

## **STEM Education RFP: 5<sup>th</sup> to 10<sup>th</sup> Grade STEM Education Teacher Professional Development**

### **Proposal Selection Criteria**

***Helios Education Foundation seeks well thought out, innovative and realistic proposals with promising ideas and the potential for impact. We have envisioned the ideal proposal(s), and described the characteristics and qualities of model proposals below. We also recognize that fundable proposals may not match all of the described criteria.***

1. The project should be aligned to the Helios strategies and indicators as described in the Transition Years Theory of Change as it related to teacher professional development.
2. The project must benefit STEM teachers in grades 5<sup>th</sup> . 10<sup>th</sup> located in the Tampa Bay area, working with a majority of lower-performing students (i.e. FCAT score of 3 or less). The proposed target population of teachers must also demonstrate a need for the designated type of professional development.
3. The project provides professional development focused on STEM education for teachers and incorporates the following characteristics:
  - adult learning principles
  - a developmentally appropriate, standards-based STEM curriculum
  - a mentoring/coaching component
  - a professional learning community
  - sustained professional development over time
  - integration of technology into instructional practice
  - the opportunity to earn college credit
4. The program strategies demonstrate a thorough understanding of the specific needs of the target population. Examples include:
  - A curriculum designed with participants (teachers and/or practitioners) average academic proficiency level in mind
  - The program is offered at a time, location and/or mode that is accessible to the participant
  - Addresses the specific needs and motivations in order to incent participation
4. The proposal reflects current research in STEM education and provides activities that include the following characteristics:
  - Aligned with state and national standards

- Provides learning opportunities and curriculum which integrates science, technology, engineering, and mathematics content or some combination of these content areas
  - Provides teachers with first-hand opportunities to experience STEM integrated, hands-on, inquiry-based, relevant activities/modules which can be implemented into their classroom practice
  - Utilizes researched-based adult learning principals
  - Provides opportunities for the teachers to apply and reflect upon their new learning
  - Includes a rigorous evaluation plan that includes a teachers' pre-and post-knowledge of the STEM content of focus and classroom observation to assess the teachers' progress
5. Collaborative relationships add value to the project. The proposal names these relationships, listing the partner(s), explaining the nature of the relationship and identifying how the relationship adds value to the proposed project. Letters of support are included with the proposal that substantiate the described relationships.
  6. The applicant provides evidence as to how participants' increase in content knowledge and pedagogical skills that support standards-based instruction will be measured. The activities include a well-defined plan to measure outcomes that are relevant to the needs being addressed. These outcomes are clearly articulated and are associated with an if-then progression demonstrating that they are logical, relevant and attainable. Associated, relevant indicators are identified to measure the change. The outcomes measured include the data source for the indicator and the manner in which the data will be collected.
  7. The implementation timeline is realistic; the activities can be accomplished. The timeline includes a timeframe for all major activities and reflects any interdependencies. The proposed timeline reflects an awareness of the timelines of inter-related systems.
  8. There is evidence of sustainability that is appropriate to the project's stage of development (see Helios' program design continuum in relation to the sustainability continuum, attached). Evidence of sustainability might include any of the following conditions:
    - The proposal addresses sustainability and sustainability planning
    - There is an identifiable leave-behind at the end of the grant term
    - The relationships identified in the Collaboration section are relevant to future sustainability
    - There are other funding sources committed to the concept at the time of the proposal (requires evidence)
    - There are other funding sources with strong interest in the concept when it reaches a future stage (requires evidence)
    - The proposal includes a realistic concept for program replication and/or taking the project to scale.
  9. The proposed budget is a well thought out, balanced budget that describes all reasonable revenue and expenses that could be anticipated for the activities proposed within the context of the budget narrative and reflects an understanding from the field of realistic costs.