho Program Description**

- A. Purpose: The purpose of the Mathematics and Science Partnerships program is to improve the quality of middle and high school mathematics and science, teachers, increase the number of highly qualified math and science teachers, and the achievement of students participating in mathematics and science partnership programs.
- B. Priorities: The priorities of the Mathematics and Science Partnership should be addressed in the application.
  - (1) Improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of training and advising mathematics and science teachers.
  - (2) Increase the number of schools and school districts that align content and pedagogical skills with the Idaho Content Standards.
  - (3) Develop 5-12 teacher training in the provisions of challenging mathematics and science course content that is based upon Idaho's mathematics and science state standards.
  - (4) Focus on ongoing formal and informal assessments of student achievement.

- (5) Identify and use enhanced and differentiated instructional strategies emphasizing rigor, relevance, and reading in the content areas.
- (6) Professional Development should focus on enhancement of subject matter expertise and integrated use of classroom technology.
- (7) Focus on the education of mathematics and science teachers as a career-long process.
- (8) Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills.
- (9) Develop more rigorous mathematics and science curricula that are aligned with state and local academic achievement standards expected for postsecondary study in engineering, mathematics, and science.
- (10) Training which results in advanced college course credit for participation and completion.
- (11) Alignment of colleges of education courses to professional development.
- (12) Development of curriculum planning tools that result in teacher instruction and student learning at higher complexity levels.
- (13) Statewide deployment of professional development.

C. Eligibility (eligible partners):

- (1) Partnerships applying for a Mathematics and Science Partnership grant **must** include:
  - (a) An engineering, mathematics, or science department of an institution of higher education;
  - (b) A high-need local educational agency or school; and
  - (c) A teacher-training department of an institution of higher education.
- (2) Partnerships may also include:
  - (a) Another engineering, mathematics, science, or teacher training department of an institution of higher education;
  - (b) Additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
  - (c) A business; and/or
  - (d) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

D. Required Core Planning Team:

All projects **must** have a core planning team in place to oversee the general design and implementation of the project. At a minimum the team will consist of:

1. a teacher from each of the targeted subject areas (math, science) and grade band (elementary, middle school) from one or more of the partner schools/districts;
2. a building principal or district superintendent from one of the partner schools/districts;
3. a participating science, technology, engineering, or mathematics (STEM) faculty member;
4. a science or math education faculty member; and
5. the project director.

- E. Uses of Funds: A partnership shall use funds provided for one or more of the following activities related to elementary schools or middle schools:
- (1) Creating opportunities for enhanced and ongoing professional development of mathematics/science teachers that improve the subject matter knowledge of such teachers and increase the alignment between instruction and the Idaho Content Standards;
  - (2) Establishing and operating mathematics and science summer training opportunities which include follow-up training, in-classroom observations and coaching by trained educators, for elementary and middle school mathematics and science teachers that shall:
    - (a) Directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
    - (b) Enhance the ability of the teacher to understand and use the challenging state academic content standards for mathematics or science and to select appropriate curricula; and
    - (c) Train teachers to use curricula that are based on scientific research, aligned with challenging state academic content standards, and are object-centered, experiment-oriented, and concept- and content-based;
  - (3) Implementing programs that increase the number of teachers trained to be instructional coaches in the content areas of mathematics and science.
- F. Duration of Grants: Grants will be awarded for a period of up to 3 years, dependent upon the project's measurable progress and compliance with the approved proposal.
- G. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

### **III. Definitions**

- A. Definition of a High-Need Local Education Agency for this MSP Program: The term "high-need local education agency" means a district that includes an elementary, middle school, junior high school, and/or high school that has been identified as not meeting Idaho's NCLB adequate yearly progress targets for two or more consecutive years and has indicated mathematics and/or science as an area of focus in their School Improvement Plan.
- B. Highly Qualified Teacher: Idaho's definition of highly qualified teachers can be accessed at the following web site: <http://www.sde.state.id.us/certification/>
- C. Professional Development: The term "professional development" means instructional activities that:
- (1) Are based on scientifically based research and state academic content standards;
  - (2) Improve and increase teachers' knowledge of the academic subjects they teach;
  - (3) Enable teachers to become highly qualified; and

- (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

D. Scientifically Based Research: The term "scientifically based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- (1) Employs systematic, empirical methods that draw on observation or experiment and involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (2) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (3) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- (4) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- (5) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

E. Summer Training: The term "summer training" identifies a workshop or class, conducted during the summer, that is conducted for a period of 1- 2 weeks.

