

G. REPORT FORMS & TABLES

**Interim Report
Improving Teacher Quality State Grant Program**

Grant # and Project Title #: 15-13XX	
Submitted By:	Reporting Period: November 24, 2014 to July 31, 2015

Please attach additional sheets for your responses. Address all questions and add any other information you think pertinent. This form is available online in MS Word format at <http://www.mhec.state.md.us/grants/ITQ/ITQ.asp>. 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 participating teacher**—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 by School Level (Required)

**Grant Number and Project Title
Reporting Period 11/24/14 – 07/31/15**

Type of Participants	Elementary			Middle			High			Total Participants
	#	Contact Hrs. Per Participant	Credits Earned by # & Type)	#	Contact Hrs. Per Participant	Credits Earned: # and Type	#	Contact Hrs. Per Participant	Credits Earned by # & Type	
Principals										
In-service teachers:										
Out-of-field										
Provisional/ Conditional Certification										
Other: _____										
Highly qualified Paraprofessionals										
Other: _____										
Total Participants by School Level (Elem, MS, HS)										

TABLE KEY:

- U = Undergraduate credit hours
- C = MSDE continuing professional development credit
- G = Graduate credit hours
- O = Other (explain)

Interim Report Table 3: Participant Activities
Grant Number and Grant Project Title
Reporting Period 11/24/14 – 07/31/15

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. Indicate where each teacher works and where each is in terms of the participant table categories. Fiscal report (see next page). Explain any anomalies.

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

Sample Participant Sign-In Sheet for Improving Teacher Quality (ITQ) 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	E-mail				

**MHEC Improving Teacher Quality Grants Phase 13
 IIINTERIM & FINAL BUDGET SUMMARY REPORT (Excel)**

Grant Number _____ and Project Title _____

Lead Institution _____

Reporting Period _____

	column 1 TITLE II FUNDS	column 2 TITLE II FUNDS	column 3 INSTITUTION MATCHING FUNDS	column 4 INSTITUTION MATCHING FUNDS	column 5 OTHER FUNDS ¹	column 6 UNEXPENDED TITLE II FUNDS ₂
A. Salaries & Wages						
Professional Personnel						
List each by name and title	BUDGETED Expenditures	ACTUAL Expenditures	BUDGETED Expenditures	ACTUAL Expenditures		UNSPENT Balance
1						
2						
3						
Other Personnel (list by job category & note # of each)						
6						
7						
Total Salaries and Wages	0					
B. Fringe Benefits						
C. Travel						
D. Participant Support Costs						
1. Stipends						
2. Tuition						
3. Subsistence						
4. Other (specify)						
Total Participant Costs	0					
E. Other Costs						
1. Materials and Supplies						
2. Consultant Services						
3. Computer Services						
4. Other (specify)						
Total Other Costs						
F. Total Direct Costs (A through E)						
G. Indirect Costs (cannot exceed 8% of F)						
H. Total (F & G)						

¹ If any of these parties, or another agency, committed funds or in-kind donations for this project, indicate the specific breakdown and explanation of such funds for each on a separate sheet, while putting in the totals for appropriate categories

² MHEC encourages subgrantees to expend all funds awarded in accordance with the approved budget. Project directors should work with their finance offices to ensure that funds are used for their intended purposes. HOWEVER, any unexpended funds should be returned

Signature of Finance Officer: _____

Name & Title of Finance Officers (printed): _____

Date: _____

FINAL REPORT - SPECIAL RULE (50% RULE)

Improving Teacher Quality State Grant Program

Project Title/Grant #15-XXX

Lead Institution

Grant Period

Project Director

Grant Budget Amount

Every proposal and final report must demonstrate that no one partner receives more than 50% of the total benefit of the grant funds. (Each participating division of a four-year institution is a separate partner.) Although this chart does not have to be the means of demonstrating that the 50% rule has been followed, the proposal must be explicit in its demonstration that no partner receives more than 50% benefit. It is recommended that proposals have no one partner very close to 50 percent.

Partner	Budget Item Benefiting Partner	Dollar Value	% Benefit	How the Item Benefits the Partner
Arts & Sciences				
--list budget items, add as many rows as needed				
High Need LEA				
--list budget items, add as many rows as needed				
Teacher Preparation				
--list budget items, add as many rows as needed				
TOTAL (= total requested funds)				

* If there are additional partners (e.g. other LEAs), please add rows to table as needed.



Title II-A Improving Teacher Quality Grant Programs
Measuring Effective Professional Development

Evaluation Rubric

The evaluation is organized into three categorical areas:

Area 1: Changes in Teacher Content Knowledge

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

Area 3: Changes in Student Learning Outcomes

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 survey, 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 Teacher 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 Teacher Content Knowledge:

Area 2: Changes in Teacher Pedagogical Knowledge and/or Teacher 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.)	
• Participant-reported	
• Based on external observations or analysis	
DIRECT measures:	
• Project-developed/adapted instrument measuring changes in PD-SPECIFIC pedagogical knowledge	
• Project-developed/adapted instrument measuring changes in BROAD pedagogical knowledge	
• Published instrument (established reliability and validity) measuring changes in pedagogical knowledge	
• Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in pedagogical knowledge	
• One-time direct observation in teacher's classroom documenting changes in teacher practice	
• Multiple, systematic direct observations in teacher's classroom documenting changes in teacher 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 Teacher Pedagogical Knowledge . . .

Area 3: Changes in Student Learning Outcomes

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 student learning outcomes	
INDIRECT measures: Anecdotal or narrative evidence of changes in student learning outcomes (survey, interview, structured observation, etc. – all EXCEPT student work samples)	
<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"> Embedded assessment measuring changes in student learning outcomes (student work samples) 	
<ul style="list-style-type: none"> Participant-created/adapted student assessment instrument measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> Project-provided/adapted student assessment instrument measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> Published instrument (established reliability and validity) measuring changes in student learning outcomes 	
<ul style="list-style-type: none"> Commercial or state-developed standardized instrument (or archived data from such instruments) measuring changes in student learning outcomes 	

General Trend of Evaluation Results	
<i>Trend of Results: Changes in Student Learning Outcomes</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 3: Changes in Student Learning Outcomes: