

## **Guidelines for Requests for Funding for Summer Reading, Math and Science Institutes for Teachers (FY11)**

All state funded professional development proposals submitted to the Math & Science Bureau of the New Mexico Public Education Department *must* reflect the following guidelines:

**Statement of Need:** Describe the need or needs addressed in this proposed project. What data support the need(s)? What is the context in which the proposed activities will take place?

**Program Description:** Describe the professional development that will be conducted. Include a description of the target audience, numbers of participants, timeline of professional development activities, type of activities, and anticipated short-term, intermediate and long-term outcomes. In addition, the scope of work *must* include the following:

- Summer Institutes need to be conducted within the following time periods: July to August of 2010 and May to June of 2011.
- An explicit focus on content that clearly aligns with New Mexico Standards, Benchmarks, and Performance Standards for math and/or science;
- A description of how reading and writing instruction will be integrated into the program;
- A description of how the proposed professional development aligns with the New Mexico Quality Math & Science Education Model (<http://www.ped.state.nm.us/MathScience/dl09/NMQMSEM.pdf>) and the New Mexico Framework for Professional Development ([http://www.eventsnm.org/custom/PDFramework\\_Final.pdf](http://www.eventsnm.org/custom/PDFramework_Final.pdf));
- Instructional teams of content experts (scientists/mathematicians) and science/math educators in a partnership between schools (K-12) and institutions of higher education or non-formal education institutions (e.g., museums);
- Opportunities for teachers to engage in learning experiences that will extend their understanding of science and/or math content, *including a specific focus on development of science inquiry and/or math process skills*;
- A plan for working with *teams* (including departments or full staffs) of K-12 teachers;
- Specific structures, involving school and district administrators, to support participants' implementation of learned content into classroom instruction; and  
<http://www.ped.state.nm.us/div/psb/dl10/CLASS-D/CLASS%20Assessment%202009%202010.doc%20District%20edited%2002.12.10.doc>  
[see specifically pages 7 and 8 for districts' CLASS assessment responses]
- Evidence of the effectiveness of the proposed professional development.

**Quality of Personnel:** List the personnel involved in this professional development. Include the time that will be devoted to the project, their roles within their district, and a brief summary of their qualifications. Note the requirement of instructional teams listed above.

**Management Plan:** Describe how this professional development will be managed. How will you ensure that this project is well managed? How will you ensure that participants complete the program? How will you handle your reporting responsibilities? How will you communicate with your participants' schools and districts?

**Evaluation:** Describe the intended evaluation of this project's professional development. What are the plans to evaluate the program's short-term, intermediate, and, to the extent possible, long-term outcomes? What

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are the criteria for success? How will success be measured? (Applicants are encouraged to follow Guskey's<sup>1</sup> five levels of evaluation, as appropriate.)

Budget and Budget Justification: The project budget should include these items: salaries & wages, employee benefits, travel, materials & supplies, consultants & contracts, teacher stipends, equipment (purchase), other, indirect costs and total. The budget justification should clearly be tied to the scope of work and requirements of the project. The budget justification should describe the basis for determining the amounts shown on the project budget.

Assurances: Applicants must sign two assurances:

1. A statement of agreement to participate in data collection as directed by the Math and Science Bureau of the New Mexico Public Education Department.
2. A letter of commitment signed by a school/district administrator that indicates how personnel will participate, what school/district resources will be committed to the effort, and how the professional development relates to the school/district Educational Plan for Student Success (EPSS) and the district's CLASS assessment (if applicable).

Preference will be given to requests that:

- Develop content and pedagogy of specific curricular materials teachers will implement;
- Have plans to work with all of the math and/or science teachers in schools or districts;
- Work with the state's priority schools under No Child Left Behind;
- Integrate research on how to incorporate strategies for addressing language acquisition, special education, and gaps in achievement;
- Include an expectation that IHE faculty or other content experts involved in the program visit participants' K-12 classrooms;
- Provide guidance to teachers and administrators in using data to improve math and science education;
- Help teachers and administrators involve families in improving math and science education; and
- Include partnerships with community groups and organizations.

The following points will be awarded to each section:

Statement of Need: 10 points

Scope of Work: 50 points

Quality of Personnel: 15 points

Management Plan: 10 points

Evaluation: 15 points

Budget and Budget Justification: Required

Assurances: Required

Total Points: 100

**NOTE: APPROPRIATIONS FOR SUMMER READING, MATH AND SCIENCE INSTITUTES FOR TEACHERS FOR PROGRAM YEAR 2011 ARE SUBSTANTIALLY REDUCED. THE 2011 APPROPRIATED AMOUNT IS \$164,100. THE MATH AND SCIENCE BUREAU SEEKS TO FUND A MAXIMUM OF 2 TO 3 SUMMER INSTITUTES FOR THE 2011 TO 2012 PROGRAM YEAR.**

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<sup>1</sup> Guskey, Thomas R. (2000). *Evaluating Professional Development*. Thousand Oaks: Corwin Press.

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