

Budget

Bowling Green State University (062893) - Wood County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (375)

U.S.A.S. Fund #:
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		65,344.00	14,568.00	0.00	500.00	0.00	0.00	80,412.00
Support Services		26,444.00	8,823.00	15,000.00	2,500.00	0.00	2,275.00	55,042.00
Governance/Admin		35,467.00	9,488.00	0.00	0.00	0.00	0.00	44,955.00
Prof Development		0.00	0.00	0.00	0.00	0.00	172,906.00	172,906.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		49,629.00	12,823.00	5,850.00	1,170.00	0.00	31,114.00	100,586.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		176,884.00	45,702.00	20,850.00	4,170.00	0.00	206,295.00	453,901.00
Adjusted Allocation								0.00
Remaining								-453,901.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: BGSU - Developing Assessment Leaders in Schools

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Bowling Green State University's (BGSU) faculty will develop an online 13-credit graduate Assessment Leader (AL) Certificate and pilot the program by working with approximately 25 Ohio teachers/administrators. The goal of the AL Certificate is to create assessment leaders who are highly knowledgeable in primary aspects of educational assessment and can facilitate educator development in assessment practices in his/her home district through the ongoing use of AL instructional materials. The pilot will allow developers to embed practical and applicable issues, content, scenarios within the courses and training materials and ensure that the Certificate program and training materials are meaningful and of the highest quality.

3280 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Thomas Kornacki, Director of Sponsored Programs & Research

Organizational name of lead applicant: Bowling Green State University

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 106 University Hall, Bowling Green, OH 43403

Phone Number of lead applicant: 419-372-2481

Email Address of lead applicant: ospr@bgsu.edu

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

NA

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Content Developers/Facilitators Three key members of this team will work to develop and implement the assessment content for this program. Drs. Toni Sondergeld (assistant professor) & Rachel Vannatta Reinhart (full professor), CAES Co-Directors & Professors in Assessment, Research, & Statistics at BGSU, created & facilitated teacher training/workshops on assessment development for the OTES process to numerous districts, SSTs, & ESCs; served on Ohio's Performance Assessment Pilot ELA Range Finding Committee; presented sessions on how to create high quality & rigorous LEA assessments for OTES at ODE's Connecting the Dots Symposium; developed a reading program training assessment for an evidence-based reading intervention to be utilized in their certification process; facilitated teacher PD on data-driven decision making; developed & regularly teach college courses in assessment, statistics, & research methods; & are both former K-12 teachers. In addition, Dr. Toni Sondergeld has conducted a workshop on scaffolding & assessing students' engagement with science content for National Science Teacher Association; implemented workshops on MCQ item writing for National Math + Science Initiative PD trainers; Facilitates bi-yearly meetings for item creation, standard setting, & assessment protocols of multiple National Surgical Board Exams based on psychometric analysis for the American Osteopathic Board of Surgery; & provided psychometric consultation for the American Board for Certification of Teacher Excellence's multiple-choice written assessments for teacher certification. Dr. Craig Mertler will be joining the BGSU assessment content development team as an expert consultant. Dr. Mertler has been an educator for 28 years, 18 of those in higher education, & 6 as an administrator. He teaches courses focused on the application of action research to promote educator empowerment, research methods, & educational assessment methods. Dr. Mertler has consulted with numerous schools, districts, & universities & is the author of 17 books focusing on classroom-based action research, classroom assessment practices, & research methods. All three of these team members are Quality Matters Online Instruction Development certified and regularly teach masters level assessment and research courses through online methods. In addition to the assessment content development/facilitation team, expertise will be drawn upon from BGSU professors in the Educational Leadership & Policy Studies department. These faculty members will assist with content development for a leadership course in developing and providing professional development in schools. Evaluation Team The evaluation for this project will be provided by the Center of Assessment & Evaluation Services (CAES). The Center of Assessment and Evaluation Services (CAES), formerly Center for Evaluation Services, is a university-based center serving the assessment and evaluation needs of large and small grants, programs, organizations, and K-12 schools, districts and agencies. In the past 13 years, CAES faculty have evaluated a wide range of projects funded by agencies such as the National Science Foundation, U.S. Department of Education, Safe Schools/Healthy Students, state departments of education, and various private agencies. In addition, CAES has worked with more than 200 schools on projects that span assessment literacy, early childhood, reading, mental health, special education, school safety, response to intervention, after-school programming and grant writing. By drawing on the wide range of talents at BGSU, CAES has the capacity to support any project with tailored evaluation design, training, instrument/protocol development, data analysis and reporting. Evaluation staff, Dr. Stacey Rychener & Kandy Current, have each been with CAES for 13 years & have evaluated over 50 school-based grants. CAES currently has 6 Master's & PhD students in education as graduate assistants.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

This project will support the development and pilot of an innovative, online 13-credit graduate Assessment Leader Certificate (ALC). The goal of the ALC is to create assessment leaders who are highly knowledgeable in four primary aspects of educational assessment-1) formative assessment; 2) creating valid and reliable classroom assessments; 3) analyzing and interpreting test data to guide

instruction; and 4) assessment leadership practices and experience-such that the Assessment Leader (AL) can facilitate PD in assessment practices in their home district through the ongoing use of AL instructional materials. The proposed certificate is more than a "Train the Trainer" Model, as it would develop ALs who will have in-depth understanding and experience in leading their home district not only in training other district educators, but also in guiding the district in implementing exemplary assessment practices. The ALC will be comprised of the following courses: EDFI 6430 (3 credits): Best Practices in Classroom Assessment-creation & use of reliable & valid teacher created assessments (needs to be developed); EDFI 6440 (3 credits): Implementing Formative Assessment Techniques & Strategies-learn & implement various FA strategies (needs to be developed), EDFI 6450 (3 credits): Using K12 Assessment Data to Improve Practice-data-driven instructional decision making (developed for online instruction). EDAS 6250 (3 credits): School Culture & Instructional & Professional Development-the role of teacher leader in PD (need development for online instruction). EDFI 6880 (1 credit): Assessment Internship-teacher led assessment PD utilizing an Assessment TLC (needs to be developed). Funding the project would support the development of: ? ALC coursework. Two courses have been developed (EDFI 6450 & EDAS 6250); three courses need to be created. ? Digital course content for online instruction (EDFI 6430, 6440, 6880 and EDAS 6250) and update EDFI 6450. Although instructional videos have been developed and implemented for EDFI 6450, which can be viewed at <http://personal/bgsu.edu/~rvanna/>, the development team seeks to embed all online courses with multimedia examples, learning objects, animations and demonstrations that reinforce concepts and provide practical applications. Therefore, each online 3-cr. course will consist of: approximately 15 hours of video with rich multimedia examples; a digital text that corresponds with videos; assignments that engage participants in assessment issues within their classroom, school, &/or district. ALs will have ongoing access to all of these course materials and can give other district educators access to facilitate training. Course materials will be available through a secure MOOC (Massive Open Online Course); therefore access is only given to individuals who are or have been enrolled in the ALC or associated with the AL. ? Three training modules that correspond with ALC courses. These training modules will serve as shortened versions of courses-combining both multimedia and text-and will provide participating ALs with training materials to guide other district educators. Again all ALs will have continued access of these training modules and can extend access to other district educators. This project will also support the pilot and refinement of the ALC course work and related training modules. The pilot will consist of implementation of 3 courses (9-credit hours) during the funded grant period and 2 courses (4 credit hours) during the semester (Fall 2014) immediately following the grant period. Twenty-five practicing Ohio teachers will participate in the pilot. Although the bulk of course content will be developed for pilot delivery, this project will utilize participant experiences from the courses and their classroom assessment experiences to create vignettes and examples for the courses. Extended evaluation will be conducted with ALs to determine how courses and

