

GK-12 Annual Reports



Who
What
Where
When
How



How's it going, what's been learned, what are the challenges and adjustments (if needed)?

Kevin Swanson & Mimi McClure
NSF GK-12 Program

Note: These slides are a from the Annual Reporting session presented at the 2008 GK-12 Annual meeting. The slides include partial examples from project reports that were aligned well with the NSF GK-12 reporting guidelines. Much of the text in the slides is copied from the guidelines themselves, with emphasis added in some areas that are commonly problematic in submitted reports.

The examples shown are not meant to be rigid templates. Projects should use appropriate judgment in tailoring tables and organizing information in a manner that fits their own project activities and also facilitates efficient report review by NSF program officers.

Annual reports should also provide an open and transparent “window” into what’s happening in the project, how things are going and lessons learned along the way.

What happens after your report comes to NSF?



Report Reading
Subcontractors

Project Information:

*** Report Type:**

Name of Project:	Location of Project:
PI/Evaluator:	Proposal Number:
Date of Review:	Reviewer:

Part I - Principal Investigator Report:

A. Participants

1.) Senior Personnel -

Data	Present/Absent	Comments
Name of each PI, Co-PI, Coordinator, Post Doc, Evaluator		
Position of each participant in project		
Length of time each worked on project		
Institutional affiliation and position of each		
Contribution statement of each to project		

1.1) Other participants: Technical Programmers Others , Undergrads -

2.) Graduate Student

Data	Present/Absent	Comments
Name of each fellow		
Year in graduate program (masters or PhD student)		
Major		
Research topic		
Statement of graduate location & nature of graduate work		
Ethnicity and gender		
Past Fellow Tracking (whether graduated, degree obtained {PhD, masters} and current position)		

3.) *Organizational Partners (Schools, Museums, Zoos, Industry and Teachers)*

Data	Present/Absent	Comments
Name of organizational partner		
Characteristics of partner (urban, suburban, rural inner city, socioeconomic, minority, academic standing)		
Description of activities		
Number of fellows and teachers at each location		
Name of each fellow and teacher at each location		
Subject areas fellows and teachers participating		
Grade level instructed by fellow and teacher		

4.) *Other Collaborators*

Data	Present/Absent	Comments
Organizations contributing dollars, services or goods		
Statement of contribution		

B. Training and Development

1.) *Goals and Activities*

a. *Educational Activities*

Data	Present/Absent	Comments
Training workshop, seminar or other professional development provided for fellows/teachers and description of each		

b. *Contributions and Curriculum*

Data	Present/Absent	Comments
Curricular material developed or adopted		
Opportunities with graduate education and University to form partnership and contribution of participants		



c. Presentations

Data	Present/Absent	Comments
Presenter(s)		
Topic		
Title of conference, location, date		

d. Website

Data	Present/Absent	Comments
Name and brief description of web site		



Part II: External Evaluator's Report (Only For Projects Funded After 2005)

Data	Present/Absent	Comments
A. Project Goals and Objectives		
- Evaluation of Methods (description of design, data collection, analysis, etc.)		
B. Findings Executive Summary (survey data, qualitative interview data, etc.)		
- Changes in Fellows' attitudes, practices, career choices or other attitudinal, practice skill		
- Changes in K-12 teachers (knowledge, pedagogy, etc.)		
- Changes in K-12 students achievement (knowledge, attitudes, abilities, etc)		
C. Recommendations for PI and Project (actions needed and timeframe)		



Part III: Collaborative Response Report (Only for Projects Funded After 2005)

Data	Present/Absent	Comments
A. Response to Recommendations		
B. Timeframe for Appropriate Action		
C. Impact of Findings on Sustainability		
D. Sustainability Issues		



Comments:

Staff reviewer summarizes report and essence of project as seen through report to program director; recommends a thumbs up or down on report

Guidelines @ www.nsfgk12.org

NSF
GRADUATE TEACHING FELLOWS IN K-12 EDUCATION PROGRAM
GK-12

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[Annual Report Guidelines](#)

[Final Report Guidelines](#)

[GK-12 Profiles](#)

[Highlights Form](#)

Overview

The [Graduate](#)
Division of Gra
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(BIO), Comput
Geosciences (C
Economic Scie
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**Report Guidelines &
Highlights Form**
One-stop shopping

