Affordable Materials Grants, Round 20:

Continuous Improvement Grants

(Fall 2021-Fall 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 20 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just leave the submitter blank.*

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution | Georgia Southern University |
| Applicant name | Nancy Remler |
| Applicant email  | nremler@georgiasouthern.edu |
| Applicant position/title | Associate Professor, Middle Grades and Secondary Education |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

|  |  |  |
| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Nancy Remler | nremler@georgiasouthern.ed |
| Team member 2 | Janel Smith  | jjsmith@georgiasouthern.edu |
| Team member 3 | Heather Scott | hscott@georgiasouthern.edu |
| Team member 4 | Nikki Cannon-Rech | dcannonrech@georgiasouthern.edu |

Project Information

| Requested information | Answer |
| --- | --- |
| Type of Project | * *Creation of original OER content to enhance existing low-cost/no-cost courses*
 |
| Requested Amount of Funding*$10,000 maximum total award per grant* | $9482 |
| Course Titles and Course Numbers | SCED 3121: Planning and Instruction for Secondary EducatorsSCED 3721: Practicum IMSED 6122: Curriculum and Instruction IMSED 6123: Middle and Secondary School Practicum |
| Final Semester of Project | * *Fall 2022*
 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created*Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | There has been no one required existing text for the above-listed courses, but faculty of said courses have used various print or electronic resources as texts. Among them have been the following:*The First Days of School,* Wong, $25, <https://amz.to/3zklBrt>*The First Year Teacher’s Survival Guide,* Thompson, $21, <https://amzn.to/3yi6EpC>*Ensuring High Quality Curriculum,* Lalor, $30, <https://amzn.to/2UQ7ZpX> *Keys to Teaching Success* seeks to create an OER text that will eventually render third-party resources (like the ones above) unnecessary. The complete version of *Keys to Teaching Success* is too large for this grant opportunity to support, so this proposal seeks to create the first segment of what will eventually become a ten-chapter textbook (as explained in the Action Plan on page 4). Once published, these two chapters can serve as ancillaries of the low-cost third-party texts selected for the above-listed courses. The proposed two chapters of *Keys to Teaching Success* will align with the ninth and tenth standards of Intern KEYS: Georgia’s performance rubric for preservice and in-service teachers. The use of Intern KEYS during the education program aligns to TKES (Teacher KEYS Effectiveness System), the rubric used in Georgia’s public schools to evaluate all teachers. *Keys to Teacher Success* will offer consistency and reliability in supporting teacher preparation. |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

This project seeks to maintain the reduced cost of teacher education courses while also providing original content of two peer-reviewed, reliable textbook chapters, which can be applied to teacher education courses across a teacher candidate’s program of study. The project seeks to develop course materials for two programs that lead to initial certification for teacher candidates, one an undergraduate degree and one a master’s degree. In creating and publishing this original content, the project seeks to meet the following goals:

1. **Consistency of Resources Across Courses and Programs:** The proposed original content will provide a reliable, credible text grounded in the measurable standards of Georgia’s teacher evaluations. Georgia’s K-12 teachers undergo annual evaluations using the Teacher Keys Effectiveness System (TKES) (Georgia Department of Education, 2021). To prepare teacher education students for those professional standards, Georgia’s colleges of education and alternative prep programs use an assessment rubric aligned with TKES. The Intern KEYS rubric introduces preservice teachers to the same 10 TKES standards they must meet once they enter the profession (Georgia Professional Standards Commission, 2017). Teacher candidates work toward those standards throughout their programs of study. Although all of Georgia’s teacher-education programs are grounded in this common set of standards, there is no one text aligned with the rubrics. As a result, faculty design their courses by invoking fair use of online and commercially published sources to support preservice teachers’ progress toward teacher certification. This project seeks to foster reliability and consistency across two programs of study by creating an open educational resource specifically designed for teacher preparation in Georgia.
2. **Portability and Adaptability:** This project lends itself to adaptive learning environments. Georgia Southern University’s teacher preparation students (as well as those at other institutions) often find themselves traveling up to 70 miles one way, multiple days a week, to complete internships and practicum experiences throughout a semester. That travel—and the time it consumes—necessitates flexible means of student access to learning materials. With digital texts, teacher candidates can access learning resources via computer, tablet, or wireless phone. Currently, when faculty rely on a variety of third-party online and print sources, they have no control over the readability, availability, currency or accessibility of those resources. *KEYS to Teaching Success* will ensure the adaptability of materials for diverse learners, modeling best practices of Universal Design for Learning.
3. **Maintenance of Reduced Cost:** Becoming a teacher is expensive. In addition to course textbooks, teacher preparation programs include the following costs:
	1. Travel to and from assigned schools for practicum experiences and internships
	2. Appropriate attire for those field experiences
	3. Materials for teaching K-12 students (when not provided by their assigned schools)
	4. Subscriptions to online platforms for sharing and evaluating teaching demonstration videos
	5. Practice GACE tests and actual GACE tests
	6. Georgia Ethics test
	7. Liability insurance

