



**MARYLAND CENTER FOR COMPUTING
EDUCATION (MCCE)**

REQUEST FOR PROPOSAL

ROUND #2

**Maryland Preservice Computer Science
Teacher Education Program**

**Proposal Due Date: Friday, October 25th, 2019
NO LATER THAN 4:00 p.m.**

Email: mcce@usmd.edu

SUMMARY TIMETABLE

Friday, September 27, 2019	Maryland Preservice Computer Science Teacher Education Program RFP Issued for Round #2
Friday, October 25, 2019	Proposals due by 4:00 p.m.
Friday, November 8, 2019	Grant award notification for Round #2
Tuesday, November 19, 2019	Collaborative Framework Meeting of grantee webinar, 1pm-3pm required
Monday, November 25, 2019	MCCE initiates payment of awarded funds
Thursday-Friday January 9-10, 2020	Workshops for education and computing faculty on development of K- 5 and secondary CS preservice programs. (optional)
Thursday April 16, 2020	Maryland Computing Education Summit; required.
Saturday-Wednesday July 11-15, 2020	National Computer Science Teacher's Association Conference. Crystal City, VA. Registration fees may be paid by the project if grantees are presenting.
Friday, June 12, 2020	Interim report and participant demographic form due
Monday, January 6, 2021	Grant project end date
Monday, January 20, 2021	Final report, expenditure report, and unexpended funds due

This RFP and related documents are located at cs4md.com.

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MARYLAND CENTER FOR COMPUTING EDUCATION (MCCE)

Maryland Preservice Computer Science Teacher Education Program: Partnership Grants for Professional Development

PROGRAM AUTHORIZATION

Securing the Future: Computer Science Education for All, went into effect on June 1, 2018. It established the Maryland Center for Computing Education (MCCE) with the directive that it “identify ways to expand access to high-quality computer science education, strengthen the skills of educators, and increase the number of computer science teachers” and “work with certain institutions of higher education.”¹ To fulfill such a mandate and within this purview, the MCCE is issuing a request for proposals through the Maryland Preservice Computer Science Teacher Education Program.

PURPOSE

The purpose of this grant program is to expand access to high-quality computer science education, strengthen the computer science skills of educators, and increase the number of computer science teachers through the development of preservice programs.

The grant program is designed for grantees to develop courses and pathways to implement a statewide collaborative framework outlining the essential topics to be taught in a Maryland preservice computer science education programs. The essential topics constituting the core of computer science education for preservice teachers in Maryland include: (1) computer science content knowledge, with a focus on Maryland’s K-12 Computer Science Standards (2018), specifically emphasizing cybersecurity and (2) computer science pedagogy and teaching methods, with a focus on equity, inclusion, and diversity.

GRANT FUNDED PROJECTS MUST INCLUDE THE FOLLOWING EIGHT ELEMENTS:

(materials are at <https://bit.ly/MCCEPreservice>)

1. Computer science (CS) content knowledge, focused on Maryland’s K-12 CS Standards that include an added emphasis on cybersecurity
2. CS pedagogy and methods informed by both current research and best practices gathered from experienced in-service teachers and national experts.
3. A focus on equity, inclusion, and diversity
4. Development of lasting programs that expose future teachers to computer science and computational thinking content and teaching methods.
5. Projects must offer preservice teacher development for **a minimum of 30 hours** of seat time specifically related to learning and preparation for teaching computer science and/or computational thinking content, equity issues, and pedagogy.
6. Collaboration between education and computing faculty. Multiple education faculty members should be involved in the planning and teaching of lessons that include computer science and computational thinking that will become a sustained element of the education program.

¹ Department of Legislative Services HB 281: Securing the Future: Computer Science Education for All 2018 Fiscal and Policy Note

7. Collaboration with at least one local public school district
8. Attendance by at least one project member at: The Collaborative Framework online meeting, and the Maryland Computing Education Summit. (see the Summary Timetable)

CHARACTERISTICS OF SUCCESSFUL PROJECTS

The following types of projects are examples of programs that will be favorably reviewed:

- Projects that offer both content-rich and pedagogy-focused units or courses in either a regular academic semester or a condensed term format. These projects may include both in-person and online instructional delivery.
- Projects that allow participants time to develop lesson plans that are critiqued and supported by fellow participants, so that participants can leave the program with ready-to-use tools for implementation in a classroom;
- Inquiry-based projects with hands-on problem-solving approaches that relate to multiple areas integrated with computational thinking, which are consistent with research on learning in those fields;
- Collaboration with, and benefit to, local school districts. Students in the program would be encouraged to participate in lesson development, co-teaching, or other opportunities that would allow classroom materials and methods developed as part of the project to be tested in actual classrooms.

In addition, a successful grant request should consider and address a significant number of the following questions as appropriate within the proposal narrative and/or timeline:

- How will you raise the level of expertise around the Maryland CS standards and computing education for your faculty in the departments of education and computing?
- Will students gain both content and pedagogy knowledge? How well does content cover the breadth, including cybersecurity content, as outlined in Maryland's K-12 CS Standards?
- What will the project contribute to the state and/or local public school districts?
- Are there in-kind contributions (e.g., personnel time, etc.) from the institution?
- What are opportunities for collaboration between institutions of higher education to benefit all Maryland programs?
- Is there a plan to harness the power of undergraduate/graduate students and/or in-service teachers to improve the quantity and quality of CS classroom materials?
- Are students recruited from both education and computing majors and will the opportunity to participate in CS methods and content classes be offered to graduate students or in-service teachers in addition to the targeted undergraduates?
- Are there plans for the sustainability of the program, beyond the grant-funded period?
- Have the partners completed similar projects in the past? If so, the proposal will be strengthened by including information on lessons learned and applied to the new proposal, as well as including results of any previous evaluation.

OPTIONS:

Select a focus for the grant

1. Integration of computational thinking into subject areas in K-8, or
2. Development of certified secondary computer science teachers earning a primary or add-on certification

For K-8 computational thinking integration grants please include:

- What number and percent of preservice students will be taught to integrate computational thinking and learn effective methods to teach the breadth of Maryland’s K-12 CS Standards?
- Will coursework lead to an add-on endorsement/certificate in CS education for K-8 or integrated into STEM? (This might be long a term goal.)

For secondary CS teacher certification grants please include:

- How many preservice students will earn a certification to teach computer science (either primary certification or an add-on to other content area)?
- What percent of secondary preservice students will be exposed to computational thinking and effective methods to teach the breadth of Maryland’s K-12 CS Standards?
- Is there a program under consideration to offer an option for a CS education minor?

ELIGIBILITY

Eligible awardees *funded* under this grant must include a Maryland public or independent two- or four-year institution of higher education (IHE) and **its division that prepares teachers and principals**. The proposal must have a lead IHE that is the named applicant and fiscal agent. In addition, the lead IHE may also include other organizations as appropriate. Community colleges may serve in partnerships *and* may be lead partners if they have a division that prepares teachers. Project directors must be faculty or permanent staff members at the applicant institution and have expertise in the content areas or methodologies the activities address.

If an applicant project director, project manager, or project evaluator is overdue in submitting reports to MCCE for other grant projects, or has a history thereof, his/her proposal for the FY 19 program may be considered ineligible.

GRANT PERIOD

Proposals are **due Friday, October 25, 2019 by 4:00 p.m.** to the Maryland Center for Computing Education at the University System of Maryland (submission via email at mcce@usmd.edu). See the Summary Timetable for the grant project end date and the final report due date.

Grant projects may be discontinued or terminated before the end of the stated grant period if the project fails to meet its approved objectives. See “Grant Management” Post-Award section.

FUNDING

Total Funds Available in Years 1-2: Approximately \$600,000

Grant Amount: Up to \$20,000 per small grant award
 Up to \$50,000 per large grant award

MCCE reserves the right to make a larger award for a project of exceptional breadth or depth that serves teachers in high-need schools and will improve the academic achievement of students at those high-need schools.

Awards will be disbursed after all reporting requirements and progress toward project goals have been satisfactorily met. If the interim report is returned for additional information, funds will not be released until all requested information is received and approved. For example, MCCE may request a revised budget based on expenditures to date and program participation.

MCCE reserves the right to request changes to the original plan after the interim report has been submitted in order for the program to move forward. MCCE also reserves the right to terminate projects that fail to demonstrate adequate progress toward goals (see “Program Closeout, Suspension and Termination,”).

Grantees who wish to request changes to their original plan and/or line item budget allocations may do so at any time. See “Grant Management,” section “Post-Award Changes” for the guidelines.

COOPERATIVE PLANNING

A Collaborative Framework team consisting of at least one member from each award grantee will attend both the Collaborative Framework meeting and the Maryland Computing Education Summit. This team will develop and share materials to support common goals that align to the Maryland K-12 Computer Science Standards.

Successful projects demonstrate cooperative planning between education faculty, information technology or computing faculty, the Collaborative Framework team, and representatives from public school districts. These entities work together to assess statewide or school district and teacher needs and learn from the experiences of practicing teachers in computer science classrooms. Applicants might wish to describe previous collaboration, including any lessons learned.

ELIGIBLE GRANT PROJECT ACTIVITIES AND PRIORITIES

Faculty from computing and education divisions of higher education institutions must work together to plan activities that meet the professional development priorities of the collaboratively developed Framework for Maryland Computer Science Teacher Education. Funds may be used for the development of computer science methods courses. **Activities should be content-rich, clearly demonstrate the integration of computing content, and be evidence-based using current teaching and learning research regarding effective teacher professional development strategies.**

Project activities must include sustained, high-quality instructional contact hours with participants. Activities should improve and increase students’ knowledge of academic subjects and teaching methodologies within, and related to, computer science. These activities should be sustained (e.g., not one-day or short-term workshops) and classroom-focused. The goal is to advance teacher understanding of effective, implement evidence-based instructional strategies for teaching computer science; and be developed with the participation of local, in-service teachers in order to align with what is needed in the classroom. Proposed projects should also take into consideration national CS Educator Standards, teacher certification requirements, and other related assessments.

CONTACT HOURS

Projects must offer preservice teacher development that is sustained, intensive, of high quality, and classroom-focused. The planned program of study must offer **a minimum of 30 hours** of seat time specifically related to learning and preparation for teaching computer science and/or computational thinking content and pedagogy. These hours can be divided among multiple classes and integrated into other subject area methods courses as

appropriate. In addition, it is strongly recommended that participants take additional, related coursework in computer science.

PROPOSAL PACKET FORMAT

- Proposals must be typed in a 12-point Times New Roman, Arial, Calibri, or a similar font type and font size, single-spaced.
- The proposal **narrative must not exceed seven (7) pages**. The page limit includes only elements of the proposal narrative, not the cover sheet, abstract, budget, assurances, planning agreements, or appendices if included. The proposal narrative pages must be numbered; page numbering is not required for appendices, assurances, etc. but is encouraged.

Proposals, including all signature pages, must be received by the date specified in the Summary Timeline.

The proposal file should contain the following items **in the order indicated**:

1. PROPOSAL NARRATIVE

Use the following outline to write the proposal narrative. Reviewers will evaluate your proposal for each section and item listed. Label the parts of the proposal with the headers below.

1A) Project Goals and Objectives (15 points)

List the goals. For each goal, list specific objectives. Objectives should follow “SMART” guidelines; they should be:

- Specific (focused, detailed, and name the target population to be served);
- Measurable (provides quantitative data - qualitative indicators may supplement quantitative measures);
- Achievable (possible and plausible within the grant period);
- Results-oriented; and
- Time-bound (have deadlines)

Proposals will be assessed on the extent to which the objectives are “SMART.” It should also be clear what will be achieved by whom. Objectives should reference institution baseline data describing currently available programs and efforts, number of education students served, and number to be reached by the project. Include baseline data for comparison to convey that your goal is both reasonable and ambitious.

1B) Management Plan (30 points)

Partner responsibilities may be presented in narrative and/or table formats.

- Describe each partner’s roles and responsibilities. This information should be echoed, though in less detail, in the cooperative planning agreement.
- Describe the time commitment of the project director and other key project personnel. It should be clear that the project director will have sufficient time to dedicate to the project.
- Project staff responsibilities and duties should be clear and linked to the budget, management, and activity plans. This information is often presented effectively in a table format.

- If the units of study developed or used by the project are not to be required for all students in the institution's preservice program, then recruitment is a key element of project success, and, as such, must be planned (and sometimes re-planned) carefully. Recruitment cannot wait and is one of the most important management responsibilities. Include a recruitment and selection plan for the target population. "Selection" may include both selecting what groups are recruited and what students are selected from a pool that is recruited. In the past, brochures and flyers alone have not proven to be an effective recruitment method.
- Retaining participants in a program can be a challenge; a good management plan will address this problem. The management plan should articulate participants' incentives and any strategies being used to retain participants (e.g., awarding credits or paying stipends after milestones are met or follow-up is complete, scheduling support meetings or check points, etc.).

The management plan will be evaluated on:

- Its adequacy to achieve the objectives of the proposed project on time and within budget;
- The recruitment and retention plan(s) if needed;
- The extent to which program management operations are clearly defined (who will do what, when, and where);
- The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and
- Plans for a sustained effort that will continue for years beyond the original project.

1C) Timeline (20 points)

This section describes the development and instructional activities that will achieve the project goals and objectives. Information can be presented in both narrative and tabular format, and may be combined with the Management Plan in (1B) above.

The plan of operation will:

- Be a detailed plan that includes strategies and activities, timeframes, and key personnel responsible for each project objective and major activity supporting each objective;
- Include specific information on how, when, and where the project participants will be identified;
- Describe how, when, and where follow-up with participants will take place; and
- Indicate how many and what kind of credits may be earned by each participant group if applicable.

The timeline should indicate both when major activities (e.g. recruiting) will take place and when professional development delivery and follow-up activities will take place. While exact dates are unlikely to be available for all activities, the project should be planned in enough detail that it is clear that reasonable amounts of time are allotted for activities. The timeline should also be a way of showing that the project can start on time, reach its goals, and conclude on time. See sample table below.

Sample Activities Timeline Table

Date Range	Key Personnel Involved	Activity Description	Estimated # Participants (if applicable)	Estimated # Contact Hrs. (if applicable)
11/2019	Project Director, Lead Instructor	Planning meetings with State Collaborative Framework team Determine baseline data for a pre-survey of participants	n/a	n/a
11-12/2019	Project Director, CS Specialist, Education Specialist	Participant recruiting Design assessment for learning to be given to participants at the end of the project	n/a	n/a
1/2020	Project Director, Instructional Staff	Participant orientation Gather input and feedback from local school on needs, wants, and course offerings	20	5
1/2020-5/2020	Instructional Staff	CS/CT course offerings Write interim report	20	45
6/2020	Project Director, CS Specialist, Education Specialist	Refine or develop additional materials	20	10
8/2020-12/2020	Curriculum & Instruction, Instructor	CS/CT course offerings Post survey; assessment of learning	20	15
Ongoing	Evaluator	Data collection, material refinement, feedback from participants	n/a	n/a
12/2020-1/2021	Evaluator, Project Director	Analysis and evaluation report	n/a	n/a

1D) Project Evaluation and Outcomes (20 points)

The program evaluation will be an integral part of the project’s design and implementation, not something done after the project is completed. The evaluation plan will reflect the project’s goals and objectives. Its specific methodology will depend on the project and the type of data collected but all evaluation plans must include:

- Both quantitative and qualitative methods are to be used to develop, analyze, and apply formative and summative measures linked to the project objectives;
- Pre- and post-testing (broadly conceived) of participants (from the main target audience) that examine and report on their learning outcomes; and
- A clear means of describing the project’s benefits and outcomes to various stakeholders (e.g. teachers, students, parents, school administrators, grantor, policy makers).

A summary (and summary table where applicable) of the evaluation results must be included with the project’s final report. Detailed supporting documents should be included in an appendix, including sample surveys, data tables, reports, etc.

The plan for evaluation must:

- Be a systematic means for monitoring and evaluating the program based on the partnership goals and objectives;
- Describe a plan for collecting data throughout the project to be used for both project improvement and to report project outcomes;
- Describe how, when, and by whom the data will be collected;
- Identify how the baseline for comparison was established;
- Provide an account of project evaluation data results in the final report.

Other points to keep in mind about the project evaluation are:

- Attitudinal surveys can provide valuable information for program revision and changes in certain psychological constructs. **However, attitudinal surveys alone are insufficient** to determine outcomes.

See also the narrative reports description in “Grant Management.” That section lists specific, basic information to be kept by all projects.

2. BUDGET (15 points)

The budget and budget narrative should clearly link all costs to the project activities detailed in the Plan of Operation; by the same token, it should be clear how all activities are accounted for in the budget and budget narrative. Use a detailed budget narrative to explain how all figures in the budget summary were calculated (e.g. unit cost, number of units).

Provide evidence of institutional commitment to the project, including the amount of staff time dedicated to the project and any in-kind contributions. Matching funds are not required but should be included in the budget if offered.

The proposal’s budget and cost-effectiveness will be evaluated on the extent to which:

- Budget summary is correctly computed (this is a common error);
- Budget narrative explains how the budget summary figures were calculated, matches the amounts in the budget summary, and fully explains what purposes these costs serve;
- Budget is adequate to support the project—and it is clear how activities are funded;
- In-kind contribution(s) from the institution or other sources are provided;
- Costs are reasonable in relation to the objectives and design;
- Costs are reasonable in relation to the number of participants to be served (per participant cost);
- There is adequacy of support—including facilities, equipment, supplies, and other resources—from the lead institution and the other partners;
- Costs are covered for participation in required events;
- Administrative costs are kept to a minimum; and
- There is potential for continued support of the project after the funding ends.

2A) The Budget Summary Form

The Budget Summary Form should show all planned expenditures for the project.

- Column 1: “Funds Requested” is the request amount of grant funding.
- Column 2: “Matching Funds” will include both cash and in-kind contributions from the Applicant who will serve as the fiscal agent if the grant is awarded.
- Column 3: “Other Funds” shows funds or in-kind contributions committed by cooperating organizations, agencies, institutions, local education agencies (school districts), or others to this project. If more than one agency is committing funds to this project, indicate the specific breakdown of such funds on a separate page.

2B) The Budget Narrative

The budget narrative should explain the rationale for each line item in the budget summary for grant expenditures and matching funds. This narrative, which will be organized by the corresponding line item on the budget summary, must show how the amounts indicated were determined (e.g. hourly rate x # hours, unit cost x #units, % of salary for each project staff member, fringe rate applied to salary).

Applicants have the opportunity to fully and clearly articulate how the project activities are being funded, how costs were computed, and what the various project expenses mean in terms of service to participants. The budget narrative should not exceed 4 pages.