GK-12 Reporting Guidelines

1. Part I – Principal Investigator Report

Use the NSF Fast Lane Reporting Structure,
attach relevant documents as PDF's

A. Participants

1.) **Senior Personnel** - A list of each PI, Co-PI, Post Doc, Evaluator, Project Manager or other personnel associated with the project activities **over the last year of funding**. Include the list in a data table that also includes the following for each participant:

- a. **A description of the position of each**
- b. **Length of time each worked on project**
- c. **Institutional affiliation and position**
- d. **Contribution statement**

Senior Personnel

Part I: Principal Investigator Report

A. Participants

Example Only
Tailor to Project

Senior Personnel

Part I, Section A (1)

Senior Personnel	Description of position	Length of time on project	Institutional affiliation and position	Statement of contribution
[REDACTED]	PI	One year	[REDACTED] Chair and Distinguished Teaching Professor, Environmental & Forest Biology	Dr. [REDACTED] has overall responsibility for project administration and interactions with NSF.
[REDACTED]	Co-PI	One year	[REDACTED] Associate Dean Outreach, Instructional Quality & Technology and Director, ESF in the High School	Dr. [REDACTED] serves as managing Co-PI and has lead responsibility for the [REDACTED] Advisory Council, school-college partnerships, Teacher/faculty collaboration and professional development, project budget, and dissemination/sustainability.
[REDACTED]	Co-PI	One year	[REDACTED] Associate Director, Outreach, Instructional Quality & Technology	[REDACTED] has lead responsibility for the following activities: S [REDACTED], school-college partnerships including <i>ESF in High School</i> and the <i>Environmental Summit</i> , and Teacher/faculty collaboration and professional development.
[REDACTED]	Co-PI	One year	[REDACTED] Associate Professor, Landscape Architecture	Dr. [REDACTED] leads the international components (outreach and research) of the project.
[REDACTED]	Sr. Staff	One year	[REDACTED] of Environmental Science and Forestry (ESF) Dean, Instruction & Graduate Studies	[REDACTED] has lead responsibility in graduate and minority recruitment, and Teacher/faculty collaboration and professional development.
[REDACTED]	Evaluation consultant	One year	[REDACTED] University Associate Professor, Instructional Design, Development & Education	As the external evaluator Dr. [REDACTED] is responsible for project evaluation and reporting.

GK-12 Reporting Guidelines

1. Part I – Principal Investigator Report

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A. Participants

2.) Graduate Student – A list of all graduate fellows **funded over the last year** of the project. A separate list of prior graduate fellows funded and their progress towards career goals. Include the list **in a data table** with the following for each participant:

- a. Year in graduate program (masters or PhD)
- b. Major
- c. Research Topic
- d. Statement of graduate location and nature of graduate work
- e. Race/Ethnicity and gender
- f. Fellows Tracking – include past Fellows, graduation status, degree obtained, current position, e-mail and phone (**separate table**)

Graduate Fellows

Table 2. Graduate students.

Name	Year in graduate program	Major	Research topic	Statement of graduate location & nature of graduate work	Ethnicity & gender
[redacted]	5 th year of PhD	Marine Biology and Fisheries	Reducing uncertainty in white marlin stock assessments	[redacted] School of Marine and Atmospheric Sciences (RSMAS) & post-quals, writing dissertation	White & female
[redacted]	6 th year of PhD	Biology	Frog occupancy patterns and underlying mechanisms within a landscape mosaic of pasture and forest in Costa Rica	[redacted] College of Arts & Sciences & writing dissertation	White & female
[redacted]	5 th year of PhD	Biology	Phylogeography of the marsh rice rat <i>Oryzomys palustris</i>	[redacted] College of Arts & Sciences & post-comp, data collection	White & female
[redacted]	5 th year of PhD	Marine Biology and Fisheries	Effects of water flow rate, light intensity, and pH on the growth and survival of corals and their symbiont communities	[redacted] RSMAS & doing research	White & female
[redacted]	6 th year of PhD	Biology	The relative importance of sexual and clonal reproduction in the	[redacted] College of Arts & Sciences & writing dissertation	White & male

**Example Only
Tailor to Project**

**Please use separate tables with dates if more than one Fellow cohort active during reporting period
e.g. Fellows June 2006 – May 2007
Fellows June 2007 – May 2008**

GK-12 Reporting Guidelines

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A. Participants

3.) Organizational Partners – A list of each partner including schools, zoos, museums, and industry. Include the list in a data table that also includes the following:

- a. Characteristics of partner school (urban, suburban, rural, socioeconomic data, academic standing)
- b. Description of activities
- c. Number of fellows and teachers at each location
- d. Name of fellow and teacher teams at each location if applicable
- e. Subject areas and grade level fellow and teacher teams teaching

Partner Schools

Table 3. Organizational Partners for [redacted]

Example Only
Tailor to Project

Name	Characteristics	Description of activities	Number of fellows and teachers	Name of fellow and teacher teams	Subject area and grade level fellow and teacher teams teaching
[redacted] Public Schools	Rural, 48% Free & Reduced Lunch, NCA Accredited, 12 th grade 2007 MEAP scores meeting or exceeding standards (Reading – 50%, Science – 49%, Writing – 43%, Math – 42%)	District teachers participate in school year workshops and summer institutes provided by the project and help to build inquiry-based learning into the district's science curriculum	1 Fellow, 6 Teachers (2 are Mentors)	[redacted] (Fellow), [redacted] (6 th) and [redacted] (9 th -12 th)	Science (6 th), Earth Science (9 th -10 th)
[redacted] Community Schools	Rural, 34% Free & Reduced Lunch, NCA Accredited, 12 th grade 2007 MEAP scores meeting or exceeding standards (Reading – 57%, Science – 48%, Writing – 45%, Math – 42%)	District teachers participate in school year workshops and summer institutes provided by the project and help to build inquiry-based learning into the district's science curriculum	1 Undergraduate Intern, 2 Teachers	[redacted] Undergraduate), [redacted] (9 th -12 th)	AP Biology (10 th)
[redacted]	Rural, 36% Free & Reduced Lunch, NCA Accredited, 12 th grade 2007	District teachers participate in school year workshops and summer institutes			

Can separate school characteristics in separate table

Activities details described in Project Summary

Table 3b. Demographics of Participating [redacted] Middle Schools

Middle School	Hispanic	African American	White	Economically Disadvantaged	Limited English Proficiency
[redacted]	77.7%	10.7%	9.5%	83.4%	27.5%
[redacted]	80.2%	6.4%	11.4%	75.4%	23.9%
[redacted]	88.1%	1.1%	0.6%	82.8%	28.7%

GK-12 Reporting Guidelines

1. Part I – Principal Investigator Report

Use the NSF Fast Lane Reporting Structure,
attach relevant documents as PDF's

A. Participants

4.) **Other collaborators** – A list of each collaborator or institution contributing dollars, goods or services. Include the list in a **data table** that also includes a **statement of contribution.**

Other Collaborators

Table 4. Other Collaborators for “GK-12: [redacted]” (2007-2008)

Name	Description of activities	Contribution
National Science Foundation [redacted]	[redacted] supplements provide support for a one-week summer institute for GK-12 teachers and fellows (\$15,000), costs of substitute teachers needed for GK-12 teachers to attend school-year workshops at the [redacted], and a summer stipend for one GK-12 teacher, [redacted] to conduct research as part of the Research Experiences for Teachers program.	\$34,000
[redacted]	[redacted] GK-12 Teachers and Fellows serve as reviewers for exhibit-related curriculum produced by the Office of Exhibits at the National Museum of Natural History	Stipends (\$100/day) to participants in Smithsonian lesson evaluation workshops and expenses for hosting a workshop at the [redacted].
[redacted]	[redacted] GK-12 Teachers and Fellows participate in “Live from the Poles” conference calls with researchers studying in the Arctic as part of the Polar Discovery program.	Donation of “Polar Discovery” materials to GK-12 teachers who participate in the live phone calls with researchers.
School District Pride Grant	Support for development of a plant growth lab at [redacted] High School.	\$2000
[redacted] Corporation	Support for field trips by [redacted] Middle School students to a local bog and local fish hatchery.	\$1000
[redacted]	Support for schoolyard garden projects at [redacted] Public Schools and [redacted] Community Schools, a GK-12 partner district.	\$300
[redacted] University Extension	[redacted] Extension personnel help to recruit and coordinate citizen-science participants in project activities.	Personnel time to assist with GK-12 workshops and activities.

**Example Only
Tailor to Project**

GK-12 Reporting Guidelines

1. Part I – Principal Investigator Report
attach relevant documents as PDF's



B. Project Summary

- 1.) **Goals and Activities** - List short and long-term project goals and objectives for fellows, faculty, and institutions. Summarize how activities have helped project meet short and long-term goals and objectives. Provide a general description of the project activities and the involvement of fellows, teachers and institutions. Activities will fit into one of the following categories **(if the PI does not feel that the categories suffice to explain their process, they may include other categories to better create a more accurate formative picture of their project)**:
 - a. Training, workshops, seminars and/or professional development for Fellows and teachers.
 - b. Curriculum materials adopted or developed

B. Project Summary (cont'd)



- Training and development activities
- Interaction of fellows and teachers
- What the fellows are up to w/ teachers and students
- Research into classroom
- How it's going – what's working well, what's presenting a challenge, adjustments made, lessons learned
- Achievements



“Concise but complete”



Part I – Principal Investigator Report

**Example Only
Tailor to Project**

A. Participants

The GK-12 Partnership for [REDACTED] at the University of [REDACTED] will complete its second year on January 31, 2008. This report covers one year of program activities from January 2007 to January 2008 and the results of 18 months of program evaluation.

Our first cohort of ten graduate fellows completed work in [REDACTED] Independent School District ([REDACTED]) schools in May 2007. Fellows were paired with science teachers in five middle schools for the 2006-07 academic year.

Recruitment for the new cohort of fellows and teachers began in February. 31 graduate students from the sciences and engineering submitted applications for 2007-08 fellowships, and 19 were interviewed in April. Six first-year fellows reapplied for GK-12 fellowships; returning fellows substantiated their interests in completing a second year by describing their connection to students and their recognition that teaching skills learned in the program apply to all levels, including college. All six were selected to complete a second year and four fellows are new to the program.

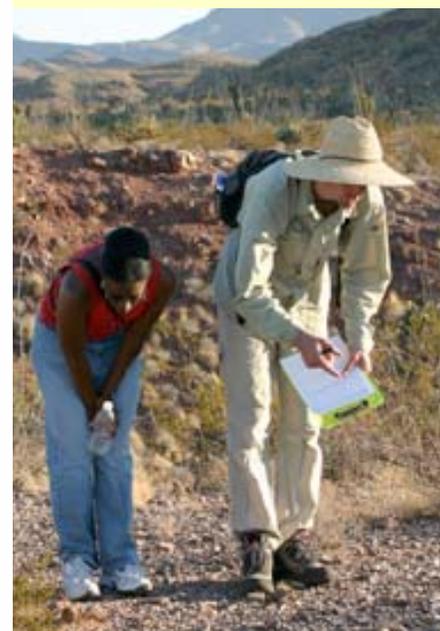
In our second cohort, six fellows are Hispanic and Spanish-speaking. Five of those fellows have personal connections to the [REDACTED] region. This subset of fellows are strong role models for our adolescents, many of whom have few if any family members who have attended college.

1. *Senior Personnel (Table 1).* The three [REDACTED] faculty members, the program manager and our [REDACTED] liaison are committed to completing the program.

2. *Graduate Fellows (Tables 2a and 2b).* 2006-07 fellows were placed in sixth grade science classrooms through May 25, 2007. Degree completion during our partnership includes a doctoral degree in geology (August, 2007), two M.S. degrees in physics (December, 2006) and one M.S. degree in biology (December, 2007). The second cohort of graduate fellows began work in seventh grade science classrooms – two fellows in each of five schools - on August 22, 2007.

3. *Organizational Partners (Tables 3a and 3b).* Our urban school district partner is [REDACTED] Independent School District, the largest district in [REDACTED] County, with a student population that is

**Formatting
and pictures
require
attached pdf's**



GK-12 Reporting Guidelines

1. Part I – Principal Investigator Report
attach relevant documents as PDF's

B. Project Summary

2.) Communication – Publications and other modes of communication associated with project activities

- a. Journals Published – Authors, name of article, volume number of journal and pages where found
- b. Books Published – as a result of GK-12 activities, include the title, authors, publisher
- c. Website Developed – as result of GK-12 activities (include complete URL)

Presentations

GK-12 Reporting Guidelines

Part II – External Evaluator’s Report (5-7 Pages) Only for projects that started after 2005 – attach documentation as PDF’s

A. Project Goals and Methods -

1.) Provide a description of the project short-term and long-term goals and objectives

2.) Evaluation methods based on goals

a. Describe the general design and methods of the evaluation based on the formative and summative measures of the project **for all participants**

b. Summarize data collection, analysis, instruments, protocols, or other procedures and tools used in the evaluation

GK-12 Reporting Guidelines

Part II – External Evaluator’s Report Only for projects that started after 2005 – attach documentation as PDF’s

B. Evaluation Findings Executive Summary

- 1.) Present findings for the evaluation questions, in an executive summary, highlighting important or interesting findings
- 2.) Include tables and figures, representative quotations, and other forms of data relevant to the executive summary as appropriate
- 3.) Focus on presenting evidence for which **project goals** are being achieved and to what extent, confidence or validation to which data may triangulate findings

B. Evaluation Findings Executive Summary

- **Organization – Consider which graphs, tables should be embedded in narrative and which in appendices**
- **Translation of technical language (remember “communicating to a broader audience” who are not other evaluators)**
- **Does evaluation encompass all project and program goals?**

GK-12 Reporting Guidelines

Part II – External Evaluator’s Report Only for projects that started after 2005 – attach documentation as PDF’s

C. Recommendations for Principal Investigator and project

- 1.) Generate a specific list of recommendations for the PI and project leadership team based on the formative evaluation findings and project goals**
- 2.) Include recommended actions and timeframes as appropriate**

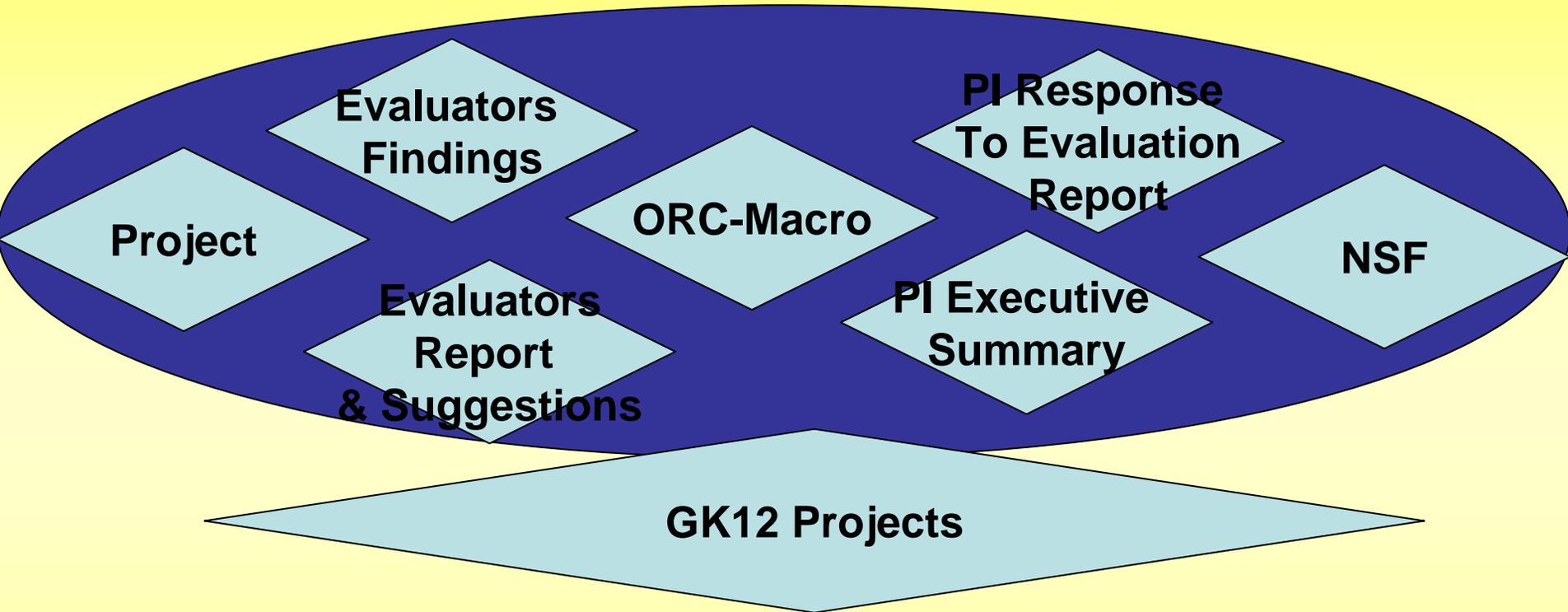
GK-12 Reporting Guidelines

3. Collaborative Response Report – (3 pages) – **Only for projects that started after 2005.** It is recommended that the Principal Investigator and the External Evaluator collaborate on the annual report. attach as PDF's.

- A. Respond to recommendations focusing on how to incorporate the recommendations into practice**
- B. Timeframe for the appropriate actions**
- C. Discuss project goals and measured outcomes and the potential impact on the issues surrounding sustainability**

You are part of a larger Community

Increase the Power of your Findings:



- The information in your reports should add to the greater body of knowledge of that larger community.
- Should provide for informed (data-driven) decision-making at the project level.