Because teacher education programs recognize the varied costs of preparing for a modestly-compensated profession, faculty and administrators already design courses using low-cost/no-cost texts and materials. This project will maintain our programs’ efforts to reduce costs of teacher-preparation courses.

1. **Alignment with Program Assessment:** Georgia’s Professional Standards Commission requires that teacher preparation programs show direct alignment between the required courses/field experiences and the 10 TKES/Intern KEYS preparation standards. Furthermore, to afford teacher candidates a smooth transition to their first teaching jobs, teacher preparation programs must also discuss and model the alignments of the 10 TKES and Intern Keys standards. By creating this text so that it directly aligns with Intern KEYS/TKES, this project provides an exemplar for Intern KEYS/TKES expectations (both for teacher candidacy and transition to the profession) while also making more feasible and cost-effective a program’s ability to document teacher candidates’ performance of each standard. Recently, the Council for the Accreditation of Education Preparation (CAEP) revised its standards to require documentation that preservice teachers master skills for communicating with diverse families and other school stakeholders (Council for Accrediting Educator Preparation, 2021). Due to students’ (and their families’) diverse needs and the limited time teacher candidates can spend in assigned classrooms, preservice teachers are challenged to meet these broader CAEP standards. *KEYS to Teaching Success* will address that challenge by providing an exemplar for Intern KEYS, TKES and CAEP expectations both for students’ teacher candidacy programs and their progression into their professional classrooms.

# Action Plan

This team of colleagues will compose, edit and pilot original content of two peer-reviewed, reliable chapters of the textbook *KEYS to Teaching Success*, a resource which can be applied to Georgia’s teacher education courses across a program of study.

Georgia assesses its preservice teachers and professional teachers according to 10 performance standards:

1. Professional Knowledge
2. Planning
3. Instructional Strategies
4. Differentiation
5. Assessment
6. Use of Assessment Data
7. Positive Learning Environments
8. Challenging Learning Environments
9. Professionalism
10. Communication

Eventually, *KEYS to Teaching Success* will include content aligned with all ten standards. Such a project will take more time and work than one ALG round can support, so this proposal requests funding for a writing, editing, and pilot/evaluation of Chapters 9 and 10, which align with Intern KEYS/TKES Standards 9 and 10. The team will begin with those two chapters because Standards 9 and 10 are assessed in every course of a Georgia teacher preparation program; therefore, these two chapters would eventually benefit the widest audience. These two standards also address CAEP standards in that they apply to diverse needs of families and students and a teacher candidate’s awareness of resources and opportunities beyond the classroom environment.

A search of existing OER for preservice teachers found few relevant options and no options directly applicable to the Intern KEYS rubric. Nesin and Lownsbury’s *Curriculum Integration: Twenty Questions with Answers* (2019) is the most relevant resource and is available via Digital Commons and GAMLE. However, initially published in 1999, much of its content is rather dated for today’s preservice teachers. Cozart et.al’s 2016 *Open EDUC: Investigating Critical and Contemporary Issues in Education* is more current. Funded by ALG textbook transformation funds, this resource includes some relevant content, but it is more appropriate for students enrolled in 2000-level educational foundations courses. An OASIS search located Lombardi’s (2018) *Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners*.

The content of this resource would be applicable to other standards of the Intern KEYS/TKES rubric, but this resource does not include information supporting performance assessed under Standards 9 and 10. Searches via Merlot, OpenStax and TextbookGo found no matches for preservice teachers in middle grades and secondary education.

To meet Standards 9 and 10, teacher candidates must demonstrate specific behaviors and skills. Chapters 9 and 10 of *KEYS for Teaching Success* will include original content designed to support preservice teachers in demonstrating those skills and behaviors.

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| --- | --- |
| Chapter 9, Professionalism | Chapter 10, Communication |
| * Professional Ethics
* Professional Attire and Grooming
* Decorum and Privacy in Online Settings
* Reflection on Teaching
* Professional Growth Opportunities and Professional Organizations
 | * Professional Written Communications
* Web Etiquette and Online Meeting Etiquette
* Communicating with Parents, School Personnel and Other Stakeholders
* Resources through platforms and programs
* Academic Language
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*KEYS to Teaching Success* will be published with the CC-BY Creative Commons license. The following team members will contribute to this project in the following ways:

|  |  |
| --- | --- |
| Team Member | Contributions |
| Nancy Remler | * Compose original content about professional ethics, professional attire/grooming, decorum and privacy in online settings, professional written communications, web etiquette and online meeting etiquette
* Review Janel Smith’s drafts and recommend revision/editing,
* Revise/edit chapters drafts according to reviewer recommendations
* Recruit/hire a graduate assistant for the copyediting process
* Create evaluation instruments for SCED 3721 and SCED 3121
* Pilot chapters in Fall 2022 sections of SCED 3721
* Collect and analyze student evaluations of Chapters 9 and 10
* Revise/edit chapters according to student evaluations.
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| Janel Smith | * Compose original content about reflection on teaching; professional growth opportunities and professional organizations; communicating with parents, school personnel and other stakeholders; academic language.
* Review Nancy Remler’s drafts and recommend revision/editing
* Recruit two K-12 teachers for developmental edit
* Revise/edit chapters drafts according to notes from developmental edits
* Pilot chapters in Fall 2022 sections of SCED 3121
* Collect and analyze student evaluations of chapters
* Revise/edit according to those evaluations.
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| Heather Scott | * Review initial drafts of chapters 9 and 10, recommend revision/editing,
* Create evaluation instruments for MSED 6122/MSED 6123
* Pilot chapters in Fall 2022 sections of MSED 6122/6123
* Collect and analyze student evaluations of Chapters 9 and 10
* Recommend revision indicated by those evaluations.
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| Nikki Cannon- Rech | * Provide training in LibGuides
* Provide training in Creative Commons licensing
* Support publication of materials through Digital Commons and LibGuides
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# Timeline

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| --- | --- |
| Timing | Tasks |
| Currently Underway | Composition of textbook chapters |
| January 2021-May 2022 | Continued composition of textbook chapters, review of chapters and revision recommendations, recruit K-12 teachers to review chapter drafts and recommend revisions/edits, recruit/hire graduate student for copyediting |
| June 2022 | K-12 teachers review chapter drafts and share recommendations for developmental edit |
| June-July 2022 | Revision process according to developmental edit recommendations, graduate student begins copyediting. |
| July, 2022 | Copyediting continues; Remler, Smith and Scott create instruments for student evaluations of chapters (to be piloted in Fall 2022) |
| August-December 2022 | Pilot edited chapters in Fall 2022 sections of SCED 3121, SCED 3721, MSED 6122, MSED 6123; collect evaluation data from students enrolled in those courses; analyze evaluation data for necessary edits; submit report to Affordable Learning Georgia |
| December 2022 | Conduct final edits of Chapters 9 and 10, publish through Digital Commons and LibGuides |

# Budget

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| --- | --- |
| **Amount** | **Description** |
| $1998.75 | Summer salary for Nancy Remler: 21.26% of one month of institutional base salary with 29.54% fringe |
| $1998.27 | Summer salary for Janel Smith: 21.45% of one month of institutional base salary with 29.54% fringe |
| $1998.67 | Summer salary for Heather Scott: 27.32% of one month of institutional base salary with 29.54% fringe |
| $2000.00 | Consultation fees, two K-12 teachers, to be determined, for reviewing manuscripts, $1000 per teacher. |
| $1595.37 | Master level hourly pay, two graduate students, to be determined, to copyedit chapters: $13/hour, 28.5 hours/week, 2 weeks, $741 per graduate student with 7.65% fringe |
| **$ 9591.06** | **Total** |

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.* ***Yes, we agree.***

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.* ***Yes, we agree***

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| *Dr. Amelia Adkins, ChairDepartment of Middle Grades and Secondary EducationGeorgia Southern University11935 Abercorn StreetSavannah, GA 31419**adadkins@georgiasouthern.edu* |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| --- |
| *Ms. Tina LeggettAssistant Director of Research ServicesResearch Services and Sponsored ProgramsGeorgia Southern University11935 Abercorn StreetSavannah, GA 31419**tleggett@georgiasouthern.edu* |