F. Follow-up Training: The term "follow-up training" identifies activities during the academic year that is conducted on-site at a given school and/or takes place in classrooms (e.g. Saturday or after school workshops, observations and coaching, etc.).

#### IV. **Proposal Requirements and Preparation of Application**

Listed below are the required components, in the order that they should appear, on an acceptable application. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. **The application, not including the appendix, shall not exceed 20 pages.** Applicants must adhere to the page limitations on the narrative sections, and may not append additional material beyond that allowed in the following list.

- A. Cover Page: Use the form provided in Appendix A of this RFP (front and back). The cover page should be the first page of 20 in the application.
- B. Abstract: Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.

C. Project Narrative: The program narrative **must** address each of the following items.

(1) Partnership Description

(a) This section shall include a narrative of the roles of all partners, how they were selected, and their duties and responsibilities related to the goals and objectives of the project. This section shall also describe the partnership's governance structure specific to decision-making, communication, fiscal responsibilities, and identify the required Core Planning Team.

(b) This section shall address the following characteristics of a quality partnership including, but not limited to, the following:

(i) Commitment: Evidence of active long-term planning and involvement of all partners in development of the project must be documented.

(ii) Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.

(2) Results of Needs Assessment

(a) This section should detail the results of a comprehensive assessment of the teacher quality and professional development needs, with respect to the teaching and learning of science and/or mathematics. The improvement plan of any school district or schools that comprises the eligible partnership should be addressed and focus on the enhancement of student learning. The **Surveys of Enacted Curriculum (SEC)** can be used to assess current levels of standards implementation of participating schools. To have teachers from partnership schools take the SEC, go to <http://seconline.wceruw.org/secLoginANew.asp>. Appendix H contains information on how to register to take the SEC.

(3) Program Goals, Objectives, and Annual Targets

This section outlines the goals and includes objectives that are specific, measurable on an annual basis, ambitious, realistic and trackable. Goals and objectives must correlate to the identified needs. This section should be formatted in a way which goals, objectives, and annual targets are clear and easy to read.

(4) Program Activities, Research Base to Support Project, and Timeline

(a) This section will describe the activities of the project and show how planned activities are a replication of scientifically based research. It will describe the original research and explain how and why the activities being replicated were chosen and why they can reasonably be expected to lead to achieving the objectives of the project.

(b) This section will also include a timeline for project activities.

(5) Evaluation and Accountability Plan

This section shall describe the plan that will be used to evaluate and report results of the project during each year of the program. The plan **must** include evaluation at each of the five levels outlined in *Professional Development Evaluation*. (See Appendix F). Clearly state the questions that will guide your evaluation at each

level. Be specific regarding what instruments and measures you intend to use (e.g. Project-developed end of session survey, Diagnostic Science Assessment for Middle School Teachers (DSAMST), Learning for Mathematics Teaching (LMT), Assessing Teacher Learning About Science Teaching (ATLAST), In the Classroom Observation Protocol (ITC COP), Idaho Student Achievement Test (ISAT), Direct Mathematics Assessment (DMA), project-developed classroom achievement tests, etc.)

The evaluation plan **will also** include:

- (a) A description of the partnership's plan to use an outside contractor to lead the project's evaluation; and
- (b) The methods (e.g., quasi-experimental design, pre-post comparison, etc.) and processes (e.g., analysis of variance (ANOVA), trend analysis, etc.) by which the project will evaluate progress toward meeting the objectives and annual targets that have been established in response to the needs assessment.

D. Appendix: The proposal appendix should include **only** the following documents:

- (1) Budget: Include a three-year project budget (Appendix D) and partner funding request (Appendix E) for each partner. Budget must include travel costs for the Project Director to attend semi-annual MSP Program evaluation meetings in Boise and travel costs for at least one project staff person to participate in the annual U.S. Department of Education MSP Regional meeting.
- (2) Budget Narrative: The budget narrative should describe the basis for determining the amounts shown on the project budget page. The budget narrative may be single-spaced and not to exceed two pages in length. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources.
- (3) Bibliography
- (4) Core Planning Team Vitas
- (5) A partners identification form (Appendix C) for each partner (Note: higher education teacher training department and letters and sciences department must each include a partner identification form);
- (6) Letters of commitment from **each** partner (not to exceed one page per partner).

