Grant Title: TEACHER QUALITY MATHEMATICS & SCIENCE EDUCATION RESEARCH GRANTS

Grant Number: 84.305 A/B


Area of Research: Education research that contributes to improved academic achievement for all students.

Application Deadline: Letter of Intent: May 24, 2007; September 6, 2007; Application: July 26, 2007; November 1, 2007

Amount: Goal 1: $100,000-350,000 per year; Goal 2: $150,000-500,000 per year; Goal 3: $250,000-750,000 per year; Goal 4: Up to $6,000,000 over a 5 year period (but typically less); Goal 5: $150,000-400,000 per year.

Length of Support: Goal 1: Up to 2 years; Goal 2: Up to 3 years; Goal 3: Up to 4 years; Goal 4: Up to 5 years; Goal 5: Up to 4 years.

Eligible applicants: Include but are not limited to non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Agency/Department: ED; IES

Summary: This funding opportunity will identify effective strategies for preparing future teachers or improving the performance of current classroom teachers in ways that increase student learning and school achievement in mathematics and science. The Institute intends for the Teacher Quality research program to fulfill five goals: (1) identifying the characteristics of teachers that are associated with better student outcomes in mathematics or science in kindergarten through Grade 12; and identifying programs and practices for teacher preparation or teacher professional development that are associated with better student outcomes in mathematics or science from kindergarten through Grade 12, as well as mediators and moderators of the relations between student outcomes and these teacher characteristics, programs, or practices; (2) developing new programs and practices for teacher preparation or professional development that will eventually result in improving teacher practices and through them student learning and achievement; (3) establishing the efficacy of programs and practices for teacher preparation or professional development for improving teacher practices and through them student learning and achievement; (4) providing evidence of the effectiveness of teacher preparation or professional development programs that are implemented at scale and intended for improving teacher practices and through them student learning and achievement; and (5) developing and validating new assessments of teacher quality, or validating existing assessments for teachers at any grade level from kindergarten through high school against measures of student achievement. Under these goals, the Institute supports development and evaluation of teacher preparation and teacher professional development interventions for (a) teaching mathematics or science from elementary school through high school and (b) teaching basic skills in mathematics to adults.

Detailed Information: http://ies.ed.gov/funding/doc/2008305.doc