2C) Ineligible Costs

Applicants **may not expend funds** for the following purposes:

- Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project (such as attending and presenting at the Computer Science Teacher’s Conference);
- Purchase of non-instructional equipment (these are not equipment grants);
- Purchase of supplies for something other than the professional development activities being provided; and
- Entertainment/entertaining.

Funds may only be expended on targeted participants to include teachers, principals, assistant principals, and highly-qualified paraprofessionals, students in the program, and primary participants.

2D) Budget Guidelines

The following budget guidelines apply (arranged by line item corresponding to the budget summary):

A. Salaries and Wages

Estimates of personnel time should be justified in terms of the tasks to be performed and the instructional contact hours. Salaries are to be part of the individual’s regular compensation for the academic year and should be expressed as a percentage for commitment of time.

Pay should be calculated based on the individual's regular compensation. Salaries cannot be drawn at a higher pay rate than that which the individual normally receives. **MCCE reserves the right to request salary verification for this purpose.**

1. Professional Personnel

- List individually all key personnel and the requested salary amounts to be funded during the summer and/or academic year by indicating what percent of the individual's annual time will be committed to the project.
- Summer salaries may be in a lump sum but must not be proportionally more than the institution compensates for similar work during the academic year. Explain how the summer salary was calculated.
- Actual instructional compensation, if requested, is restricted to one course load equivalent for academic semester courses and/or one summer course equivalent. This rule may be waived if documentation and explanation justify why and how a greater time commitment than that is required.
- If effort is committed as an in-kind institutional contribution, it should be noted in column 2 or column 3.

2. Other Personnel

List individually all support personnel by support category and the requested rate of pay. Support personnel must be clearly justified and may include clerical and graduate assistants. Support personnel requests are restricted to the actual planning and instructional time equivalent for the project. If effort is committed as an in-kind institutional contribution, that should be noted in column 2 or column 3.

B. Fringe Benefits

These are the costs normally paid by the institution to the salaried members of its faculty and staff who will be involved in the project (calculated for the percentage of effort in the project). The fringe rate should be supplied (e.g. 18%, 23%) for each staff member in the narrative. These may appear as direct costs or match, or a combination of both. If summer and academic year costs are different, please distinguish these in the budget narrative.

C. Travel

Enter travel costs of grant project staff to required meetings and if travel is necessary for key personnel to conduct off-campus activities. Mileage allowances charged to the grant may not exceed 58 cents per mile or the State mileage reimbursement rate in effect at the time the travel occurs (whichever is lower). All travel funding must be specifically designated by place, date, duration, and method of travel, and be approved in the project budget.

D. Participant Support Costs

1. Stipends or Tuition – not both

Participant stipends for a summer or weekend component may be requested and supported by grant funds **not to exceed \$150 per day**. The amount of the total stipend may exceed this amount if supplemented by funds from other sources. These stipends must be clearly justified. Stipends are not allowed for time during which participants receive their regular pay.

For the duration of the grant project, the grant may pay for up to three (3) semester credit hours of regular tuition and fees per participant.

2. Subsistence

The MCCE encourages in-kind contributions for subsistence from the partners or an outside source (e.g., snacks or a vendor/ supermarket supplies lunch).

3. Marketing and Outreach

Pamphlets, brochures, advertising, posters and other materials to inform and engage students are an admissible expense, but should not be a major expense of the project.

4. Other (specify)

Examples of Other Participant Costs might include:

- Grant participants can be reimbursed for travel such as gasoline reimbursement.
- **Related receipts should be kept by project directors for appropriate reimbursement and audit procedures.** Project directors should keep these receipts on file with their other financial management and auditing records for this grant.

E. Other Costs

- Equipment that is necessary to perform project activities for training and implementation in the classroom is allowable up to 10% of the total requested amount. The budget narrative should indicate how such materials will be maintained, housed, and/or used after the grant project ends.
- Marketing and recruitment costs to attract students to the program are allowable.

Total Costs

Enter sum of items A, B, C, D, and E.

3. REQUIRED ASSURANCES (Required; no points)

Each grant proposal must be accompanied by a Statement of Assurances signed by the appropriate organizational representative (Appendix A). The purpose of this document is to ensure that the grant recipient is fully aware of its obligations to adhere to all state and federal requirements in the event the grant proposal is approved. Recipients of funds will assure the MCCE that:

- Professional development programs will ensure equal access for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age.
- Applicants must agree to participate in any statewide assessment program as required by MCCE.

4. ADDITIONAL APPENDICES (Optional; no points)

Additional appendices may be included. Appendices should not include material that *is required* by the *proposal narrative*.

PROPOSAL CHECKLIST

An electronic copy of the of the entire proposal, the Abstract, and the Budget Summary worksheet should be emailed to mcce@usmd.edu by 4 pm on Friday, October 25, 2019.

Electronic Proposal Checklist (email to: mcce@usmd.edu)

Every electronic submission should contain the following in the order and format indicated:

- _____ Abstract (As either a separate Word document, or as part of the proposal narrative)
- _____ Proposal narrative including the cover sheet (PDF)
- _____ Budget request (Excel file)

PROPOSAL REVIEW PROCESS

- Proposals must be received by the deadline.
- Proposals must include all requisite forms. Applicants may copy the forms to include in proposal packets or reproduce them in their own files.
- Applicants will receive electronic notification that their proposal has been received.
- A panel of qualified reviewers will read each proposal and score each proposal according to the criteria summarized below and explained above in “Proposal Format.” Each proposal is read and scored by a team of reviewers. Every effort is made to ensure that there are no conflicts of interest.
- Reviewers may include retired Maryland principals, former Maryland teachers, retired faculty and academic administrators from higher education institutions, professional staff from Maryland State Department of Education (MSDE) and MCCE, and other qualified professionals from Maryland or other states.
- Reviewers frequently offer written comments on their review forms. Comments will be compiled and returned to applicants when the review process is complete.
- The full review panel is convened after each has read the proposals individually. Panel members discuss recommendations as to funding and adjustments that the project staff might make to improve either the project identified for funding or the proposal should it be rejected for this round of funding.

EVALUATION AND SELECTION CRITERIA

The full Review Panel will be convened to discuss each proposal and their respective scores. The rating given for each criterion (see below) will serve as a significant, but not the only, aspect of the judgment made by the Review Panel. Grants may be awarded with consideration to geographic distribution and to State needs.