## V. **Proposal Submission and Review**

- B. Submission: Applicants must submit an original and four paper copies of the full proposal **and an electronic version of the body of the proposal** to the Department. The original must include an original signature of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. To be considered for funding, proposals must be received at the Department by **5:00 pm on January 29, 2010**. Incomplete applications will not be considered. Proposals should be mailed or delivered to:

Sarah Poe Bluemont  
Grants and Contracts Specialist  
State Department of Education

P.O. Box 83720  
650 W. State Street  
Boise, ID 83720

- C. Review Process: As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of the Department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the Department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel will evaluate eligible applications in light of the required application components and the established criteria. The review panel will review each eligible application and make recommendations to the Department in the areas 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 the following criteria: final score assigned each proposal by the review panel; a 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; geographic distribution; and an appropriate distribution of funding between mathematics and science related proposals.

Following the review, Department staff will contact Program Directors to discuss any modifications of the project plan that may be required. The Department will fund those proposals that show the most promise for increasing student achievement in mathematics and science. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

- D. Review Criteria:

| <b>Criteria</b>  | <b>Points</b> |
|--|---------------|
| Commitment and Capacity of Partnership                             | 10            |
| Demonstration of Professional Development Needs                    | 10            |
| Alignment of Goals and Objectives with Identified Needs            | 20            |
| Research Base and Efficacy of Plan to Increase Student Achievement | 30            |
| Evaluation and Accountability Plan                                 | 20            |
| Budget and Cost Effectiveness                                      | 10            |

## **VI. Award Administration**

- E. Notification of the Award: Within thirty days of completion of the review process, the Program Director will be notified of the status of the proposal.

- F. Award Conditions: Applicants should note that Congress has not yet appropriated any funds for the 2010-2011 or 2011-2012 MSP programs. Second and third year awards are contingent upon this program receiving funding through the U.S. Department of Education and upon the State's evaluation of the funded programs.
- G. Reporting Requirements: Each eligible partnership receiving a grant must report annually to the Department and to the U.S. Secretary of Education regarding the partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements will be made available from the Department and the U.S. Secretary of Education.



# Idaho Department of Education

## Application for 2009-2010 Mathematics and Science Partnership Grant

**Applying Institution or Organization:** \_\_\_\_\_

**Program Title:** \_\_\_\_\_

**Program Director**

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E- Mail:** \_\_\_\_\_

**Amount of MSP Funds Requested in Year One:** \$ \_\_\_\_\_

**Number of Teachers to be Served Directly in Year One:** \_\_\_\_\_

**Number of Teacher Contact Hours in Year One:** \_\_\_\_\_

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

\_\_\_\_\_  
Typed or Printed Name of Authorized Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

## **Fiscal Grant Management Identification Form**

**Fiscal Manager:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E- Mail:** \_\_\_\_\_

**Institution/Organization:** \_\_\_\_\_

## **STATEMENT OF ASSURANCES**

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Idaho Department of Education that the authorized official will:

1. Upon request, provide the Idaho Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
  - a. Title VI of the Civil Rights Act of 1964
  - b. Title IX of the Education Amendments of 1972
  - c. Section 504 of the Rehabilitation Act of 1973
  - d. Age Discrimination Act of 1975
  - e. Americans with Disabilities Act of 1990
  - f. Improving America's Schools Act of 1994
  - g. No Child Left Behind Act of 2001;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and under served groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Idaho Department of Education.

## **Partner Identification Form**

Include a Partnership Identification Form for each of the partner institutions/organizations.

**PARTNER INSTITUTION:** \_\_\_\_\_

### **Primary Contact**

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E- Mail:** \_\_\_\_\_

**Type of Institution/Organization:** \_\_\_\_\_

*Title II, Part B Math Science Partnerships*


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**Project Budget**  
**Partnership Funding Request**
**Program Title:**

| <b>Direct Cost Requested for Partnership</b>    | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>TOTAL</b> |
|---|-------------|-------------|-------------|--------------|
| 1. Salaries & Wages (Professional and Clerical) |             |             |             |              |
| 2. Employee Benefits                            |             |             |             |              |
| 3. Travel In State                              |             |             |             |              |
| 4. Travel Out of State                          |             |             |             |              |
| 5. Materials and Supplies                       |             |             |             |              |
| 6. Consultants and Contracts                    |             |             |             |              |
| 7. Teacher Stipends                             |             |             |             |              |
| 8. Equipment (Purchase)                         |             |             |             |              |
| 9. Other (Equipment rental, printing, etc.)     |             |             |             |              |
| <b>10. Indirect Costs*</b>                      |             |             |             |              |
| <b>Total</b>                                    |             |             |             |              |

\* The indirect cost rate shall not exceed 8% of the direct costs.

**This form is a required element of the grant application. The application must also include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. Annual reapplication is required for continuation of funding for all multi-year grants.**

**Project Cost Share Provided By All Partners**

| <b>Direct Cost Provided by Partnership</b>      | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>TOTAL</b> |
|---|-------------|-------------|-------------|--------------|
| 1. Salaries & Wages (Professional and Clerical) |             |             |             |              |
| 2. Employee Benefits                            |             |             |             |              |
| 3. Travel In State                              |             |             |             |              |
| 4. Travel Out of State                          |             |             |             |              |
| 5. Materials and Supplies                       |             |             |             |              |
| 6. Consultants and Contracts                    |             |             |             |              |
| 7. Teacher Stipends                             |             |             |             |              |
| 8. Equipment (Purchase)                         |             |             |             |              |
| 9. Other (Equipment rental, printing, etc.)     |             |             |             |              |
| <b>Total</b>                                    |             |             |             |              |

*Title II, Part B Math Science Partnerships***Partner Funding Request****Name of Partner Organization:**

On this form, list only the funding this partner will receive from the grant.

| <b>A. Direct Cost Requested for Partner</b>        | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|--------------|
| 1. Salaries & Wages (Professional and Clerical)    |             |             |             |              |
| 2. Employee Benefits                               |             |             |             |              |
| 3. Travel In State                                 |             |             |             |              |
| 4. Travel Out of State                             |             |             |             |              |
| 5. Materials and Supplies                          |             |             |             |              |
| 6. Consultants and Contracts                       |             |             |             |              |
| 7. Teacher Stipends                                |             |             |             |              |
| 8. Equipment (Purchase)                            |             |             |             |              |
| 9. Other (Equipment rental, printing, etc.)        |             |             |             |              |
| <b>B. Indirect Costs Requested by this Partner</b> |             |             |             |              |
| <b>Total Funding to Partner From Grant</b>         |             |             |             |              |

**Partner Contribution to Partnership**

| <b>A. Direct Cost Contributed by Partner:</b>   | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>TOTAL</b> |
|---|-------------|-------------|-------------|--------------|
| 1. Salaries & Wages (Professional and Clerical) |             |             |             |              |
| 2. Employee Benefits                            |             |             |             |              |
| 3. Travel In State                              |             |             |             |              |
| 4. Travel Out of State                          |             |             |             |              |
| 5. Materials and Supplies                       |             |             |             |              |
| 6. Consultants and Contracts                    |             |             |             |              |
| 7. Teacher Stipends                             |             |             |             |              |
| 8. Equipment (Purchase)                         |             |             |             |              |
| 9. Other (Equipment rental, printing, etc.)     |             |             |             |              |
| <b>Total Cost Provided by Partner</b>           |             |             |             |              |

## Appendix F

### Professional Development Evaluation

| EVALUATION LEVEL                                   | QUESTIONS TO BE ANSWERED   | MEASURE   | WHAT IS MEASURED?  | HOW WILL INFORMATION BE USED?   |
|--|--|---|--|---|
| 1<br>PARTICIPANTS' REACTIONS                       | <ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time well-spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the leader knowledgeable and helpful?</li> <li>• Were the refreshments fresh and tasty?</li> <li>• Was the room the right temperature?</li> </ul>  | <ul style="list-style-type: none"> <li>• Questionnaires or surveys administered at the end of the session.</li> </ul>   | <ul style="list-style-type: none"> <li>• Initial satisfaction with the experience.</li> </ul>  | <ul style="list-style-type: none"> <li>• To improve professional development program design and delivery.</li> </ul>  |
| 2<br>PARTICIPANTS' LEARNING                        | <ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge and skills?</li> </ul>  | <ul style="list-style-type: none"> <li>• Paper-and-pencil instruments.</li> <li>• Simulations.</li> <li>• Demonstrations.</li> <li>• Participant reflections (oral and/or written).</li> <li>• Participant portfolios.</li> </ul>   | <ul style="list-style-type: none"> <li>• New knowledge and skills of participants.</li> </ul>  | <ul style="list-style-type: none"> <li>• To improve instructional practice</li> <li>• <b>To demonstrate the impact of professional development</b></li> </ul>   |
| 3<br>ORGANIZATIONAL SUPPORT AND CHANGE             | <ul style="list-style-type: none"> <li>• Were sufficient resources made available?</li> <li>• Were problems addressed quickly and efficiently?</li> <li>• Was implementation advocated, facilitated, and supported?</li> <li>• Were successes recognized and shared?</li> <li>• Was the support public and overt?</li> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate and procedures?</li> </ul> | <ul style="list-style-type: none"> <li>• Minutes from follow-up meetings.</li> <li>• Questionnaires.</li> <li>• Structured interviews with participants and district or school administrators.</li> <li>• District and school records.</li> <li>• Participant portfolios.</li> </ul>                      | <ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodation facilitation, and recognition.</li> </ul>   | <ul style="list-style-type: none"> <li>• To document and improve organizational support.</li> <li>• To inform future change efforts.</li> </ul>   |
| 4<br>PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>   | <ul style="list-style-type: none"> <li>• Questionnaires.</li> <li>• Structured interviews with participants and their supervisors.</li> <li>• Participant reflections (oral and/or written).</li> <li>• Participant portfolios.</li> <li>• Direct observations.</li> <li>• Video or audiotapes</li> </ul> | <ul style="list-style-type: none"> <li>• Degree and quality of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>• To document and improve the implementation of program content.</li> <li>• <b>To demonstrate the impact of professional development</b></li> </ul>                              |
| 5<br>STUDENT LEARNING OUTCOMES                     | <ul style="list-style-type: none"> <li>• What was the impact on the students?</li> <li>• Did it affect student performance or achievement?</li> <li>• Did it influence student's physical or emotional well-being?</li> <li>• Are students more confident as learners?</li> <li>• Is Student Attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>  | <ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires.</li> <li>• Structured interviews with students, parents, teachers, and/or administrators.</li> <li>• Participant portfolios.</li> </ul>   | <ul style="list-style-type: none"> <li>• Student learning outcomes.</li> <li>• Cognitive (performance and achievement).</li> <li>• Affective (attitudes and dispositions).</li> <li>• Psychomotor (skills and behaviors).</li> </ul> | <ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation, and follow-up.</li> <li>• <b>To demonstrate the overall impact of professional development.</b></li> </ul> |

Adapted from *Evaluating Professional Development* by Thomas R. Guskey

**Surveys of Enacted Curriculum (SEC) Project**  
**ON-LINE SURVEY REGISTRATION PROCEDURES**

Go to: **[www.seconline.org](http://www.seconline.org)**

1. Click on the “Registrar” button along the top of the page.
2. Click on the drop down menu in the “Not Registered?” box on the right side of the screen to select your state. Click on the “Register” button to continue.
3. Please review the User Information Agreement and click on the checkbox at the bottom of the screen, if you agree. Click on “Continue.”
4. Review the state name on the screen to make sure you have selected the correct state. If the wrong state was selected, click on the “Go Back” button. Otherwise, complete the fields on the registration page (name, region: **select the appropriate region**, district: **select the appropriate district**, school: **select the appropriate school**). Click on the “Submit” button.
5. Review the information on the screen to make sure you have entered everything correctly. If you need to make adjustments, click on the “Go Back” button at the bottom of the screen.
6. Create a username and a password in the fields provided. Be sure to write down your username and password for future reference. You will need this information to log back onto the site. Enter an email address that you have access to or use on a regular basis. This is only used when you need access to your username and password in the future. Click on “Continue.”
7. The next page confirms your username and email address. Click on “Continue.”
8. This should take you to the SEC Survey page. To begin entering data into a survey, click on “Start this Survey.”
9. Please review the notes. Click on “Continue.”
10. Clicking on “Submit” will cycle you through the survey sections checked on the menu screen. The system will keep track of which sections you complete, and you may do as few or as many sections at one sitting as you like.
11. To log off, simply close your browser. When you log back onto the site any completed sections will be shown in green text on the menu screen.

Once all sections have been completed, you will be able to review your results and your group’s results on-line.

For further information, or if you experience difficulties, contact the SEC Helpdesk at [mecgroup@education.wisc.edu](mailto:mecgroup@education.wisc.edu).