

### **PART III – REQUIRED PROGRAM INFORMATION**

*The narrative component is not to exceed 10 pages. The font used must not be smaller than Arial 10 point. Applicants must adhere to the page limitations and should not append additional material other than what is required.*

#### **SECTION I – COURSE NEEDS ASSESSMENT, RATIONALE, PLANNING, AND PUBLICITY**

##### **A. Needs Assessment and Rationale**

Describe the needs assessment and the rationale for offering the course based on analysis of relevant student achievement data and teachers' professional development needs. The course should reflect the professional development plans of teachers in the applying district and be linked to school and district priorities.

##### **B. Planning and Development of the Application**

Provide information on the following:

1. dates of planning sessions for this application; names and roles of persons involved and their affiliations; and
2. target audience, including potential districts, and participants' grade level(s) and content areas.

##### **C. Recruiting Participants and Publicizing Course(s)**

*An educator must have a MassONE account in order to participate in the online courses. He/she should have technology skills at least in the "Developing Technology" level as stated in the State's Technology Self-Assessment Tool (TSAT) <http://www.doe.mass.edu/edtech/standards/tool.pdf>.*

1. Describe how the lead district(s) will recruit and select the district team (*not more than 7 members*).
2. Describe the publicity plan to recruit other participants with specific activities, timelines, and person(s) responsible.

#### **SECTION II – ONLINE COURSE(S) AND PARTICIPANT PROJECTS**

*The course(s) must be planned and taught by educators with strong academic qualifications, experience in teaching online, experience in teaching adult learners, and experience in training and mentoring online. Key instructor(s) for the course(s) must have an advanced degree in the content area of the course.*

*The online course(s) should be designed for educators at the elementary **or** middle **or** high school level if the content is focused on a specific curriculum area. Because it is the intent of the program to improve knowledge needed for teaching at a specific grade span, applicants should not propose an online curriculum course open to K-12 teachers. However, an online course may be open to K-12 educators if its focus is on assistive technology or on Partnerships for 21<sup>st</sup> Century Skills.*

*The period for designing and developing the course(s) begins from the time the Board approves the grants to August 31, 2007. The instructor(s) must work closely with the MassONE staff to post course materials on MassONE.*

*The instructor(s) should teach the course(s) any time during the period from September 1, 2007 to February 28, 2008.*

*Participants in an online course must be offered the option of graduate credit at the participant's expense. To receive professional development points (67.5 PDPs) and/or graduate credit, participants must complete all of the course's requirements. Participants must also complete a project outside of class instruction. No partial PDPs or graduate credits may be awarded.*

**SECTION II – ONLINE COURSE(S) AND PARTICIPANT PROJECTS - continued****A. Online Course(s)**

1. Identify the title of the course(s).
2. Provide instructors' academic qualifications, teaching experience, and online teaching experience.
3. Describe the design of the course(s), including the number of sessions and the type of sessions (online, face-to-face, etc.).
4. Provide the syllabus for all sessions, indicating the objectives for each session. (*The course must provide at least 45 hours of direct instruction for 20-30 participants.*)
5. Identify relevant resources and reading assignments for each session. (*Courses must include substantial reading assignments of books or articles written for adults. An annotated bibliography of assigned readings and books must be included as an attachment.*)
6. Describe the course delivery plan (start and end dates, etc.).

**B. Participant Project Description**

1. Describe the requirements for participants' projects developed as a result of the course(s).
2. Provide the plan for collecting and sharing these projects.
3. Describe how MassONE's tools can be used for these projects.

**SECTION III – TRAINING AND MENTORING ONLINE COURSE DELIVERY**

*The course provider for each project must train and mentor/coach the participating lead district team to teach the course(s) to other educators in their district or other districts. The training period should take place between March 2008 to May 2008. Members of the lead district team will deliver the online course(s) in the summer of 2008. The course provider must mentor/coach members of the lead district team during its delivery of the summer course(s).*

**A. Training Online Course Delivery**

1. Describe the provider's experience in training and mentoring/coaching particularly in online course delivery.
2. Describe how the provider plans to train the lead district team to conduct the online course(s) during the period between March 2008 to May 2008.

**B. Summer Courses and Mentoring**

1. Describe how the lead district plans to deliver the online summer course(s), including the recruiting, publicizing, and selection of participants. The plan must include detailed information on the course(s), course timeline, and offer professional development points (PDPs).
2. Describe how the provider plans to mentor/coach the lead district team.

**SECTION IV – EVALUATION**

*Courses must have a strong evaluation component that includes pre- and post-assessments based on the course's key academic concepts and the learning standards of the curriculum frameworks as well as samples of participants' projects.*

**A. Pre-/Post-Test Sample Items**

Provide at least two sample pre- and post-assessment questions and show how they are linked to the key academic concepts, learning standards of the curriculum frameworks, and the revised recommended K-12 instructional technology standards. One of the questions must be an open-response question and include a rubric and a sample of an exemplary response. Ten to twenty pre- and post-assessment questions will be developed and administered by the course provider if this proposal is funded. Use the format below, adding additional lines as needed.

**SECTION IV – EVALUATION - continued**

Learning Standard(s)	K-12 Instructional Technology Objective(s)	Key Concepts	Questions

**B. Other Evaluation Components**

1. Up to 10% of grant funds must be set aside to procure the services of an external evaluator. The Department will coordinate the selection of an external evaluator for all the projects in this program.
2. The Department will work with the selected evaluator to develop pre- and post-course surveys for all participants in this program. Each course provider must insure that each participant completes the surveys - one given on the first day and one given on the last day of the course. In addition, at the end of the course, all providers must complete and submit a summary report describing course activities.

**SECTION V – ATTACHMENTS**

1. Syllabus
2. Bibliography of assigned readings
3. Instructors' résumés and summaries of their experience in teaching the course content
4. Letters of support from superintendents of the high-need districts and superintendents of other partner districts

**NOTE:**

1. *The Massachusetts Department of Education will work closely with the lead districts and the providers to implement the program. This includes publicizing the courses, posting the courses to MassONE, rostering participants to the groups, and hosting regular meetings for all partners.*
2. *The Department will give final approval of the curriculum and syllabus for all courses.*
3. *In this grant program, all providers and lead districts must attend meetings hosted by the Department. There will be monthly meetings during the period for designing and developing the course(s). From September 1, 2007 to the end of the grant period, there will be bi-monthly meetings.*
4. *The Department reserves the right to post course content designed and developed by the providers on MassONE TLR (Teaching and Learning Resource) area. However, the content does not necessarily represent the policy of the Massachusetts Department of Education and users of the materials should not assume endorsement by the Department.*