Each proposal will be evaluated by the Review Panel and scored based on these categories:

<u>Category</u>	<u>Maximum Points</u>
Project Goals and Objectives	15
Sustainability and Management	30
Timeline	20
Project Evaluation and Outcomes	20
Budget and Cost Effectiveness	<u>15</u>
Total	100

MCCE reserves the right to negotiate budgets and proposal activities before awarding a grant.

NOTIFICATION OF AWARDS

Preliminary notification of awards will be made via email. No funds will be disbursed for conditional awards until all conditions of the award are met. Awards may be divided into two phases with Phase 2 dependent on the successful completion and evaluation of Phase 1.

GRANT MANAGEMENT

1. FISCAL PROCEDURES

All funds under this program must be assigned to a specific account.

For this grant cycle, institutions will receive a single payment unless the grant has been divided into two phases. Expenditures in excess of approved budget amounts will be the responsibility of the recipient institution.

2. POST-AWARD CHANGES

The grant recipient shall obtain prior written approval for any change to the scope or objectives of the approved project. This includes any changes resulting in additions or deletions of staff and consultants related to or resulting in a need for budget reallocation.

The grant recipient must obtain written approval from MCCE:

- To continue the project during any continuous period of more than three (3) months without the active direction of an approved project director;
- To replace the project director or any other persons named and expressly identified as a key project person in the proposal, or to permit any such person to devote substantially less effort to the project than was anticipated when the grant was awarded; and
- To make budget changes exceeding 10% in any line item or \$1,000, whichever is greater.

3. PROGRAM CLOSEOUT, SUSPENSION, and TERMINATION

Closeout: Closeout should be completed **no more than 90 days after the expiration or termination** of the grant unless otherwise approved by MCCE. A project director's history of failure to close out grants in a timely fashion may have a negative impact on future proposal consideration. In closing out the grant, the following shall be observed:

- The grant recipient shall immediately refund or otherwise expend, in accordance with instructions from MCCE, any unobligated balance of cash advanced to the grant recipient.
- The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant within 90 days of the date of expiration or termination.

The closeout of a grant does not affect the retention period for rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, MCCE may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reasons for the suspension, any corrective action required of the grant recipient, and the effective date. Suspensions shall remain in effect until the grant recipient has taken action or given evidence satisfactory to MCCE that such corrective action will be taken or until MCCE terminates the grant.

Termination: MCCE may terminate any grant in whole or in part at any time before the date of expiration, whenever MCCE determines that the grant recipient has materially failed to comply with the terms of the grant. MCCE shall promptly notify the grant recipient in writing of the termination and the reasons for the termination, together with the effective date. The grant recipient may terminate the grant in whole or in part upon written notification to MCCE setting forth the reasons for such termination, the effective date, and in the case of partial terminations, the portion to be terminated. However, if in the case of a partial termination, MCCE determines that the remaining portion of the grant will not accomplish the purposes for which the grant was made, MCCE may terminate the grant.

Closeout of a grant does not affect the right of MCCE to disallow costs and recover funds on the basis of a later audit or review, nor does closeout affect the grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions.

4. REPORTING REQUIREMENTS

- MCCE staff may conduct site visits, undertake telephone interviews, or request written materials in order to monitor grant activities.
- Formal interim and final reports are required from all grantees. At the end of the grant, both a financial and a narrative report will be due to the MCCE. Final reports should address the items described below under "The Financial Report" and "Narrative Reports." Refer to the Summary Timetable for report due dates.

4A) Preparing for Reporting

Project directors should maintain records indicating when and where activities took place, the length of time participants spent in activities, who participated in each activity by name, and how funds were expended, as well as the total project costs. In addition, project directors should maintain evidence that demonstrates whether activity and project goals are being met. Interim and final financial reports have a similar format but must clearly distinguish between approved expenditures and actual expenditures. See Appendix B for the Interim and Final Report Form.

4B) Interim Report

The Interim Report and all associated forms can be found in Appendix B, the report must include:

- An assessment of the progress towards attainment of goals and objectives;
- A Participant Roster (form provided)
- A Participant Contact Hours table (form provided);
- A Budget Summary worksheet for the reporting period (form provided) that shows how much of the grant has been spent, and how much remains in each line item of the original accepted budget proposal;
- Responses to the other questions posed on the interim report form; and
- Evidence that the project is progressing with sufficient effectiveness to continue.

See below under “Final Narrative Reports” for more information about gathering participant data. MCCE reserves the right to request a revised expenditure budget based on the Interim Report prior to the disbursement of subsequent payments on the grant.

4C) Final Report

- A final report must be submitted; **failure to submit a final report will make the project director ineligible to apply for future grants.**
- The final report has a final financial report section and a narrative report section.
- The final report includes evaluation of the grant; this evaluation will include the accepted evaluation plan components from the proposal. The Final Report should include any evaluation report completed for the project. Data tables, sample surveys, and other related evaluation tools should be placed in an appendix.
- A discussion assessing the attainment of the goals and objectives should be included. Each grantee will provide an account of the project evaluation data results in the final report and in an online survey. Grantees will be required to complete the online survey as part of their final report requirement. The survey questions are organized into two categorical areas:
 - Area 1: Changes in Participant Content Knowledge;
 - Area 2: Changes in Participant Pedagogical Knowledge;Note, in each area grantees are asked for three types of information: the type of study conducted, the measurement instrument used, and the general trend of the evaluation results.
- Final reports should include the same type of Participant Roster and Participant Contact Hours requested for the interim report that is updated to reflect the information for the full term of the grant (not just the second half of the grant).
- The final report includes a *Budget Summary* worksheet (see Appendix B) and a *Budget Narrative*.

1) Final Financial Reports

The financial report should be structured like the approved budget, with both a budget summary and a budget narrative (see forms in appendix for an example of the format to use). **It must be signed by a financial officer at the institution serving as the fiscal agent.** Grantees should keep records indicating how funds are expended, the total cost of project activities, the share of the cost provided from other sources (in-kind or otherwise), and any other related records to facilitate an effective audit. Any unspent grant funds should be returned to MCCE with the financial report.

2) Final Narrative Reports

Narrative reports must include the results of the evaluation plan outlined in the project proposal and document the project outcomes. These reports will:

- Address the goals of the project, explaining how project activities addressed those goals, and to what extent the project was successful in meeting those goals;
- Note where or how the project activities might be improved; and
- Indicate the number of participants that were served and estimate how many students were impacted.

The narrative report should also detail participant data, reflecting the total number of participants. In addition to the information contained in the roster/table, the report should include if applicable, the number of participants successfully completing assessments and the number who passed Praxis II exams.

Relevant student achievement indicators might be test scores, expansion of curricula, or documented changes in student behavior and performance. The specifics will have to be relevant to your project and your evaluation. Try to demonstrate as clearly as possible the impact your project had on the participants served.

6. ACKNOWLEDGMENT OF SUPPORT AND DISCLAIMER

An acknowledgment of the Maryland Center for Computing Education within the University System of Maryland must appear in any publication of materials based on or developed under this project in the following manner:

“The activity that is the subject of this [type of publication (e.g., book, report, film)] was produced with the assistance of a grant from the Maryland Center for Computing Education within the University System of Maryland under the auspices of the Maryland Preservice Computer Science Teacher Education Grant Program.”

MCCE may request that materials, except those published in academic journals, contain the following disclaimer:

“Opinions, findings, and conclusions expressed herein do not necessarily reflect the position or policy of the Maryland Center for Computing Education or the University System of Maryland, and no official endorsement should be inferred.”

All media announcements and public information pertaining to activities funded by this grant program should acknowledge support of the Maryland Center for Computing Education within the University System of Maryland Preservice Computer Science Teacher Education Grant Program.

At such time as any article resulting from work under this grant is published in a professional journal or publication, two reprints of the publication should be sent to the Maryland Center for Computing Education clearly labeled with appropriate identifying information.

7. COPYRIGHTS

Unless otherwise provided by the terms of the grant, when copyrightable material is developed in the course of or under the Preservice grant, the grant recipient is free to copyright the materials or permit others to do so.

If any copyrightable materials are developed in the course of or under this grant program, they shall have a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use and to authorize others to use the work for state or federal government purposes.

8. FEDERAL REGULATIONS

Non-Discrimination Statutes and Regulations

This grant and any program assisted thereby are subject to the provisions of Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the regulations issued pursuant thereto by the U.S. Department of Education (45 CFR Part 80). No person on grounds of race, color, national origin, or handicap shall be excluded from participation or be denied benefits of, or be otherwise subjected to discrimination under this grant. In addition, no person on the basis of sex shall be excluded from participation in the project in compliance with Title IX of the Education Amendments of 1972 (20 USC 1681-1686). Further, by acceptance of this award, the grant recipient assures the Commission and the U.S. Department of Education that it will comply with section 504 of the Rehabilitation Act of 1973 (29 CFR Part 84) and the implementing regulations (45 CFR Part 84). No person on the grounds of age shall be excluded from participation in the project as defined by the Age Discrimination Act (412 USC 6101 et seq.) and the implementing regulations (45 CFR Part 90).

Forms are included in the Appendix for sub-awardees and must be completed and returned by March 31, 2019 in order to have PSCST grant award funds released by MCCE to the grant sub-awardees.

APPENDICES

A. PROPOSAL FORMS

Cover Sheet

Maryland Preservice Computer Science Teacher Education Program Round #2

Email in entire proposal saved as a PDF to mcce@usmd.edu by 4:00 pm on October 25, 2019

Lead Applicant Institution: _____

Lead Applicant Institution DUNS #: _____

Title of Project: _____

Partnership Members: IHE (division preparing educators): _____

IHE (computing division): _____

Any partner LEA(S) _____

Other partnership members: _____

Content Area(s) of Project: _____

Funds Requested: \$ _____

Value of Match Provided (Funds, In-Kind, etc.): \$ _____

Project Director(s): _____

Campus Telephone: _____ FAX Number: _____

Email: _____

Campus Mailing Address: _____

Grants Office Contact, Name & Title (post award): _____

Email address: _____ Phone number: _____

Campus Mailing Address: _____

Finance or Business Office Contact, Name & Title (post award): _____

Email address: _____ Phone number: _____

Campus Mailing Address: _____

Certification by Authorizing Official (V.P. level or above):

Name: _____ Title: _____

Signature:

Abstract

Maryland Preservice Computer Science Teacher Education Program Round #2
(include in proposal narrative or send as a separate Word document)

Lead Institution: _____

Project Title: _____

In 250 words or less, describe (for an “educated general audience”) your project activities: (This may be reproduced as is or edited by the Maryland Center for Computing Education staff for inclusion in reporting, press releases and other publications describing the grant program).

Maryland Center for Computing Education Preservice Computer Science Teacher Education Program Round #2

Project Budget

Email in .xlsx format to dogrady@usmd.edu

Project Title:

Lead Institution Name:

	Grant fund amount requested	Institutional Match and Outside funds *
A. Salaries & Wages		
Professional Personnel		
List each by name and title		
Other Personnel		
List each by name and title		
Total Salaries & Wages	\$ -	\$ -
B. Fringe Benefits		
C. Travel		
1. Travel to MD CS Summit		
2. Other Travel (specify)		
Total Travel Costs	\$ -	\$ -
D. Participant Support Costs		
1. Stipends		
2. Tuition		
3. Subsistence **		
4. Other (specify)		
Total Participant Costs	\$ -	\$ -
E. Other Costs		
1. Materials and Supplies ***		
2. Consultant Services		
3. Marketing and Outreach		
4. Other (specify)		
Total Other Costs	\$ -	\$ -
Total Direct Costs (A through E)	\$ -	\$ -

* Other sources of funding should be explained in the project narrative.

** Subsistence may include light snacks and beverages for meetings that include in-service teachers ,school district personnel, or recruitment events

*** Materials and Supplies are not to exceed 10% of the total grant request and should only be requested to cover costs of materials needed for teaching: books, copies, robots. Etc and include a plan for ongoing use beyond the initial purchase

Budget Narrative and Justification

Maryland Preservice Computer Science Teacher Education Program

Lead Institution: _____

Project Title: _____

(These partial examples are provided only to demonstrate the format for the budget narrative. Provide as many sheets of paper as needed to provide justification for each line item of the budget summary.)

