

## THE STANDARDS AND ASSESSMENTS GRANT: Supporting Best Practices

AWARDS OF \$500 TO \$2500

### Dates to Remember!

The due date for Maxi-Grant proposals is **the last Friday in May** of the school year preceding funding.

If there is a second funding round, the due date will be **the second Friday in October** of the funding year.

Final reports must be submitted by **the last Friday in May** of the funding year.

The Teacher Center is pleased to offer a grant program that encourages collaboration and addresses the NYS Learning Standards. Awards support efforts to design, implement and assess innovative activities aimed at improving teaching and learning.

#### **Projects should:**

- relate to the NYS Learning Standards and Assessments
- encourage exploration of new techniques and development of educational resources
- focus on improved teaching and learning
- stimulate creativity in the classroom

#### **Eligibility:**

- applicants must be employees of the Nyack CSD or St. Paul's School.
- teams of 3 or more staff members must develop the proposal.
- Teachers, teaching assistants, and administrators may be involved, but the majority of the developers/participants must be teachers.

#### **Criteria:**

- the significance of the project, standard(s) addressed, soundness of design, adequacy of personnel and methods, uniqueness or innovative quality, economic efficiency and efficacy, feasibility of assessment, and likelihood that the project could be replicated by other teachers with similar needs.

#### **Fiscal Procedures:**

- funds may be used for a variety of purposes, including: workshops study groups, stipends, development of curriculum materials, field trips, equipment, substitute costs for grant-related activities.
- grant funds may not be used *exclusively* for: conference attendance, outside consultants, transportation, books, or equipment.
- budgets must be clearly itemized or they will not be considered

#### **Application Procedures:**

- do not include names of applicants or school building in the body of the proposal.
- all school principals whose teachers are involved must sign the application.
- proposals must be received in the Teacher Center office by 4:00 PM on the last Friday in May.
- If funds are available, a second round of applications will be announced and applications will be due the second Friday in October



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## STANDARDS AND ASSESSMENTS GRANT: SUPPORTING BEST PRACTICES

Title of Project \_\_\_\_\_

One project member will need to serve as the contact person:

Name \_\_\_\_\_ Position \_\_\_\_\_

At least two teachers members must be involved. List participants' names and positions below.

Name	Position
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Use an additional page if more individuals are participating in this project.

I have reviewed and support this application for a Standards and Assessments Grant.

\_\_\_\_\_  
Building Principal's Signature

\_\_\_\_\_  
Date

Use additional copies of this page if individuals from more than one school will be involved in the project.

## THE STANDARDS AND ASSESSMENTS GRANT PROPOSAL SUPPORTING BEST PRACTICES

Respond to the following questions in a narrative format,  
no more than five 8 1/2" x 11" pages,  
typed, using Times New Roman – Size 12 font or its equivalent.  
Submit four copies of the narrative and budget form with the cover sheet.

**Title:** The title should reflect the content of the project.

**Summary:** Write a brief overview of the project that could be used in a teacher center newsletter. Include the main elements of the project. (4-6 sentences)

**Needs & Rationale:** Focus on why the project should be undertaken - What is the purpose of the grant? What is the educational need? How did you determine the need?

**Standards:** Identify the NYS Learning Standard(s) that will be addressed through this project. Describe the project's overall focus as it relates to the NYS Learning Standards and/or assessments.

**Teacher Outcomes:** What will the teachers be able to do as a result of this project? How will this project improve teacher practice?

**Student Outcomes:** What will the students be able to do as a result of this project? How will this project increase student learning? (see attached *Examples of Student Data Collection*)

**Activities:** How will you carry out your plan to achieve the objectives? Be as specific as you can. Estimate the dates by which various tasks will be completed.

**Assessment:** How will you assess the effectiveness of this project? What evidence will you gather to determine whether or not the teacher and student outcomes you expected to achieve have, in fact, been achieved? What will your criteria for success be? See attached "Example of Data Collection for MiniGrants)

**Sharing with Colleagues:** How will you share your work with fellow staff members?

**Itemized Budget:** How will the grant funds be used? Describe the anticipated expenses in detail. If the project will cost more than \$2500, indicate how the rest will be financed.

### NOTE:

- If your project involves released-time, you must get district approval before submitting the proposal.
- These proposals are judged anonymously. Do not include references to a specific school (*SAY secondary school, NOT high school; SAY elementary school, NOT Valley Cottage Elementary*) or a specific person (*SAY media specialist, NOT Ms. Travers*) or the proposal will be disqualified.
- The Teacher Center's Grant Review Committee judges the applications and forwards their recommendations to the Policy Board for consideration.

**THE STANDARDS AND ASSESSMENTS GRANT PROPOSAL  
SUPPORTING BEST PRACTICES  
BUDGET PROPOSAL**

(use additional pages if necessary)

**Title of Project** \_\_\_\_\_

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>COST</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

**TOTAL** \_\_\_\_\_

Will some of the costs of this project be covered by other sources? If so, indicate the funding source(s), the amount of additional funding, and the costs that will be covered by this funding, on a separate sheet

## EXAMPLES OF DATA COLLECTION

Grant proposals that include data collection to document change in teacher practice &/or student behavior/learning will be given priority by the Grant Review Committee

### **Determining Change in Student Learning or Behavior**

The best way to determine change in student learning is by looking at student work. *All student observations must have guidelines or criteria for observation.* Work backwards asking, "What is it that needs to change?" and then determine acceptable evidence of change in learning and/or behavior.

Data can be collected through the use of checklists or rubrics:

- Change in skills, i.e.,
  - Graded word lists
  - Vocabulary
  - Math calculation
- Use of newly acquired strategies – documentation of occurrences of student use of strategies
- Increase in speed, i.e.,
  - In doing an internet search
  - In writing an essay (making sure not to sacrifice quality for speed)
  - In math calculation
- Change in student behavior
  - Behavior report card
  - Progress-monitoring time-series chart
- Pre and post checklists to evaluate the impact of new strategies and teaching, i.e.,
  - Student technology skills checklist
  - Writing checklists – 6+1 rubrics, NYS Standards
  - Physical education checklists

### **Determining Change in Teacher and/or Student Attitude**

Surveys, interviews and/or questionnaires that will provide evidence of change, i.e.

- Pre and post surveys
- Attitudinal data – i.e., change in attitude toward reading
- Awareness of information – i.e., awareness of instructional technology
- Self-assessment
- Questionnaires
- Reflective journals

### **Determining Change in Teacher Behavior**

Peer observation or video-taping to document specific behaviors, i.e.,

- Use of an instructional strategy
- Interactions with students
- Feedback to students