MSP APR

I. MSP Project Information

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

Please click <u>next</u> to start.

I. MSP Project Information

A. Project

Indicate the following information about your MSP project.

---

* 1. Partnership title:
[_____]

---

* 2. MSP project director:
[_____]

---

* 3. Project director phone number:
[_____]

---

* 4. Project director email address:
[_____]

---

* 5. APR Performance Period:
[_____]

---

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

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

☐ Other State Funds ($): [_____]

☐ LEA Funds ($): [_____]

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

{ Save Report }

I. MSP Project Information

B.   Lead Organization

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

---

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

---

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

---

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

Other (Please Specify):
[_____]

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

{ Save Report }

I. MSP Project Information

C. Partner Organizations

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

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

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

List of project partner forms:

There are a total of __ project partner forms.

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

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

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

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

---

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

2. Type of participating organization/institution:

3

[_____]↻
- *Local educational agency (LEA)*
- *Institution of Higher Education (IHE)*
- *Other*

Other (Please Specify):
[_____]

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

---

* 3. Main contact person's name:
[_____]

Phone number:
[_____]

Email address:
[_____]

---

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

☐ Lead organization

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

{ Save Report }

II. MSP Project Abstract

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

Please click <u>next</u> to start.

II. MSP Project Abstract

A. Project Abstract

Please describe the goals and objectives from your project application, the participants (students, teachers, schools, partners), and professional development interventions or models implemented (summer institutes, online, distance learning, university courses, follow-up activities, and others). Please copy and paste or type text directly into the space below. (Max. 1000 words).

```
 
```

{ Save Report } { Spell Check }

III. Responsibilities

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

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

Please click next to start.

III. Responsibilities

A.   *Administer Overall Program*

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

---

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

---

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

---

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

{ Save Report }

III. Responsibilities

B. Design Professional Development

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

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

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

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

{ Save Report }

III. Responsibilities

C. Deliver Professional Development

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

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

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

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

{ Save Report }

III. Responsibilities

D. Evaluate MSP

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

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

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

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

{ Save Report }

IV. Professional Development Participants

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

Please click next to start.

IV. Professional Development Participants

A.   *Number of Higher Ed Faculty Involved in MSP Project*

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

1. Number of Mathematics faculty from College of Arts & Science:
[_____]

2. Number of Science faculty from College of Arts & Science:
[_____]

3. Number of Engineering faculty from College of Arts & Science:
[_____]

4. Number of Education faculty:
 [_____]

5. Number of other faculty involved:
[_____]

(Please specify discipline):
[_____]

{ Save Report }

IV. Professional Development Participants

B. Indicate the Primary Goal and Target for the Intervention

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

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

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

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

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

○ **Improving teachers' content knowledge**

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

○ **Training teacher leaders**

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

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

Please note: In Section VIII of this report:

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

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

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

2. Please select the primary target of your MSP project:
(Indicate the primary target that you are trying to affect by the program.)

○ **Individual teacher** (i.e., Program is designed to affect the classrooms of individual teachers participating in MSP from one or more schools or districts; whole-school improvement is NOT the primary objective of this MSP.)

○ **Schools** (i.e., Most or all teachers in each participating school are involved in MSP. Participants can belong to one school, a set of schools within a district, or a set of schools across district lines.)

{ Save Report }

IV. Professional Development Participants

B(i). Schools

To enter information about a school, click on "Add School Information" and start entering information about the school. A blank form requesting descriptive information about a participating school will open. When you have entered the information about the school, click the "Save Report" button at the bottom of the page. You will then see that the school is listed on this page, and you will receive a prompt to notify you that the report was successfully updated. The prompt will also contain two links. Choose "next" to proceed to the following section of the report or choose "more schools" to enter information about an additional school. You can also add information about a new partner by clicking "Add School Information" in the box below. To edit or delete information about the project partner, click on the "Edit" or "Delete" button next to each school listed on this page.

Please click on Edit to review the school name district and type for each of the schools that appear in the list below.

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

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

List of school information forms

There are a total of __ school information forms.

1. Edit Delete Sample School #1
2. Edit Delete Sample School #2

To report an additional school information form, please use this link: Add School Information.

Please enter the information for the School participating in the MSP project. When completed, click the "Save Report" button.

Report was successfully updated. Please click next to fill out "B(iii). School Selection Criteria", or click more schools to add more schools.

---

* 1. School name : [_____]

* 2. School District name : [_____]

3. Type of School:

[_____]↻
- *Public*
-*Charter*
-*Private*
-*Other*

(Other please specify):
[_____]

---

4. Did the school meet adequate yearly progress (AYP) during this 12-month reporting period?
yes O   no O

---

5. Is the school in improvement status?
yes O   no O

---

6. Grade range of school (Use the locally applicable definition of elementary, middle, and high schools):
[_____]↻
- *Elementary School*
- *Middle School*
- *High School*
- *K-12 Multilevel School*
- *Other*

(Other please specify): [_____]

---

7. Title I status:
[_____]↻
- *School Wide*
- *Targeted Assistance*
- *No Title 1*

---

8. Total enrollment number:
[_____] students

---

9. % of students receiving free/reduced-priced lunch:
[_____]%

---

10. % of ELL students:
[_____]%

{ Save Report }

IV. Professional Development Participants
B(ii).   School Selection Criteria

Is the selection of schools focused on high-need schools?

◯ Yes
◯ No

{ Save Report }

IV. Professional Development Participants

C. Total Number of Participating Teachers

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

{ Save Report }

IV. Professional Development Participants

D. Elementary School Teachers.

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

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

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

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

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

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

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

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

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

G. Paraprofessionals: Elementary school:
[_____]

{ Save Report }

IV. Professional Development Participants

E.   Middle School Teachers.

Please provide information on the type of teachers who participated in the MSP professional development during this 12-month reporting period. For each participant group, indicate the number (or approximate number) of individuals who participated in professional development. If you do not know if the teachers fall into the categories listed below, then include them in the first block.

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

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

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

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

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

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

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

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

G. Paraprofessionals: Middle school:
[_____]

{ Save Report }

IV. Professional Development Participants

F.   High School Teachers.

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

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

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

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

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

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

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

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

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

G. Paraprofessionals: High school:
[_____]

{ Save Report }

IV. Professional Development Participants

G.   Administrators.

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

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

1. Total number of administrators:
[_____]

A. Administrators: Elementary school:
[_____]

B. Administrators: Middle school:
[_____]

C. Administrators: High school:
[_____]

D. Other:
[_____]

(please describe):
[_____]

{ Save Report }

IV. Professional Development Participants

H.   Participant Students.

Indicate the number of students who were taught during the 12-month reporting period by the teachers who participated in MSP professional development activities. Approximate numbers of students are acceptable.

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

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

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

{ Save Report }

V. Professional Development Models

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

Please click <u>next</u> to start.

A.   Contact Hours

1. On average, how many professional development contact hours were provided for each participant during the 12-month reporting period? (hours per participant):

[_____] (number only please)

{ Save Report }

V. Professional Development Models

B.   Type of Professional Development Activities.

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

○ Summer Institutes only:

> The term summer workshop or institute means a workshop or institute, conducted during the summer, that…"
> 1. is conducted for a period of not less than 2 full-time work weeks or the equivalent number of hours.
> 2. includes, as a component, a program that provides direct interaction between students and faculty."

○ Summer Institutes with additional or follow up activities:

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

○ Activities other than Summer Institutes only or Summer Institutes with follow up activities:

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

{ Save Report }

V. Professional Development Models

B(i).   Summer Institutes

Indicate the average duration per participant for the summer institute.

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

{ Save Report }

V. Professional Development Models

B(ii).   Follow-Up

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

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

O A. On-site professional development during academic year

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

O C. On-line course work and distance learning networks:

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

O E. Other (Please specify): [_____]

{ Save Report }

V. Professional Development Models

B(iii).   Others

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

O A. On-site professional development during academic year

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

O C. On-line course work and distance learning networks

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

O E. Other (Please specify): [_____]

{ Save Report }

V. Professional Development Models

C.   Description of Professional Development Model

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

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

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

{ Save Report }

VI.   Professional Development Content and Processes

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

Please click next to start.

A.   Mathematics Content and Processes.

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

○ Yes   ○ No

---

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

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

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

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

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

2.5 Probability and Statistics:
☐ Elementary School Teachers
☐ Middle School Teachers
☐ High School Teachers

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

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

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

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

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

{ Save Report }

VI. Professional Development Content and Processes

B.   Science Content and Processes

---

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

○ Yes   ○ No

---

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

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

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

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

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

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

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

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

{ Save Report }

VII. Program Evaluation

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

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

Please click next to start.

A. *Type of Evaluator*

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

☐ 1. Hired external evaluator

Name of organization & contact information:
[_____]

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

☐ 3. Statewide evaluation

☐ 4. Other

Please specify:
[_____]

{ Save Report }

VII. Program Evaluation

B.   Evaluation Design

Indicate the primary evaluation design used for evaluating this partnership. If you use a combination of designs, indicate the most rigorous design used in your project. In the following sections, you will be asked to describe this as well as any additional evaluation designs used. (You may consult your evaluator to answer the following questions.)

O Random assignment design

O Matched comparison group design

O Non-matched comparison group design

O One-group design

O Qualitative/descriptive design

O Other (Please Specify): [_____]

{ Save Report }

VII. Program Evaluation

B(i).   *Random Assignment Design*

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

B(ii).   Matched Comparison Group Design

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

B(iii). Non-Matched Comparison Group Design

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

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

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

C. *Phase of Implementation*

Indicate your MSP project's stage of implementation.

○   Stage 1: New (conducting start-up tasks such as formalizing partnerships and implementing the professional development model for the first time)

○   Stage 2: Developing (revising, enhancing, or further developing professional development model)

○   Stage 3: Fully Developed (all components of the planned MSP model are fully operational)

{ Save Report }

VII. Program Evaluation

D. Assessment Measures

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

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

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

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

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

List of assessment measure forms

There are a total of __ form(s).

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

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

Add Assessment Measure.

Step 1 of 3

Select the type of assessment measure you wish to add:

○ Assessment of Teacher Content Knowledge – Math

○ Assessment of Teacher Content Knowledge – Science

○ Other Teacher Evaluation Instrument

○ Assessment of Student Achievement – Math

○ Assessment of Student Achievement – Science

○ Assessment of Student Achievement – Other

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Assessment of Teacher Content Knowledge - Mathematics

Step 2 of 3

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

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

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

○ Diagnostic Mathematics Assessments for Middle School Teachers (Bush)
   (Bill Bush, University of Louisville: Multiple choice and open-ended assessments in four content areas address four knowledge domains: memorized knowledge, conceptual understanding, problem solving/reasoning, and pedagogical content knowledge)

○ Pre-calculus Concept Assessment
   (CRESMET, Arizona State University: multiple-choice instrument that assesses students' understanding of the concept of function)

○ Learning Mathematics for Teaching (LMT)
   (Hill and Ball, University of Michigan: multiple-choice assessment of three content areas set in the context of real classroom teaching)

○ Knowledge of Algebra for Teaching
   (Ferrini-Mundy, Michigan State University: multiple choice and open-response items that assess algebra content or the knowledge needed for teaching algebra)

○ PRAXIS I
   (Educational Testing Service: multiple choice and essay assessments measure basic skills in reading, writing, and mathematics)

○ PRAXIS II
   (Educational Testing Service: multiple choice and constructed response assessments measure subject areas that K-12 educators teach and general and subject-specific teaching skills and knowledge)

○ State Teacher Assessment
   (State-authorized teacher examinations of math content including teacher certification examinations designed to address state standards.)

○ Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

---

1. Description of the assessment measure/test:

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

---

2. Were the results of this measure used in the reporting of GPRA indicators for teachers in section VIII (Government Performance & Results Act Reporting) of this APR?
   ○ Yes
   ○ No

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Assessment of Teacher Content Knowledge - Science

Step 2 of 3

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

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

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

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

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

1. Description of the assessment measure/test:

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

2. Were the results of this measure used in the reporting of GPRA indicators for teachers in section VIII (Government Performance & Results Act Reporting) of this APR?
   ○ Yes
   ○ No

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Other Teacher Evaluation Instrument

Step 2 of 3

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

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

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

O PRAXIS III ?
  (Educational Testing Service: classroom performance assessments that measure the skills of beginning teachers within classroom settings)

O Inside the Classroom Observation and Analytic Protocol ?
  (Horizon Research, Inc: instrument measures the quality of an observed K-12 science or mathematics classroom lesson attending to the lesson's design, implementation, mathematics/science content, and culture)

O OMLI Classroom Observation Protocol ?
  (RMC Research Corporation: protocol documents the quantity and quality of mathematical discourse among K-12 students during classroom observations)

O Reformed Teaching Observation Protocol (RTOP) ?
  (CRESMET, Arizona State University: observational instrument designed to measure "reformed" teaching as defined by research in mathematics and science and national standards)

O Surveys of Enacted Curriculum ?
  (Council of Chief State School Officers: instrument for teachers in Mathematics, Science and English Language Arts (K-12) to report data on their instructional practices and content being taught in classrooms)

O Teacher Efficacy Belief Instrument ?
  (Self-report instruments designed to provide insight into how confident participants feel about their ability to teach Math or Science.
  Examples include:
  - Gibson and Dembo, 1984 Teacher Efficacy Scale (TES)
  - Enochs & Riggs, 1988, 1990. Science Teaching Efficacy Beliefs (STEBI)
  - Enochs, Smith, and Huinker, 2000. Mathematics Teaching Efficacy Beliefs (MTEBI)))

O Survey of Teacher Attitudes and Beliefs ?
  (Any self-report measure that gauges teacher attitudes and beliefs regarding classroom practices or their knowledge of math or science.)

O Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

1. Description of the assessment measure/test:

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

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Assessment of Student Achievement - Math

Step 2 of 3

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

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

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

1. State student assessment-mathematics
   - ○ Trends in International Mathematics and Science Study (TIMMS)
   - ○ California Achievement Test (CAT)
   - ○ Comprehensive Test of Basic Skills (CTBS)
   - ○ Iowa Test of Basic Skills (ITBS)
   - ○ Stanford Achievement Test (SAT)
   - ○ Test of Academic Proficiency (TAP)
   - ○ Metropolitan Achievement Test (MAT)
   - ○ Other (please specify): [_____]

2. National Assessment of Educational Progress (NAEP) Released Math Questions 🔵
   (Institute of Education Sciences, U.S. Department of Education: sample questions, student responses, and scoring guides released to the public from the nationally representative and continuing assessment of what United States' students know and can do)
   - ○ 4th grade (Specify year of test): [_____]
   - ○ 8th grade (Specify year of test): [_____]
   - ○ 12th grade (Specify year of test): [_____]

3. Other student assessment used for the evaluation-Math
   - ○ Other (Please specify): [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

---

1. Description of the assessment measure/test:

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

---

2. Were the results of this measure used in the reporting of GPRA indicators for students in section VIII (Government Performance & Results Act Reporting) of this APR?
○ Yes
○ No

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Assessment of Student Achievement - Science

Step 2 of 3

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

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

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

1. ○ State student assessment-science
    (name of test): [＿＿＿＿＿＿＿＿]

2. Assessing Teacher Learning about Science Teaching (ATLAST) – Student Assessments ⑦
    (ATLAST, Horizon Research, Inc.: instruments assess student opportunities to learn and measure changes in student achievement in three content areas)
    ○ Earth Science
    ○ Life Science
    ○ Physical Science

3. ○ MOSART: Misconception Oriented Standards-Based Assessment ⑦
    (MOSART, Harvard-Smithsonian Center for Astrophysics: multiple choice instrument linked to K-12 physical science and earth science content in National Research Council's "National Science Education Standards" as well as to research literature documenting science misconceptions)

4. National Assessment of Educational Progress (NAEP) Released Science Questions ⑦
    (Institute of Education Sciences, U.S. Department of Education: sample questions, student responses, and scoring guides released to the public from the nationally   representative and continuing assessment of what United States' students know and can do)
    ○ 4th grade (Specify year of test): [＿＿＿＿＿＿＿＿]
    ○ 8th grade (Specify year of test): [＿＿＿＿＿＿＿＿]
    ○ 12th grade (Specify year of test): [＿＿＿＿＿＿＿＿]

5. Other student assessment used for the evaluation-Science
    ○ Other (Please specify): [＿＿＿＿＿＿＿＿]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

---

1. Description of the assessment measure/test:

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

---

2. Were the results of this measure used in the reporting of GPRA indicators for students in section VIII (Government Performance & Results Act Reporting) of this APR?
   ○ Yes
   ○ No

{ Save Report }

VII. Program Evaluation

D. Assessment Measures (continued)

Assessment of Student Achievement - Other

Step 2 of 3

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

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

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

Other student assessment tool used for the evaluation
   O Locally developed test based on content taught
      Please specify: [_____]
   O Other Student Assessment
      Please specify: [_____]

{ Save Report }

Step 3 of 3

Please provide information for the instrument below.

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

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

1. Description of the assessment measure/test:

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

2. Were the results of this measure used in the reporting of GPRA indicators for students in section VIII (Government Performance & Results Act Reporting) of this APR?
     O Yes
     O No

{ Save Report }

E.   *Analysis of Changes in Teacher Practice*

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

☐ Classroom Observation
☐ Video taping
☐ Questionnaire/Self-report
☐ Journals
☐ Blogs
☐ Other (Please specify): [＿＿＿＿＿＿＿＿]

{ Save Report }

VII. Program Evaluation

F.   Teacher Findings

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

Please summarize major findings about MSP <u>impact</u> on teacher content knowledge or practices and supporting evidence. (Max. 1000 words)

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

<table><tr><td>

</td></tr></table>

{ Save Report } { Spell Check }

VII. Program Evaluation

G.   Student Findings

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

H.   Impact on the Partnership

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

I. Other Impacts (Optional)

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

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

{ Save Report } { Spell Check }

VII. Program Evaluation

J.   Upload Report.

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

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

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

{ Save Report }

VIII. Government Performance & Results Act Reporting

Under the Government Performance and Results Act (GPRA), all federal agencies are required to develop indicators in order to report to the U.S. Congress on federal program impacts and outcomes. For the MSP Program, the following indicators have been developed:

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

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

Evaluation Design
4. The percentage of MSP projects that report using an experimental or quasi-experimental design for their evaluations.
5. The percentage of MSP projects that use an experimental or quasi-experimental design for their evaluations that are conducted successfully and that yield scientifically valid results.

Efficiency
6. The percentage of SEAs that submit complete and accurate data on MSP performance measures in a timely manner.

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

Please click next to start.

A.   Teachers.

The MSP GPRA indicator for Teacher Content Knowledge is "the percentage of MSP teachers who significantly increase their content knowledge, as reflected in project-level pre- and post-assessments." To inform GPRA, report the following information for the teachers participating in the MSP project during the 12-month reporting period. Note that although the GPRA indicators are about percentages, we request that you provide raw numbers (not percentages) below. Please click here for instructions about providing data for the Government Performance & Results Act.

Please include and submit information on teacher gains for all teachers that participated in MSP professional development. Projects whose goal indicated in section IV.B. of this report is to train teacher leaders should only include teachers that *directly* participated in professional development.

To calculate the number of teachers that achieved significant gains in content knowledge through an MSP project, use the version of the MSPTCK spreadsheet that is compatible with your operating system:

MSPTCK Spreadsheet for PC users

MSPTCK Spreadsheet for MAC users

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

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

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

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

1. Total number of teachers receiving MSP professional development in math or science: (If a teacher receives PD in both Math and Science, count that teacher *twice*.) [   ]

All teachers that participate in the MSP project should be counted in the questions that follow.

Mathematics

1. Number of teachers receiving MSP professional development in math: [   ]

2. Number of teachers with both pretest and posttest scores in math content knowledge: [   ]

3. Number of teachers who showed significant gains in math content knowledge: [   ]

Science

4. Number of teachers receiving MSP professional development in science: [   ]

5. Number of teachers with both pretest and posttest scores in science content knowledge: [   ]

6. Number of teachers who showed significant gains in science content knowledge: [   ]

{ Save Report }

Instructions for Section VIII A

Which teachers to include

If the primary goal of your project (selected in section IV.B.) is to **increase teacher content knowledge**, include individual teachers that participated in MSP; if the primary goal is to **train teacher leaders**, include all of the mathematics or science teachers that directly participated in MSP professional development. Report separately for mathematics and science.

How to determine significant gains

To calculate your responses to questions 2, 3, 5, and 6, use the electronic spreadsheet supplied by the MSP federal program office.

- The spreadsheet uses a statistical test called a dependent t-test (for 30 or more respondents) or the Wilcoxon signed ranks test (for less than 30 respondents) to calculate, with 85 percent certainty, the number of teachers who showed significant gains on content knowledge tests. You will need to enter teachers' pre-test and post-test scores on a test of content knowledge and the spreadsheet will produce a report that can be used to respond to questions 2, 3, 5, and 6.
- If you did not administer both a pre-test and post-test of content knowledge to any teachers who were the primary target of your project, complete questions 1 and 4, and enter "0" for questions 2, 3, 5, and 6.
- If you administer more than one type of teacher content knowledge test, complete a separate spreadsheet for each test administered and then sum the results to respond to questions 2, 3, 5, and 6. For example, an MSP project used two tests to assess the content knowledge gains of their mathematics teachers: Test A for middle school algebra teachers and Test B for high school geometry teachers. The project evaluator first entered the pretest and posttest scores for each teacher who took Test A into the spreadsheet and printed out the resulting report for Test A. She then did the same for Test B and printed out the Test B report. The report for Test A said, of the 30 algebra teachers with both pretest and posttest scores, 25 showed significant gains. The report for Test B said, of the 40 geometry teachers with both pretest and posttest scores, 35 showed significant gains. The project evaluator summed all mathematics teachers with both pretest and posttest scores (30 algebra + 40 geometry) to report a "70" for question 2, and then summed all mathematics teachers who made significant gains (25 algebra + 35 geometry) to report a "60" for question 3.

To go back to Section VIII A, please click

VIII. Government Performance & Results Act Reporting

B.   Students.

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

To inform GPRA, report the following information. Please click <u>here</u> for instructions.

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

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

> Projects whose goal is to increase teacher content knowledge must provide student achievement data for the students in classrooms of teachers participating in the MSP program.

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

Mathematics

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

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

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

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

Science

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

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

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

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

{ Save Report }

Instructions for Section VIII B

Which students to include

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

Projects whose goal is to increase teacher content knowledge must provide student achievement data for students of teachers directly participating in the MSP professional development, including students in classrooms of all teachers from Section VIII A who were taught in the teacher's **main subject** (mathematics or science). Do not include students taught by the MSP teacher in other subjects (not mathematics or science). Sum the students across all MSP teachers. For example, an MSP project has 10 mathematics teachers. The numbers of students they teach in their mathematics classes are: 48, 43, 57, 52, 49, 47, 53, 45, 51, and 46. The project evaluator would sum these enrollments and report 491 students in question 1.

Which assessments to include

Include assessments that were administered to students in the same academic year that the MSP teachers received their professional development. Count the summer before school starts as part of the academic year to come. For example, an MSP project conducted summer professional development institutes in mathematics in August 2007, with follow-ups in September, November, and January of the 2007-2008 academic year. The 2007-2008 state mathematics assessment will be administered in April 2008. The project evaluator will report the assessment results from April 2008 for the students of those teachers whose MSP participation began in August 2007.

Assessment reporting levels

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

To go back to Question VIII B, please click here

IX. Lessons Learned

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

Please click <u>next </u>to start.

A.   MSP Implementation

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

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

```

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{ Save Report } { Spell Check }

IX. Lessons Learned

B.   *MSP Evaluation*

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

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

{ Save Report } { Spell Check }

X. State Review

This section is for State Coordinator use only. In this section, you will provide funding information about this particular project. You will also be able to submit this report to the Department of Education in this section.

Please click next to start.

A. Awards.

1. MSP initial award date: [____]↻ [_____]↻ [____]↻ *- 2001   - January   - 1* *- 2002   - February   .* *- 2003   - March   .* *- 2004   - April   .* *- 2005   - May   - 31* *- 2006   - June* *- 2007   - July* *- 2008   - August* *- 2009   - September* *- 2010   - October* *- 2011   - November* *   - December*

2. Length of MSP award: О 1 year О 2 years О 3 years О Other (Please Specify): [_____]
3. Current year of implementation: ☐ 1st year ☐ 2nd year ☐ 3rd year
4. Is this your final report? ☐ Yes ☐ No

{ Save Report }

XI. Attached Supplementary Documents

Click "Browse" to select a file. You can attach files up to a total size of 10.0MB. You may attach zipped files to include information from more than 5 sources. Click here for instructions for how to create zipped files.

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

Download Attachment: filename1.doc
To delete: Delete

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

Download Attachment: filename2.doc
To delete: Delete

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

Download Attachment: filename3.doc
To delete: Delete

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

Download Attachment: filename4.doc
To delete: Delete

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

Download Attachment: filename5.doc
To delete: Delete

{ Attach Files }

Paperwork Burden Statement

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0669. The time required to complete this information collection is estimated to average 14 hours per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** U.S. Department of Education, Office of Elementary and Secondary Education Division, Teacher Quality Unit, 400 Maryland Avenue, S.W., LBJ Room 3E110, Washington D.C. 20202-2800.