A. Salaries & Wages

Professional Personnel:

- a. Column 1: Dr. Jill Smith, the project director, will spend 12.5% of her time in project activities during the 2019-2020 academic year. Maryland State University requests for this time only the amount it will cost the university to pay an adjunct to replace Dr. Smith in one course.
Request = \$5,000
- b. Column 2: The University will contribute the difference between the \$5,000 requested and 12.5% of Dr. Smith's 10-month annual salary as in-kind cost share valued at \$7,500.
Match = \$2,500

Other Personnel:

- a. Administrative Assistant (1): Request = \$1.00/hour x 5 hours/week x 78 weeks = \$4,680
(Assistant's time not included as an indirect cost; time is scheduled for grant work)
Column 2: Assistant's fringe benefits contributed as match:
Match = 5 hrs./wk. x 78 weeks x 33% benefits rate x \$12/hr. = \$1,544.40
- b. Database programmer (1); no request;
Column 2: to help develop and maintain a database for the project:
Match = \$29/hr. x 2 hrs./wk. x 26 wks. = \$1,404

B. Fringe Benefits

Fringe benefits for the project manager's spring semester release time are calculated at 33% of prorated salary. Request = \$12,250 x .335 = \$4,103.75

C. Travel

Travel for project director to three cooperating LEAs for outreach and recruitment. Request = 58 cents per mile x 3 trips x 60 miles/trip = \$99.80

D. Participant Support Costs

1. Stipends:

50 preservice teacher participants @ \$100/day for 10-day summer seminar
Request = \$50 x 10 days x 50 participants = \$25,000
Institution Match = \$50 x 10 days x 50 participants = \$25,000

2. Tuition:

The grant will pay tuition reimbursement costs for each participant
Column 3, Other funds = \$193/credit x 3 credits x 10 participants = \$5,790

E. Other Costs

Other: Materials and Supplies for 6 Saturday workshops

Request = \$20 per participant for 1 circuit board and book x 40 participants = \$800

STATEMENT OF ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines, and requirements as they relate to the proposal, acceptance, and use of state funds for this project. Also, the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the proposal, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the proposal and to provide such additional information as may be required.
2. It will provide equal access to its programs of pre-service, in-service, and other professional development for all eligible program participants, taking into account barriers that may exist based on gender, race, ethnicity, national origin, disability, or age.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will enter into formalized agreement(s) with any local education agency or agencies (LEAs) named in the proposal in the area(s) of proposed service, as well as with other partners.
5. It will give the Maryland Center for Computing Education (MCCE) or an auditor through any authorized representative access to and the right to examine all records, books, papers, or documents related to the grant.
6. It will comply with all requirements imposed by MCCE and any State or Federal sponsoring agency concerning special requirements of law and other administrative requirements.
7. It will expend funds to supplement and not supplant state funds.
8. It will participate in any statewide needs assessment or evaluation as required.

Institution

Signature of Authorized Institutional Authority

Name and Title, Printed

Date

Participant Contact Hours

Maryland Preservice Computer Science Teacher Education Program

Note: Contact hours are calculated based on participant time, not project staff time; contact hours are per participant (do not multiply by the total number of participants).

Table 1: Participant Contact Hours

Type of Participants							Total Participants
	#	Contact Hrs. Per Participant	Credits Earned by # & Type)	#	Contact Hrs. Per Participant	Credits Earned: # and Type	
Preservice participants							
Other: _____							
Other: _____							
Total Participants							

See the section on Grant Management under “Records” and “Reporting Requirements” for a discussion of all information that must be recorded and reported regarding participants.

B. REPORT FORMS & TABLES

Interim Report

Maryland Preservice Computer Science Teacher Education Program

Grant # and Project Title #:	
Submitted By:	Reporting Period:

Please attach additional sheets for your responses. Address all questions and add any other information you think pertinent. The budget form is available in Excel and Word formats.

1. Refer to your accepted proposal. List the project goals and objectives and any other related milestones indicated in your initial proposal. Under each one, indicate how the project is progressing in meeting those objectives. Indicate beside each how this interim assessment was made (evaluator's report, data sources, etc.) If your evaluator was to turn in an interim report, attach that report to this document.
2. **Participant Information**
 - A. Submit a Participant Roster that lists each one's name and school affiliation, as well as grade level and/or subject taught. This roster should be the participant information sheet from the RFP. See Interim Report Table 1: Participant Roster.
 - B. Complete the Participant Contact Hours table (Interim Report Table 2). Note the key for indicating if credits were earned. Put the number and the type together in the appropriate column(s). A contact hour means time higher education faculty spent with the professional development recipients in an activity; it does not include teacher preparation time. Contact hours refer to participant hours, not project staff hours, and should be calculated **per participant**—do not multiply by the number of participants. Note: Contact hours are calculated based on participant time, not project staff time; contact hours are per participant (do not multiply by the total number of participants).
 - C. Complete the Interim Report Table 3: Participant Activity (table optional, information may be reported as narrative)

Interim Report Table 2: Participant Contact Hours (Required)

**Grant Number and Project Title
Reporting Period**

Type of Participants							Total Participants
	#	Contact Hrs. Per Participant	Credits Earned by # & Type)	#	Contact Hrs. Per Participant	Credits Earned: # and Type	
Other: _____							
Total Participants by program							

Interim Report Table 3: Participant Activities
Grant Number and Grant Project Title
Reporting Period

Type of Activity	Activity Date(s)	Major Activity Objective(s)	Number of Participants (Identify Participant Type)	Contact Hours

1. Please provide an overview of how your project is progressing:
 - (a) Did the project start on time? If not, please discuss why.
 - (b) Has the project recruited the projected number of participants? If not, please discuss the difference.
 - (c) What are the greatest challenges and/or major issues faced by the project? How will the project address these?
 - (d) What does the management team find to be the greatest successes of the project? Why?

2. If participants have agreed to be contacted later for a statewide evaluation, please attach any related documentation.

3. Include a roster of participants. Fiscal report (see next page). Explain any anomalies.

Contact MCCE immediately if you anticipate any difficulties completing all activities on schedule and according to the proposed budget.

**Sample Participant Sign-In Sheet for Preservice Computer Science Teacher Education
Program Grant Funded Activities**

Use this form to track activity participation for tuition and/or stipend purposes as well as grant reporting requirements for Interim and Final reports.