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Student Achievement Goal - When teachers possess the necessary assessment pedagogy, they can improve student achievement in a variety of ways (Chappuis, Arter, Chappuis, & Arter, 2012). This project seeks to advance teacher knowledge and experience in three areas of assessment: 1) formative assessment; 2) creating valid and reliable classroom assessments; & 3) analyzing and interpreting test data to guide instruction. Each of these areas has been shown to improve instruction and resultant student achievement (Mertler & Campbell, 2005; Black & William, 1998). Greater Share of Classroom Resources Goal - Teachers involved in this initiative will also learn the leadership skills needed to facilitate their own assessment TLCs and/or PD sessions in their schools/districts and aid teachers in their districts with a variety of assessment related issues (e.g., SLO process, assessing student affect, assessment for learning - formative assessment, data-driven decision-making). Teacher Leaders are critical to promoting school- or district-wide change (Greenlee, 2007). When facilitating their own assessment TLCs or PD sessions, teachers will be sharing resources (three training modules developed for TL use) with teachers who otherwise may not have had access to this material. Additionally, TLC/PD participants may decide to enroll in the BGSU AL Certificate program themselves if a "spark" is started from these sessions. Finally, since our program will be offered fully online, any teacher in the state or nation will have an opportunity to participate in the program since proximity to BGSU will not be an issue.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Bowling Green State University is an Institution of Higher Education. While the proposed project has the potential for impacting every district in Ohio, estimating the financial impact on district spending is impossible. However, the Assessment Leader Certificate is being created so that when just one teacher or leader from a district completes the AL Certificate, that individual is permitted to utilize all corresponding AL instructional materials in leading and training his/her district educators. Related districts and individuals would not pay for the materials unless one sought the associated graduate credit and AL Certificate. This is a tremendous value-equivalent to \$6,383 per person that receives these materials and training. Although districts would not realistically pay to have all of their teachers earn the AL Certificate, utilization of the materials and facilitation by their own Assessment Leader saves each district thousands of dollars in professional development costs. In addition, a primary outcome of the project is knowledgeable educators regarding assessment practices, which in turn leads to high quality assessments that guide instruction and intervention. Ultimately, when educators have accurate assessment data, decisions and actions are more efficient, which leads to increased gains in student growth.

14. What is the total cost for implementing the innovative project?

451,122.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Total project cost = \$451,122 (includes 39% F & A costs) Course and content development = \$146,759 Pilot and implementation = \$203,133 Evaluation = \$101,230 The budget for this project addresses three categories: 1) Course and content development; 2) Pilot and implementation; and 3) Evaluation. The first category supports the development of the AL Certificate courses as well as the creation of digital content to be delivered in an online environment. Three courses need to be developed. Three assessment experts will create these courses and work with videographers and graphic designers to develop compelling, meaningful media. Cost for staff and fringe benefits is \$87,807. Equipment and graphic design will cost \$17,775. The remaining amount (\$41,177) in this category is the 39% F & A rate for BGSU. The second category is piloting and implementing the AL Certificate courses. To incentivize the 25 teachers and leaders to participate, the project will pay for the tuition and fees (\$110,406) associated with 9 credits of the AL Certificate, which will be completed during the funding period. Since an aspect of the pilot is examining the degree to which materials can easily be transferred to school-wide or district-wide training, the project will also fund \$2,500 for each of the 25 participants to support Assessment Learning Communities, for a total of \$62,500. The monies may be used to support participant stipends, substitute pay, or other Learning Community expenses. The remaining amount (\$30,227) is this category is the 39% F & A rate for BGSU. Note: tuition and fees are not subject to the F & A rate. The final category is project evaluation. These funds will be used to fund staff in instrument development and administration, data collection, data analysis, and report writing. Staff and fringes (\$72,328) comprise the bulk of this budget category. Cost of materials is \$500. The remaining amount (\$56,611) in this category is the 39% F & A rate for BGSU.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

For this project the only new/recurring costs will be for those of BGSU instructors to continue teaching the online assessment certificate courses after the Grant Funding period is over. This, however, will be covered by future student tuition and fees to run the courses and will thus not be an issue.

16. Are there expected savings that may result from the implementation of the innovative project?

173,175.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Developing a graduate certificate program is a considerable undertaking, faculty must: utilize data to show need for the certificate, develop their vision and write a proposal to gain the support of their department, College, and the Graduate College of the University. The faculty then must develop and modify courses for the appropriate delivery model: face-to-face, blended, or online, get the courses approved by their department and College, identify instructors for the courses, and recruit students for the program. The estimated cost for developing a certificate program by BGSU (e.g., Inclusive Early Childhood, Autism) based on 2 grants applied for or received is approximately \$100,000. This cost does not include piloting the Certificate Program with a cohort of students, which would include tuition, fees, instructional expenses, and evaluation that our current proposal details. The total cost savings to BGSU, if awarded funding for this Straight A Fund proposal, will be \$451,122. Further, there will be cost savings for schools, districts, and/or educational agencies once this AL Certificate is developed. Thirteen schools, districts, State Support Teams, and ESCs have paid on average \$2,511 (training price differs depending on travel to site) to have CAES staff conduct professional development only on Assessment Development for their school, district, region, or ESC. The total saving to districts that have teachers participating is estimated at \$62,775 for just 1 cohort of 25 students. The Assessment Leaders program will train 25 teachers to be Assessment Leaders in their district. It is a trainer-trainers model, and each Assessment Leader will be expected to train and support their district in Assessment Development, managing and analyzing data, and utilizing data-based decision making to inform instruction. The total costs for districts in tuition and fees will be \$4,416 per district/teacher for a total of \$110,400. The total estimated cost savings of developing and piloting the Assessment Leaders Certificate for K12 educational agencies would be \$173,175.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

As previously stated in question 15, the assessment certificate program will be self-sustaining through future student tuition and fees which will cover the cost of course instructors.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

*** Proposal Timeline Dates**

Plan (MM/DD/YYYY): January 1, 2014 - January 31, 2014

*** Narrative explanation**

? Recruit and enroll ALC participants ? Develop and approve EDFI 6430 and 6440 ? Develop training modules associated with EDFI 6450 ? Evaluation: Create course evaluation instruments and discussion/interview protocols Barriers to the planning phase are procuring enough teachers to participate in the assessment certificate pilot since Ohio teachers are undergoing a great deal of change due to the OTES process and SLO implementation. To mitigate this barrier, we will attempt to recruit teachers through email correspondence with superintendents & curriculum coordinators. Further, we will directly contact districts and ESCs we have worked with on assessment literacy PD & ask them to help us recruit teachers for the certificate (pool of over 1000 teachers). Offering 12 of the 13 credit hours in an online certificate for free will also provide incentive for teachers to participate in the pilot program. 3 courses will be paid for by grant funding, the 4th course will be covered by BGSU, and 1 credit seminar will be paid for by the participant.

Implement (MM/DD/YYYY): February 1, 2014 -June 30, 2014

*** Narrative explanation**

Development & Pilot 1: February 1, 2014 - May 9, 2014 ? AL participants complete EDFI 6450 ? Create assessment vignettes and examples for EDFI 6450 ? Evaluate EDFI 6450 and training module ? Develop online content for EDFI 6430, 6440 and EDAS 6520 Pilot 2: May 10, 2014-June 30, 2014 ? AL participants complete EDFI 6430 and 6440 ? Create assessment vignettes and examples for EDFI 6430 and 6440 ? Evaluate EDFI 6430 and 6440 and respective training modules ? Pilot 3: August 2014-December 2014 (after funding period) ? AL participants complete EDAS 6520 and EDFI 6880 ? Create assessment vignettes and examples for EDFI 6520 and 6880 ? Evaluate EDFI 6520 and 6880 and respective training modules Completion of timeline and objectives will be facilitated by the AL Team that consists of Drs. Toni Sondergeld, Rachel Reinhart, Craig Mertler, and Stacey Rychener. In addition, two k-12 educators/leaders will be invited to serve on the team to provide guidance regarding the ALC development and implementation. The AL Team will meet weekly to review progress and plan activities. Teacher attrition will likely be a primary barrier and will be addressed in multiple ways. First, the ALC is spread over a year to provide for a gradual completion allowing teachers to successfully complete the program while still engaging fully in their challenging jobs. Second, the content is highly applicable to many state policy initiatives (e.g., OTES, SLOs, OIPs). Third, teachers will earn the entire certificate (with the exception of 1 credit hour) for free. Finally, if teachers decide to drop out of the program after or during the initial course (EDFI 6450) we will be able to recruit replacements for these teachers since this course is regularly offered online through BGSU every semester.

Summative evaluation (MM/DD/YYYY): May 10, 2014-June 30, 2014

*** Narrative explanation**

? Evaluate EDFI 6430 and 6440 and respective training modules ? Evaluation: The summative evaluation for the end of the grant cycle (June 30, 2014) will consist of 4 main components: 1) Course Evaluations, 2) Program Satisfaction Survey, 3) Teacher Classroom Implementation Survey, and 4) Process Evaluation ? Evaluate EDFI 6520 and 6880 and respective training modules Barriers to the summative evaluation are teachers not participating in the evaluation process & short timeframe for completion. Since teachers are receiving free graduate credit to participate in this program we will be able to require completion of the evaluation components. To mitigate the short timeframe, the CAES evaluation team will conduct a formal evaluation at the end of the funding cycle but also continue to evaluate through January 1, 2015 since this is of critical importance to producing the best program possible. As such, in the Summer of 2015 BGSU will put all of its online courses for the assessment certificate up for Quality Matters Online Instruction Review

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

We have worked with over 20 districts and more than 1000 teachers since January 2013 on quality assessment literacy practices. We have heard from our teachers that once they go through this training they are unable to go back to their former, less rigorous, assessment practices. As such, we expect all teachers who participate in the Assessment Leader Certificate to have a similar experience since the coursework will be far greater in depth and breadth than our typical two-day training, and as a result teacher understanding of classroom assessment will be greatly enhanced. We have seen that this type of training has opened teachers' eyes and started wonderful conversations about best assessment practices.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Assessment is a significant component of a classroom teacher's daily routine. Classroom teachers typically spend one third to one half of their time engaged in assessment-related activities (Stiggins et al., 1992). However, most teachers do not believe that they have the skills needed to develop their own high quality assessments or use assessment data to make appropriate decision making (Mertler & Campbell, 2005). Researchers have found that by completing course work specifically focusing on assessment strategies and data-driven decision-making skills teachers' assessment literacy knowledge and perceptions have greatly improved (e.g., Mertler & Campbell, 2005). Additional researchers have shown that when teachers learn about specific formative assessment strategies through TLCs they are more likely to effectively implement them in their classrooms (e.g., Sondergeld, Bell, & Leusner, 2010), and student learning is consequently improved (Black & William, 2001). However, it has been noted that if we want to see real change in schools teachers must be integrally involved in the process of leading their peers (Greenlee, 2007) to help facilitate a school-wide culture shift. Taking all of this into consideration, BGSU's AL Certificate would provide the scaffolded instruction needed for teachers to learn more about and apply assessment development skills, formative assessment practices, and data-driven decision-making abilities in their own classrooms. Further, the AL Certificate focus on leadership will allow teachers in the program to develop effective PD delivery skills to facilitate a positive school- or district-wide assessment culture shift. BGSU teacher training programs have experienced a great deal of success in developing and implementing quality assessment courses and workshops that students feel are applicable to their careers. Our current online version of EDFI 6450: Using K12 Assessment Data to Improve Practice is highly regarded among many practicing teachers who complete the course. The overall course evaluation rating for this course averages 3.6 on a 4.0 scale. And teacher feedback suggests the course "is extremely organized...and videos were very informative and helpful" (Su13 Student). Additionally teachers find the content to be practical: "I found the projects and assignments related to what I was doing in assessing my students and their testing data. I was able to use testing data from my school/grade level instead of using data the instructor gave me, that didn't mean anything to me" (F11 Student). In January 2013, CAES faculty began collaborating on teacher assessment literacy training & teacher developed assessments of students. Over a seven month period, our team provided training to 20 educational entities (districts or service agencies) across the state with over 1000 participants. Participants were extremely receptive to the training and responded quite favourably to workshop evaluations (n=155). Evaluation results indicated overwhelmingly positive feedback, with a strong majority (95-100%) indicating that: the content was meaningful and applicable, content was presented in a practical and understandable way, the presenter was engaging, activities facilitated content, the 5E model used for instruction was effective, and the pace was appropriate. We have considered all of this information when thinking through the AL Certificate that BGSU would like to provide for practicing teachers in Ohio. We feel that our experiences in the field and with online instruction have prepared us to offer a practical program that will better teacher understanding of best assessment practices and also improve student learning as a result.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

NA

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Student Achievement Goal - When teachers have better assessment literacy skills they are better able to assess and consequently improve student achievement (Chappuis et al., 2012). Quantifiable measures of teacher assessment literacy skills include: ? Increased teacher confidence & perceptions of assessment best practices ? Increased teacher assessment literacy skills ? Increased number of teachers using assessment best practices in the classroom Increased student achievement Greater Share of Classroom Resources Goal - All participants will have access to online assessments, videos, and instructional materials will be shared through professional development and Teacher Learning Communities with their peers. ? Increased number of teachers using rigorously developed assessments (student ability & affective measures) ? Increased teacher participation in assessment literacy graduate school work

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Short-Term Benchmarks (assessed in April - June 2014) ? # of teachers participating in the assessment certificate program (benchmark - 25 from varying K12 grade levels) ? # of teachers retained in program from start to finish (benchmark - 95% retention rate) ? # of courses created for online facilitation in the program (benchmark - three 3-credit hour courses and a 1-credit seminar) ? # teachers practically implementing newly learned assessment skills in their classrooms (benchmark - 95% indicate regularly using new practices) ? high teacher satisfaction with assessment certificate courses (benchmark - score of 3.5 or higher out of 4 on BGSU course evaluation ratings) ? teacher assessment skills improved (benchmark - significant growth from pre-post assessment at .05 alpha level) ? teacher confidence in assessment best practice skills improved (benchmark - significant growth from pre-pose survey at .05 alpha level; perceptions improved qualitatively) Long-Term Benchmarks - funding will run out prior to completion of the assessment certification coursework. As such, long-term benchmarks will include the following: ? courses in assessment certificate approved by Quality Matters online instructional review (benchmark - all 4 of the 3-credit hour courses approved by Fall 2015) ? # of educators completing AL Certificate ? increased number of teachers with assessment literacy training (benchmark - 250 teachers since each of the 25 participating certificate teachers will be required to provide PD for a minimum of 10 teachers in their district as part of their seminar course)

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

A mixed-methods evaluation approach will be used to help the evaluation team understand both what occurred & why. However, the greatest focus of data collection & analysis for this evaluation will be on quantitative data. Short-Term Benchmark Evaluation The process evaluation component will take place throughout the duration of the planning & implementation phases of this project (February 1 - June 25). This component will assess many of the short-term benchmarks: # of teachers participating, # of teachers retained in the program, & # courses created for online facilitation. Evaluating teacher assessment perceptions and skills will be done at two time points: 1) late January 2014 (prior to assessment literacy training) and 2) early June 2014. This will provide for a quantitative analysis of growth from pre- to post-training. Data will be collected with a survey of teacher perceptions (Likert-scale items and open-ended questions), and the Assessment Literacy Inventory test (multiple-choice items) (Mertler & Campbell, 2015). Repeated measures analyses will be conducted to assess growth in quantitative measures, and content analysis will be used to assess qualitative responses. Course Evaluations and a qualitative discussion board focus group lead by CAES will be conducted following each course (February - June 2014). A survey of teacher perceptions of the recruitment process, the application and orientation process, level of support, and relevance to current teaching will be conducted in June 2014. The course evaluation and survey will both consist of Likert-scale and open-ended questions. Quantitative results will be analyzed descriptively and open-ended questions and discussion board transcripts through content analysis. Data from these analyses will be used as formative feedback for instructors to modify course materials to be best aligned with practicing teacher needs. Teacher classroom implementation of best assessment practices will be administered at two time points: 1) late January 2014 (prior to assessment literacy training) and 2) early June 2014. This will provide for a quantitative analysis of growth from pre- to post-certificate program. Data will be collected with a survey of teacher classroom assessment implementation (Likert-scale items and open-ended questions). Repeated measures analyses will be conducted to assess growth in quantitative measures, and content analysis will be used to assess qualitative responses. Long-Term Benchmark Evaluation Even after Straight A Funding from round 1 is over, CAES will continue to monitor all short-term benchmarks listed above since developing the best certificate courses is of critical importance to BGSU. As such, all appropriate measures (course evaluations, teacher perceptions survey, etc.) will be administered at the end of each course. BGSU will notify ODE when the AL courses are submitted and approved by Quality Matters online instructional review. The faculty administrator of ALC will have a database that will contain the total number of teachers with assessment certification and will update this on the CAES website. (benchmark - 250 teachers since each of the 25 participating certificate teachers will be required to provide PD for a minimum of 10 teachers in their district as part of their seminar course) Once AL participants have completed orientation CAES will download the school report card and all relevant 2012-2013 State assessment data on ODE's website for each teacher that participates. This data will then be compared to the same data for the 2013-2014 school year. cl (benchmark - significant growth from pre-post assessments at .05 alpha level; The teachers will complete Teacher classroom implementation of best assessment practices in December of 2014 to evaluate the teacher perceptions' of greater assessment resources in the classroom (benchmark - significant growth from pre-post survey at .05 alpha level).

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

See attached assurances.