Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: TEACHER QUALITY - READING AND WRITING 84.305A

Funding Opportunity Number: CFDA Number(s): 84.305A.


Area of Research: Teacher Quality - Reading and Writing.


Amount: Range of awards: $100,000-$1,200,000. Exploration Goal: Secondary data analysis or meta-analysis typically $100,000 to $350,000 (total cost = direct + indirect costs) per year. Data collection - typically $100,000 to $400,000 per year. Development and Innovation Goal: Typical awards for projects at this level are $150,000 to $500,000 per year. No more than 30 percent of the total funds may be used for collection of pilot data to demonstrate the promise of the intervention for achieving the desired outcomes. Efficacy and Replication Goal: Efficacy and replication evaluations are typically $250,000 to $750,000 per year, follow up studies are $150,000 to $400,000. Scale-up Evaluations Goal: Scale-up Evaluation projects are typically $500,000 to $1,200,000 per year. Follow-up studies are typically $250,000 to $600,000 per year. Measurement Goal: Typically $150,000 to $400,000 per year.

Length of Support: Exploration Goal: Secondary data analysis or meta-analysis - up to 2 years, data collection - up to 4 years, but must justify the need for the number of years requested. Development and Innovation Goal: Up to 3 years. Efficacy and Replication Goal: Up to 4 years, follow-up studies - up to 3 years. Scale-up Evaluation Goal: Scale-up Evaluation projects - up to 5 years, follow-up studies - up to 3 years. Measurement Goal: Up to 4 years.

Eligible Applicants: 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.

Summary: The general purpose of the Institute's Teacher Quality - Reading and Writing (Teacher Quality - Read/Write) research program is to identify effective strategies for improving the performance of current classroom teachers in ways that increase student learning and school achievement. The Institute intends for the Teacher Quality - Read/Write research program to fulfill five goals: (1) exploring the relations between malleable factors (e.g., practices of teachers and other instructional personnel; professional development programs) and student outcomes in reading or writing, as well as mediators and moderators of the relations between student outcomes and these malleable factors, for the purpose of identifying potential targets of intervention; (2) developing innovative programs and practices for teacher professional development that are intended to improve teacher practices and through them student learning and achievement; (3) evaluating the efficacy of teacher professional development programs and practices that are intended to improve teacher practices and through them student learning and achievement; (4) evaluating the effectiveness of teacher professional development programs that are implemented at scale and intended to improve teacher practices and through them student learning and achievement; and (5) developing and validating new assessments or validating existing assessments for teachers of reading or writing against measures of student achievement. Under these goals, the Institute supports research on teacher professional development interventions and teacher assessments relevant to teaching reading or writing from kindergarten through Grade 12. By "professional development" the Institute refers to in-service training of or tools for current instructional personnel. Long term outcomes of the Teacher Quality - Read/Write program will be an array of tools and strategies (e.g., in-service programs, assessments) that have been demonstrated to be effective for improving and assessing teacher performance in ways that are linked to increases in student achievement.