Grant Number and Project Name: _____

Lead Institution: _____

Heading Abbreviations to Be Used—Please fill in the appropriate columns with all abbreviations that apply to your teaching for the current year (year one of the grant project)

Grade Level Taught:

- E Elementary (PK-5)
- M Middle School (6-8)
- H High School (9-12)
- S Special Education (use this initial with others as appropriate)

Experience Level:

- Pre Pre-service (highly qualified paraprofessional)
- P Administration (assistant principals, principals)
- I Instructional coach or central office specialist
- RTC Conditional or provisional certification
- N New teacher (less than 2 years of experience)
- O Out-of-field teaching
- APC Advanced Professional Certificate

NAME		ADDRESS		Name of School AND School District	Grade Level Taught	Experience Level	Subject(s) Taught This Year & Next
Surname	First Name	Street Address	Email				

**Maryland Center for Computing Education Preservice
Computer Science Teacher Education Program Round #2
Budget report**

Email in .xlsx format to dogrady@usmd.edu

Project Title:

Lead Institution
Name:

	Grant fund amount requested	Institutional Match and Outside funds *	Interim Budget spending	Final Budget Spending	Unexpended Funds
A. Salaries & Wages					
Professional Personnel	\$ -	\$ -			
List each by name and title	\$ -	\$ -			
	\$ -	\$ -			
	\$ -	\$ -			
	\$ -	\$ -			
Other Personnel	\$ -	\$ -			
List each by name and title	\$ -	\$ -			
	\$ -	\$ -			
	\$ -	\$ -			
Total Salaries & Wages	\$ -	\$ -	\$ -	\$ -	\$ -
B. Fringe Benefits	\$ -	\$ -			
C. Travel	\$ -	\$ -			
1. Travel to MD CS Summit	\$ -	\$ -			
2. Other Travel (specify)	\$ -	\$ -			
Total Travel Costs	\$ -	\$ -	\$ -	\$ -	\$ -
D. Participant Support Costs	\$ -	\$ -			
1. Stipends	\$ -	\$ -			

2. Tuition	\$ -	\$ -			
3. Subsistence **	\$ -	\$ -			
4. Other (specify)	\$ -	\$ -			
Total Participant Costs	\$ -	\$ -	\$ -	\$ -	\$ -
E. Other Costs	\$ -	\$ -			
1. Materials and Supplies ***	\$ -	\$ -			
2. Consultant Services	\$ -	\$ -			
3. Marketing and Outreach	\$ -	\$ -			
4. Other (specify)	\$ -	\$ -			
Total Other Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Total Direct Costs (A through E)	\$ -	\$ -	\$ -	\$ -	\$ -

MCCE encourages grantees to expend all funds awarded in accordance with the proposal budget or any approved modifications. HOWEVER, any unexpended funds should be returned

Signature of finance officer: _____

Name of finance officer: _____

Date: _____

Evaluation Rubric

The evaluation is organized into two categorical areas:

Area 1: Changes in Participant Content Knowledge

Area 2: Changes in Participant Pedagogical Knowledge and/or Teacher Practice

In each area, we ask for three types of information: the type of study conducted, the measurement instrument used, and the general trend of the evaluation results.

To complete this, please determine which of the listed choices best fits how you measured your project goals and objectives for each of the categories. If how you measured the goals and objectives fits into more than one category within a single question, please count it within *each* appropriate category. Since this likely will result in some evaluation measurements being counted multiple times, the sum of the responses will likely be greater than the total number evaluation measures.

As much as possible, please try to use the categories outlined in the survey to classify each of your evaluation goals and objectives.

Thank you for your time and effort!

Directions: Select your choice by putting an “X” next to the phrase which best describes your project evaluation method.

Area 1: Changes in Participant Content Knowledge

Type of Study Conducted	
<i>Type of Study</i>	
Descriptive	
Correlational	
Post-intervention comparisons only	
Pre-post comparison, within participant group	
Pre-post comparison to another group (normative, quasi-experimental, randomized control trials (RCT), etc.)	

Measurement Instrument Used	
<i>Measurement Instrument</i>	
Did not measure changes in teacher content knowledge	
INDIRECT measures: Anecdotal or narrative evidence of changes in PD content area knowledge (survey, interview, structured observation, document analysis, etc.)	
<ul style="list-style-type: none"> Participant-reported 	
<ul style="list-style-type: none"> Based on external observations or analysis 	
DIRECT measures:	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in SPECIFIC PD content area knowledge 	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in BROAD PD content area knowledge 	
<ul style="list-style-type: none"> Published instrument (established reliability and validity) measuring changes in PD content area knowledge 	
<ul style="list-style-type: none"> Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in PD content area knowledge 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Teacher Content Knowledge</i>	
Substantial INCREASE (>3 S.D.)	
Moderate INCREASE (2-2.9 S.D.)	
Slight INCREASE (1-1.9 S.D.)	
NO reliable change in teacher content knowledge (0-0.9 S.D.)	
Slight DECREASE (1-1.9 S.D.)	
Moderate DECREASE (2-2.9 S.D.)	
Substantial DECREASE (>3 S.D.)	

Additional comments on Area 1: Changes in Participant Content Knowledge:

Area 2: Changes in Participant Pedagogical Knowledge and/or Practice

Type of Study Conducted	
<i>Evaluation Strategy</i>	
Descriptive	
Correlational	
Post-intervention comparisons only	
Pre-post comparison, within participant group	
Pre-post comparison to another group (normative, quasi-experimental, randomized control trials (RCT), etc.)	

Measurement Instrument Used	
<i>Measurement Instrument</i>	
Did not measure changes in teacher pedagogical knowledge and teacher practice	
INDIRECT measures: Anecdotal or narrative evidence of changes in pedagogical knowledge and/or Teacher Practice (survey, interview, structured observation, document analysis, etc.)	
<ul style="list-style-type: none"> Participant-reported 	
<ul style="list-style-type: none"> Based on external observations or analysis 	
DIRECT measures:	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in PD-SPECIFIC pedagogical knowledge 	
<ul style="list-style-type: none"> Project-developed/adapted instrument measuring changes in BROAD pedagogical knowledge 	
<ul style="list-style-type: none"> Published instrument (established reliability and validity) measuring changes in pedagogical knowledge 	
<ul style="list-style-type: none"> Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in pedagogical knowledge 	
<ul style="list-style-type: none"> One-time direct observation in a classroom documenting good practice 	
<ul style="list-style-type: none"> Multiple, systematic direct observations in a classroom documenting changes in practice 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Teacher Pedagogical Knowledge and/or Teacher Practice</i>	
Substantial INCREASE (>3 S.D.)	
Moderate INCREASE (2-3 S.D.)	
Slight INCREASE (1-2 S.D.)	
NO reliable change in teacher content knowledge (0-1 S.D.)	
Slight DECREASE (1-2 S.D.)	
Moderate DECREASE (2-3 S.D.)	
Substantial DECREASE (3+ S.D.)	

Additional comments on Area 2: Changes in Participant Pedagogical Knowledge and/or Teacher Practice: